Willis Independent School District

2017-2018 Academic Accountability Report

Published February, 2019

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Willis Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard

Mission Statement

The mission of Willis Independent School District is to develop in each student the knowledge, skills, and behaviors essential for life-long learning and for productive, responsible citizenship.

Core Commitments and Core Beliefs

We believe every child counts; every child learns.

We will provide the opportunity for a successful future by teaching every child to think.

We believe the education of all children is the responsibility of the family, school district, and community.

We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community

We believe each employee is valuable and has a profound impact on student learning.

We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We believe all students learn best in a safe, supportive, and secure environment.

We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2017-2018 school year, the district will serve approximately 7,300 students with a population of 52.5% White students, 35.9% Hispanic students, and 7.3% Black students. Students of economic disadvantage comprise 57.4% of the student population and students considered at-risk comprise 46.7%. English Language Learners (ELLs) comprised 14.9% of the student population. Special populations include special education (8.65%) and Gifted and Talented (4.9%).

Demographics Strengths

Although the student population is comprised of over 30% Hispanic students, most Hispanic families have lived in the district for many years. In the last 6 years the population has grown, but not exponentially. The mobility rate, although averaging 17.8% and varying across campuses, is not a huge factor in most campuses.

Student Achievement

Student Achievement Summary

For the 2017 assessment year, Willis ISD Met Standard as a district. The district scored above the state target scores in the areas of Student Achievement (73), Student Progress (36), Closing Performance Gaps (37) and Post-secondary Readiness(71). Willis ISD met state System Safeguards in 31 out of 42 Performance Rate, 18 out of 18 Participation Rates, 6 out of 7 Graduation Rates, and Met Federal Limits on Alternative Assessments. In the Performance Rates System Safeguards areas not meeting standard were African-American reading and writing, Economically Disadvantaged writing, Special Education in all 5 reportable categories, and ELL in reading, writing, and social studies. In the Graduation Rates System Safeguards the only area not meeting standard was African-American class of 2016 4-year graduation rate.

Student Achievement Strengths

Strengths evident in the 2017 STAAR scores:

- WHS was at or above state average in all tested areas.
- WISD met 31 of 42 performance indicators.
- WHS graduation rates were 90% or better for All Students for the class of 2016.
- Student Met or Exceeded Progress Increased or stayed the same in all measurable areas.
- Significant gains were made in math, science, and social studies STAAR success for special needs students.
- LLMS no longer an Improvement Required Campus.

District Culture and Climate

District Culture and Climate Summary

Willis ISD is part of a small community located on the I-45 corridor north of Houston, Texas. The location allows community members quick access to world class medical care, shopping, and entertainment. For this reason the district is growing with land available for future expansion. The close proximity to major companies and commerce allows business professionals the luxury to live in a smaller community yet be close to work. Montgomery county is a very fast growing area in Texas; it is expected that Willis will continue to grow at a fast pace in the coming years.

Many staff members, including instructional and auxiliary staff, are members of the community, some long-time members. With a 17.8% mobility rate, the district serves a majority of families who have lived in Willis for generations. Willis is a growing community with a small town feel.

The district incorporated a health clinic with certified physicians for employees. The clinic is housed in the district and serves staff members and their families. The benefits of an in-house health clinic include no copay for typical illnesses and no charge for maintenance medications. Feedback from teachers indicate the clinic is of great benefit to employees who take advantage of the services.

WISD partners with the Montgomery County Constables Office to employ its own police force. The officers are housed at the campuses and assist with truancy, security, and student/parent issues. The officers have created partnerships with county law enforcement agencies and the fire department to ensure all aspects of security and safety are covered.

District Culture and Climate Strengths

Strengths evident for the 2017-2018 school year:

- In general, teachers are receptive to incorporating new, research-based techniques into their instructional practices.
- Many teachers live in and contribute to the community.
- Teachers have access to instructional coaching at all levels in the core courses.
- The district has working partnerships with county agencies to ensure the welfare of students and staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Willis ISD is an Equal Opportunity Employer. Willis ISD considers applicants for all positions without regard to race, color, national origin, age, religion, sex, marital status, veteran or military status, the presence of a medical condition, disability, or any other legally protected status.

The district strives each year to hire and retain staff who are strong in instructional best practices and who are certified by the state of Texas as highly qualified. For the school year 2016-2017, every teacher at Willis ISD was highly qualified.

Staff Quality, Recruitment, and Retention Strengths

The performance of each district employee is evaluated annually according to established district parameters. Employees may also be required to provide annual performance and professional growth plans. This annual process assists managers and the district overall in ensuring that each employee contributes effectively to the accomplishment of the district's educational mission.

The district prepares an annual plan to identify programs for in-depth and objective evaluation. Mandated reports are submitted to federal, state, and local funding agencies. Additionally, proactive reports are prepared reviewing district program implementation and outcomes. Findings and recommendations inform program improvements as well as planning for professional development for staff and decision-making processes.

The district conducts professional development and parent involvement surveys yearly. These surveys provide comprehensive information from various perspectives. The results of the surveys are used for evaluation of programs, learning and work environment, and customer service. The results of the surveys are invaluable to planning for continuous improvement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In 2014-2015 an instructional coaching model was implemented at the elementary level with an ELAR/social studies and math/science coach at all five elementary campuses. In 2015-16 an additional ELAR/social studies coach and math/science coach were added to support the two middle schools which continued through the 2016-17 school year. For the 2017-2018 school year, an additional set of coaches have been hired in order for both middles schools to have full time support.

Balanced literacy and balanced math continue to be a focus for the district. The 2017-2018 school year is the fourth full year for guided reading, the third year for fully implementing writers' workshop, Comprehension Toolkit, and all balanced math components. This year will also include a focus on curriculum and instructional practices in bilingual and ESL classrooms.

The district utilizes the Texas Curriculum Collaborative as the district curriculum. The standards are assessed through district-created common assessments and benchmarks, and data discussions are held at the campus and the district level to make curricular and instructional adjustments to address students' needs. Additionally, Response to Intervention teams are in place on all campuses to support all students.

Curriculum, Instruction, and Assessment Strengths

Strengths evident in Teaching and Learning for the 2017-2018 school year:

- Instructional coaching model is in place at all grade levels.
- Formative and summative assessments as well as screeners for reading and mathematics are in place district-wide to assess students' mastery of state standards.
- District curriculum includes the Texas Curriculum Collaborative documents and district-created pacing guides to ensure curricular gaps are closed.
- Redefining RTI for every child.
- Development of teacher RTI system to support teacher growth.

Parent and Community Engagement

Parent and Community Engagement Summary

A parent involvement program evaluation was completed for the 2016-17 school year to assist district personnel in planning for the 2017-18 school year. Through this evaluation, it was determined that Willis ISD elementary campus staffs conduct numerous after-school and in-school activities that engage students and parents. Parents also attended scheduled parent/teacher conferences as well as school events that involve their children. Communication with parents typically occurred through notes, flyers, and invitation sent home with student in their Monday folders. Teachers were required to call the parents of all students throughout the year and to document all telephone conversations with parents. Parents were generally positive about communication with school staff and preferred email communication over telephone and other communication methods. The survey indicated continued evaluation of communication efforts is necessary.

Parent and Community Engagement Strengths

Campus-based parent involvement activities for academics and fine arts are well-attended

Call out and email system to keep parents aware of scheduled events (open house, math nights, athletic luncheons, etc)-School Messenger

Math nights (elementary/middle schools) to teach fun ways to practice math at home with students in a fun engaging ways

Curriculum content nights on elementary campus engaging students/parents in Literacy, STEM and STEAM

The WISD Parent Center supports families through resources and information

Parent Support Group-meetings for parents with special need students

Volunteers/PTO

Website/Facebook/Twitter are used for parent information and communication tools

Willis ISD App

District Dynamic Newsletter

Time with Tim

The Wildkat Wellness (SHAC) committee is well-attended and active

Parent and student Self-Serve-web based access available for parents to view students' grades

District Student Mentor Program R.I.S.E.- Mentoring program utilizes community volunteers to mentor middle school and high school students

Friends of Texas Public Schools

Leadership Willis Committee

Peachjar- Flyer distribution system.

Remind App

District Context and Organization

District Context and Organization Summary

The district uses benchmarks and universal screeners to measure students progress. The district administers a benchmark in both the fall and spring semesters and also gives universal screeners at the beginning, middle, and end of the year. Data is monitored at the district level in both Leadership and Principals meetings in order that corrections can be made during the year. The district also has an assessment calendar in place in order to provide time to monitor student performance.

District Context and Organization Strengths

- Benchmarks given across grade levels and subjects
- Universal Screeners
- District testing calendar
- Common Planning and PLC's at all campuses
- Formative assessment is used to drive instruction

Technology

Technology Summary

WISD began a transformation to a digital learning environment during the 2012-2013 school year by funding a part time Technology Integration Coach (iCoach) for each campus to provide training on digital tools, engagement and enhancement ideas for classroom activities, and student centered learning with technology integration. In the 2017-2018 school year, all elementary and middle school campuses were assigned a full time iCoach and Willis High School was assigned two full time iCoaches to better serve their larger instructional staff. This full time iCoach position expanded to include library support, a working partnership with campus instructional coaches and serving as a campus technology advocate through social media.

At the high school level, there is approximately one tablet cart for every two classrooms. Both middle school campuses have maintained a 1:1 tablet to student ratio since 2014. All elementary campuses have at least one tablet cart per grade level and 6 ipads per classroom in grades K-2.

Technology Strengths

Technology strengths for the 2017-2018 school year:

- Technology Integration Coaches (iCoach) in place at all campuses to support digital learning
- Stronger curriculum and technology partnership and collaboration
- Wireless Access Points in all classrooms to ensure adequate wireless access
- Upgraded infrastructure components for additional network stability

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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 population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Willis ISD students will achieve 90% mastery on grade level assessments and meet or exceed the state average on STAAR/EOC assessments.

Evaluation Data Source(s) 1: 2018 STAAR/EOC results.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create/revise campus formative assessments and district benchmarks to monitor progress of students and provide interventions as needed.	7.0, 8.0, 9.0	Assistant Superintendent for Innovation, Teaching & Learning	State Assessment Results				
2) Continue instructional best practices through Balanced Literacy and Balanced Math to meet the needs of students.	1.0, 7.0, 8.0, 9.0	Assistant Superintendent for Innovation, Teaching & Learning	Assessment results				
3) Utilize early reading and math diagnostic instruments to identify and support at-risk students.	2.0	Assistant Superintendent for Innovation, Teaching & Learning	Beginning of year, middle of year, and end of year progress monitoring documents.				
System Safeguard Strategy 4) Conduct a comprehensive needs assessment of the ELL programs to ensure effective teaching and learning of scaffolded instruction are in place for ELLS in all classrooms.	2.0, 10.0	Assistant Superintendent for Innovation, Teaching & Learning Director of Elementary Education	State assessment results (STAAR, TELPAS)				
System Safeguard Strategy 5) Ensure all students are afforded equitable and high quality instruction in all classrooms.	3.0	Assistant Superintendent for Innovation, Teaching & Learning	State and local assessment results				

100%
= Accomplished
= Continue/Modify
0%
= No Progress
= Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: WISD Campuses will facilitate communication between home, school, and community and provide opportunities for involvement to educate and inform parents and the community.

Evaluation Data Source(s) 1: Reports generated for all communication avenues and school/parent activities.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to support WISD families through the district Parent Support Center.	6.0, 7.0	Principals, staff	Number of parents involved in each school/district activity				
	Funding Sources: Title I - 0.00, Local - 0.00						
2) Increase the number of partnerships with the Willis Economic Development Council (EDC) and local businesses to provide an increase in job opportunities for WISD graduates.		Superintendent, District Admin.	Number of students with local jobs				
	Funding Sources: Local - 0.00						
3) Expand campus volunteer program to assist with mentoring and accelerating student learning of all students.	6.0, 7.0	Principals, Counselors, staff	Assessment scores; number of volunteers				
	Funding Sources: Local - 0.00						
4) Continue to communicate education standards and expectations to community, parents, and students through website, parent center and area media.	6.0	Superintendent, District & Campus staff	Number of parents involved in each school/district activity				
	Funding Sources: Local - 0.00						
5) Provide parent center information sessions on each campus for parents and staff.	6.0	Principals, Parent Center Liaison	Number of parents involved in each school/district activity				
	Funding Sources: Local - 0.00						

6) Ensure that campuses provide parent information sessions related to school organization and classroom expectations, school and home responsibilities/involvement and how to participate as a working or stay at home parent.	6.0	Assistant Superintendent for Innovation, Teaching and Learning	Number of parents involved in each school/district activity				
	Funding Sources: Local - 0.00						
7) Continue commitment of Willis ISD website and social media pages for communication within the community and for teachers and staff to communicate achievements and events.	6.0	Superintendent	Number of parents involved in each school/district activity				
	Funding Sources: Local - 0.00						
8) Ensure Integrated planning and decision making through the District Education Improvement Committee (DEIC) and Campus EICs (CEIC).	6.0	Assistant Superintendent for Innovation, Teaching and Learning, Committee Members	Improvement in student academic performance				
	Funding Sources: Local - 0.00						
9) Utilize SHAC committee to provide advisement on health, nutrition and wellness issues.		Director of Communication and SHAC Chair	Increase in number of activities conducted district- and campus-wide to promote healthy living				
	Funding Sources: Local - 0.00						
10) Communicate athletic and extracurricular opportunities to community, parents, and students through district web-site and social media, parent center and area media.	6.0	Superintendent, District & Campus staff	Number of parents involved in each school/district activity				
	Funding Sources: Local - 0.00						
11) Continue to offer a wide variety of avenues for parent/district communication including: Facebook Twitter Call-out System District Webpage Campus Webpage Campus Marquees Mobile app push notifications Parent/student email lists Media coverage (newspaper & radio) Weekly Newsletter Peachjar Time with Tim	6.0	Communications Director	Increase in number of parents/community members utilizing all communication tools.				
12) Partner with ESC VI to provide relevant and current professional development to all staff as appropriate.	4.0, 5.0	Assistant Superintendent for Innovation, Teaching and Learning	Increase in number of sessions attended.				

13) Provide leadership opportunities for community, staff and students through a variety of avenues including: Friends of Texas Public Schools Willis ISD Leadership Committee Student Focus Groups	6.0	Superintendent, Assistant Superintendent for Innovation, Teaching and Learning, Communications Director					
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: WISD will maintain high expectations for each employee and provide training and support for professional growth and student achievement.

Evaluation Data Source(s) 1: Student growth measures including screeners, formative assessments, and beginning-middle-end of year diagnostic test results. Professional development reports.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure appropriate staff development in technology competencies and integration of technology on all campuses.	4.0	Principals, Assistant Superintendent for Innovation, Teaching & Learning Executive Director of Technology	Evaluation of technology integration plan				
	Funding Sources: Title II - 0.00						
2) Implement strategies to increase recruitment, recognition and retention of quality staff.	3.0, 4.0	Assistant Superintendent for HR and Student Services	Improvement in student academic performance				
	Funding Sources: Title I - 0.00, Local - 0.00						
3) Monitor personnel retention/losses to determine effectiveness and further action.	3.0	Assistant Superintendent for HR and Student Services	Higher rate of HQ staff retention				
	Funding Sources: Local - 0.00						
4) Continue to provide a district Health and Vendor Fair scheduled during the district opening sessions.		Superintendent, Assistant Superintendent of Business and Finance	Decrease in employee/district health care costs				
	Funding Sources: Local - 0.00						

5) Utilize the District Truancy Officer to intervene with students who are not in compliance with the compulsory attendance law.		Superintendent Executive Director of Student Services Truancy Officer	Increase in student attendance				
	Funding Sources: SCE - 0.00						
6) Provide consistent training on effective PEIMS data entry requirements and monitoring procedures.		Executive Director of Student Services PEIMS Coordinator	Decrease in PEIMS coding errors				
	Funding Sources: Local - 0.00						
7) The Truancy Office will collaborate with staff from every campus to improve campus attendance.		Superintendent Executive Director of Student Services Truancy Officer	Increase in student attendance				
	Funding Sources: SCE - 0.00						
8) Provide district level incentives for perfect attendance for staff and students.		Superintendent	Increase in student attendance				
	Funding Sources: Local - 0.00						
9) Continue new teacher staff orientation to provide a positive introduction to district instructional initiatives and follow up support.	3.0, 4.0	Assistant Superintendent for Innovation, Teaching & Learning Principals	Higher rate of HQ staff retention				
	Funding Sources: Local - 0.00						
10) Continue to support new teachers through District New Teacher Mentor program.	3.0	Assistant Superintendent for HR and Student Services	Higher rate of HQ staff retention				
	Funding Sources: Local - 0.00						
System Safeguard Strategy 11) Continue to follow a plan of action to support and certify all teachers of ELL students.	3.0	Assistant Superintendent for Innovation, Teaching & Learning, Assistant Superintendent of Human Resources and Student Services Director of Elementary Education ELL Coordinator	Higher rate of HQ staff retention				
	Funding Sources: Title II - 0.00, Title III - 0.00, Local - 0.00						
12) Continue instructional coach model at all elementary campuses and middle school campuses.		Assistant Superintendent for Innovation, Teaching and Learning	Improved student scores on state assessments.				

13) Continue technology integration coaches at all campuses to ensure teacher and student growth in digital resources integration that support instructional best practices.		Executive Director of Technology	Utilization of technology in classrooms as evidenced by walkthrough documentation.				
14) Continue district coordinator model to research and facilitate instructional best practices across the district.		Assistant Superintendent for Innovation, Teaching & Learning	Teacher reflections, staff development needs assessments, state assessments.				
15) Partner with ESC VI to provide relevant and current professional development to all staff as appropriate.	1.0	Assistant Superintendent for Innovation, Teaching & Learning	ESC EOY Report. Increase in number of sessions attended.				
16) Continue staff development requirement for teachers continuing education in their identified fields of practice.	4.0	Superintendent, Assistant Superintendent for Innovation, Teaching and Learning, Assistant Superintendent of Human Resources	PD hours acquired.				
17) Conduct district Data Days with administrators and instructional coaches throughout the year in order to make instructional decisions, improve curriculum and design assessments.	8.0	Assistant Superintendent for Innovation, Teaching and Learning, District Coordinators, Principals	Improve student growth on learning objectives as reflected on local and state assessments.				
18) Ensure appropriate staff development of assistant principals to create an administrative coaching model that supports instructional best practices in the classroom.		Assistant Superintendent for Innovation, Teaching and Learning, Executive Director of Student Services, District Coordinators	Reflections from assistant principal coaching sessions and professional development trainings will show growth and a deeper understanding of instructional practices.				
19) Provide professional development in Writing to improve instruction in the classroom: a) Jeff Anderson Training b) Lead4ward - Souped Up Super 8	4.0	Assistant Superintendent for Innovation, Teaching and Learning, Director of Elementary Education, District Coordinators	Improve student growth in writing as reflected on local and state assessments.				

20) The district will review historic growth percentages in order to better recruit and allocate personnel prior to the start of the school year.	3.0	Superintendent, Assistant Superintendent of Human and Student Resources, Assistant Superintendent for Innovation, Teaching and Learning	More accurate reflection of staffing on each campus with a reduction in district applications for class size reduction waivers from the state				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: Ensure the budgeting process supports integrity and efficient management of resources district-wide.

Evaluation Data Source(s) 1: Monitoring through district approval process and annual financial audit.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify and prioritize capital improvement needs of the district to ensure that all areas requiring major capital improvement investment are prioritized in short term, medium term and long term requirements.		Superintendent Assistant Superintendent of Business and Finance	Audit reports.				
	Funding Sources: Local - 0.00						
2) Maintain employee insurance program to ensure highest quality insurance at best cost to district.		Assistant Superintendent of Business and Finance	Higher rate of HQ staff retention				
	Funding Sources: Local - 0.00						
3) Continue current purchasing practices		Assistant Superintendent of Business and Finance	Purchasing Manual Audit Reports				
	Funding Sources: Local - 0.00						
4) Ensure budget allocations formulas adequately support the resources needed at the campus level.	3.0	Assistant Superintendent of Business and Finance	Higher rate of HQ staff retention; Improvement in student academic performance				
	Funding Sources: Local - 0.00						
5) Ensure Title I funds support supplemental services designed to improve the educational performance of at-risk students.	10.0	Supt., Assistant Superintendent for Innovation, Teaching & Learning	Improvement in student academic performance				
	Funding Sources: Title I - 0.00						
6) Conduct an ongoing needs assessment of all facilities and continue the construction of new facilities and renovation of current facilities.		Executive Director of Support Services	Needs Assessment Reports				
	Funding Sources: Local - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: WISD will maintain high expectations toward a safe and structured environment to include positive student behavior, student and staff attendance, and positive school culture.

Evaluation Data Source(s) 1: Reports generated for discipline, attendance, safety, transportation, and climate.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to upgrade and support video cameras on secondary campuses.		Superintendent	Decrease in number of student violent offenses				
	Funding Sources: Local - 0.00						
2) Train administrators to address and provide training on bullying on all campuses.		Superintendent	Decrease in number of student violent offenses				
	Funding Sources: Local - 0.00						
3) Willis ISD secondary students will receive awareness training on dating violence to include definitions and safety planning.		Principals, Counselors	Decrease in number of student violent offenses				
	Funding Sources: Local - 0.00						
4) Continue run, hide, fight training sessions on each campus and for each department.		Superintendent Assistant Superintendent for Innovation, Teaching and Learning, Principals Directors Coordinators	Increase effectiveness of drills and consequently preparedness for campus intruder				
	Funding Sources: Local - 0.00						
5) Promote safety on each campus and departments through campus and central office safety meetings.		Superintendent	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						

6) Evaluate effectiveness of "student code of conduct" policies from incident data collected.		Superintendent Assistant Superintendent for Innovation, Teaching and Learning, Assistant Superintendent of HR and Student Services, Executive Director of Student Services, Principals	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						
7) Conduct a "student code of conduct" orientation at all campuses to outline codes necessary for a safe, educational environment with students and staff.		Principals, staff	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						
8) Communicate standards with publication of "student code of conduct" in district student handbook and on website.		Superintendent Assistant Superintendent for Innovation, Teaching and Learning, Communications Director	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						
9) Communicate standards with continued reinforcement of "student code of conduct" policy through administrator/teacher communication and modeling for parents and community.		Assistant Superintendent for Innovation, Teaching and Learning, Principals, staff	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						
10) Communicate established dress code with parents, student, teachers, and community.		School Board, Superintendent, Principals	Decrease in number of student code of conduct offenses				
	Funding Sources: Local - 0.00						
11) Willis ISD School Health Advisory Council (SHAC) will meet 4 times per year to promote physical activity, nutrition and fitness community wide.		Director of Communication	Increase in number of activities conducted district and campus-wide to promote healthy living				
	Funding Sources: Local - 0.00						

12) Improve district positive behavior interventions and supports (PBIS) with the district behavior specialist. The specialist will: - work with principals to implement behavioral support systems, and - plan for district-wide improvement in the district PBIS system.	10.0	Assistant Superintendent for Innovation, Teaching and Learning Behavior Specialist Special Education Director Campus Administration	Decrease in number of office disciplinary referrals on campuses implementing PBIS.				
	Funding Sources: Local - 0.00						
13) Continue to train new campuses in Positive Behavior Interventions and Supports (PBIS) in order to increase behaviors that promote learning and respectful interventions.	10.0	Assistant Superintendent for Innovation, Teaching and Learning, Behavior Specialist, Special Education Director, Campus Administration	Campuses implementing PBIS will show a decrease in office disciplinary referrals.				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Conduct a comprehensive needs assessment of the ELL programs to ensure effective teaching and learning of scaffolded instruction are in place for ELLS in all classrooms.
1	1	5	Ensure all students are afforded equitable and high quality instruction in all classrooms.
3	1	11	Continue to follow a plan of action to support and certify all teachers of ELL students.

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

District Number: **170904**

2018 Accountability Rating: **C**

2018 Special Education Determination Status:

Needs Assistance

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Not Reported

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District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	79%	**77%**	74%	71%	81%	-	*	-	88%	*	71%	67%
	2017	73%	73%	**68%**	*	63%	74%	*	*	-	*	48%	60%	53%
At Meets Grade Level or Above	2018	43%	44%	**41%**	16%	32%	50%	-	*	-	50%	*	32%	23%
	2017	45%	46%	**40%**	*	29%	49%	*	*	-	*	38%	29%	19%
At Masters Grade Level	2018	25%	26%	**23%**	12%	18%	29%	-	*	-	23%	*	17%	10%
	2017	29%	30%	**24%**	*	16%	31%	*	*	-	*	23%	14%	10%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	**77%**	67%	75%	80%	-	*	-	*	*	71%	74%
	2017	77%	79%	**77%**	*	70%	83%	*	*	-	*	48%	70%	63%
At Meets Grade Level or Above	2018	47%	49%	**45%**	21%	40%	52%	-	*	-	*	*	36%	37%
	2017	49%	52%	**52%**	*	45%	59%	*	*	-	*	35%	42%	40%
At Masters Grade Level	2018	23%	25%	**19%**	12%	14%	24%	-	*	-	*	*	12%	9%
	2017	26%	28%	**24%**	*	17%	30%	*	*	-	*	18%	16%	11%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	74%	**71%**	*	60%	79%	*	*	-	80%	*	63%	56%
	2017	70%	71%	**68%**	*	65%	73%	*	*	*	*	*	63%	61%
At Meets Grade Level or Above	2018	46%	47%	**45%**	*	33%	56%	*	*	-	47%	*	36%	26%
	2017	44%	45%	**37%**	*	33%	44%	*	*	*	*	*	29%	24%
At Masters Grade Level	2018	24%	25%	**24%**	*	15%	30%	*	*	-	33%	*	15%	10%
	2017	24%	26%	**17%**	*	12%	23%	*	*	*	*	*	12%	10%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	**83%**	59%	80%	87%	*	*	-	*	43%	78%	80%
	2017	76%	76%	**78%**	*	81%	78%	*	*	*	*	*	74%	82%
At Meets Grade Level or Above	2018	49%	51%	**55%**	29%	46%	64%	*	*	-	*	33%	47%	45%
	2017	47%	50%	**52%**	*	51%	56%	*	*	*	*	*	46%	48%
At Masters Grade Level	2018	27%	29%	**26%**	15%	19%	33%	*	*	-	*	15%	19%	16%
	2017	27%	31%	**29%**	*	27%	33%	*	*	*	*	*	23%	21%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	61%	**64%**	*	57%	70%	*	*	-	*	*	57%	56%
	2017	65%	63%	**61%**	*	60%	61%	*	*	*	*	*	55%	60%
At Meets Grade Level or Above	2018	39%	37%	**39%**	*	32%	46%	*	*	-	*	*	31%	26%
	2017	34%	33%	**25%**	*	23%	29%	*	*	*	*	*	20%	17%
At Masters Grade Level	2018	11%	10%	**8%**	*	5%	11%	*	*	-	*	*	5%	4%
	2017	11%	11%	**7%**	*	5%	9%	*	*	*	*	*	6%	5%
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**82%**	*	80%	85%	*	*	*	*	*	78%	76%
	2017	82%	82%	**78%**	65%	75%	83%	*	*	-	*	*	72%	72%
At Meets Grade Level or Above	2018	54%	53%	**47%**	*	41%	54%	*	*	*	*	*	40%	36%
	2017	48%	49%	**43%**	32%	34%	51%	*	*	-	*	*	34%	29%
At Masters Grade Level	2018	26%	26%	**20%**	*	19%	24%	*	*	*	*	*	16%	16%
	2017	25%	27%	**20%**	15%	12%	27%	*	*	-	*	*	14%	8%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	89%	**92%**	90%	91%	94%	*	*	*	*	*	90%	91%
	2017	87%	87%	**91%**	79%	92%	92%	*	*	-	*	*	88%	91%
At Meets Grade Level or Above	2018	58%	56%	**64%**	37%	63%	69%	*	*	*	*	*	57%	58%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	50%	**53%**	41%	55%	53%	*	*	-	*	*	49%	57%
At Masters Grade Level	2018	30%	30%	**32%**	15%	28%	36%	*	*	*	*	*	26%	25%
	2017	24%	26%	**22%**	15%	20%	26%	*	*	-	*	*	17%	21%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	**72%**	*	63%	82%	*	*	*	*	*	65%	57%
	2017	74%	76%	**72%**	*	70%	76%	*	*	-	*	*	66%	72%
At Meets Grade Level or Above	2018	41%	42%	**33%**	*	25%	41%	*	*	*	*	*	26%	18%
	2017	42%	46%	**35%**	*	27%	42%	*	*	-	*	*	26%	22%
At Masters Grade Level	2018	17%	18%	**12%**	*	10%	15%	*	*	*	*	*	8%	8%
	2017	18%	21%	**12%**	*	8%	15%	*	*	-	*	*	7%	5%
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	70%	**64%**	68%	56%	68%	*	*	-	*	44%	58%	50%
	2017	69%	71%	**65%**	*	63%	69%	*	*	-	*	*	58%	63%
At Meets Grade Level or Above	2018	39%	40%	**32%**	32%	22%	38%	*	*	-	*	32%	24%	14%
	2017	37%	41%	**32%**	*	27%	38%	*	*	-	*	*	25%	25%
At Masters Grade Level	2018	19%	20%	**15%**	16%	10%	18%	*	*	-	*	17%	12%	7%
	2017	18%	21%	**12%**	*	7%	16%	*	*	-	*	*	8%	7%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	80%	**80%**	*	75%	83%	*	*	-	*	*	75%	74%
	2017	76%	79%	**77%**	*	78%	80%	*	*	-	*	*	73%	81%
At Meets Grade Level or Above	2018	44%	49%	**45%**	*	33%	54%	*	*	-	*	*	38%	28%
	2017	43%	47%	**44%**	*	39%	49%	*	*	-	*	*	38%	38%
At Masters Grade Level	2018	18%	23%	**16%**	*	11%	20%	*	*	-	*	*	10%	8%
	2017	18%	23%	**20%**	*	16%	24%	*	*	-	*	*	14%	17%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	75%	**71%**	*	70%	75%	*	*	-	59%	37%	65%	66%
	2017	73%	73%	**66%**	*	64%	71%	*	*	-	*	*	59%	59%
At Meets Grade Level or Above	2018	48%	49%	**43%**	*	40%	48%	*	*	-	41%	26%	35%	38%
	2017	42%	43%	**31%**	*	26%	38%	*	*	-	*	*	22%	19%
At Masters Grade Level	2018	29%	30%	**21%**	*	17%	25%	*	*	-	29%	13%	15%	11%
	2017	23%	24%	**16%**	*	11%	20%	*	*	-	*	*	10%	7%
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	71%	**67%**	*	67%	70%	*	*	-	*	*	65%	*
	2017	70%	69%	**69%**	*	69%	72%	*	*	-	*	*	63%	64%
At Meets Grade Level or Above	2018	40%	37%	**30%**	*	30%	31%	*	*	-	*	*	27%	*
	2017	40%	39%	**41%**	*	34%	50%	*	*	-	*	*	29%	28%
At Masters Grade Level	2018	18%	15%	**7%**	*	4%	8%	*	*	-	*	*	6%	*
	2017	17%	15%	**16%**	*	13%	20%	*	*	-	*	*	11%	9%
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	71%	**66%**	*	66%	68%	*	*	-	*	*	60%	*
	2017	70%	70%	**63%**	*	61%	66%	*	*	-	*	*	56%	60%
At Meets Grade Level or Above	2018	43%	45%	**37%**	*	31%	43%	*	*	-	*	*	31%	*
	2017	39%	39%	**30%**	*	25%	36%	*	*	-	*	*	21%	20%
At Masters Grade Level	2018	15%	16%	**9%**	*	7%	11%	*	*	-	*	*	6%	*
	2017	12%	12%	**6%**	*	6%	7%	*	*	-	*	*	4%	6%
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	**83%**	*	82%	86%	*	*	-	*	*	80%	76%
	2017	86%	86%	**83%**	66%	78%	88%	*	-	*	*	*	76%	73%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	51%	**41%**	*	36%	47%	*	*	-	*	*	34%	27%
	2017	50%	52%	**42%**	25%	32%	51%	*	-	*	*	*	32%	22%
At Masters Grade Level	2018	27%	28%	**21%**	*	16%	28%	*	*	-	*	*	15%	11%
	2017	23%	25%	**17%**	11%	12%	23%	*	-	*	*	*	10%	5%
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	86%	**85%**	*	85%	87%	*	*	-	*	*	80%	81%
	2017	85%	86%	**79%**	*	*	83%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	56%	**49%**	*	46%	55%	*	*	-	*	*	42%	43%
	2017	45%	50%	**28%**	*	*	34%	*	-	-	*	*	*	*
At Masters Grade Level	2018	15%	21%	**16%**	*	14%	19%	*	*	-	*	*	10%	11%
	2017	13%	18%	**3%**	*	*	3%	*	-	-	*	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	77%	**74%**	*	69%	80%	*	*	-	*	*	69%	59%
	2017	76%	78%	**68%**	*	58%	79%	*	-	*	*	*	58%	*
At Meets Grade Level or Above	2018	52%	54%	**47%**	*	38%	56%	*	*	-	*	*	38%	26%
	2017	48%	52%	**35%**	*	29%	41%	*	-	*	*	*	27%	*
At Masters Grade Level	2018	28%	31%	**22%**	*	13%	31%	*	*	-	*	*	15%	10%
	2017	19%	21%	**9%**	*	6%	10%	*	-	*	*	*	4%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	67%	**67%**	*	61%	73%	*	*	-	*	*	63%	53%
	2017	63%	65%	**56%**	*	48%	64%	*	-	*	*	*	46%	*
At Meets Grade Level or Above	2018	36%	38%	**29%**	*	24%	34%	*	*	-	*	*	24%	16%
	2017	33%	36%	**23%**	*	19%	27%	*	-	*	*	*	17%	*
At Masters Grade Level	2018	21%	23%	**14%**	*	10%	17%	*	*	-	*	*	10%	7%
	2017	19%	21%	**13%**	*	10%	15%	*	-	*	*	*	9%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	66%	**62%**	*	55%	66%	*	-	*	*	*	56%	*
	2017	64%	64%	**62%**	*	55%	70%	*	*	*	*	29%	56%	*
At Meets Grade Level or Above	2018	44%	45%	**36%**	*	26%	46%	*	-	*	*	*	26%	*
	2017	43%	44%	**39%**	*	31%	46%	*	*	*	*	22%	34%	*
At Masters Grade Level	2018	7%	8%	**5%**	*	4%	6%	*	-	*	*	*	3%	*
	2017	8%	8%	**4%**	*	2%	5%	*	*	*	*	10%	2%	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	69%	**70%**	69%	60%	78%	*	*	-	*	41%	64%	*
	2017	66%	66%	**63%**	*	*	70%	*	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	48%	50%	**48%**	43%	35%	59%	*	*	-	*	34%	40%	*
	2017	45%	47%	**41%**	*	*	49%	*	*	-	*	*	30%	*
At Masters Grade Level	2018	8%	9%	**7%**	14%	3%	10%	*	*	-	*	17%	4%	*
	2017	6%	7%	**3%**	*	*	5%	*	*	-	*	*	2%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	82%	**78%**	69%	73%	83%	*	*	-	*	*	73%	69%
	2017	83%	82%	**83%**	*	77%	86%	*	*	*	96%	*	79%	78%
At Meets Grade Level or Above	2018	55%	53%	**49%**	33%	42%	57%	*	*	-	*	*	41%	40%
	2017	48%	47%	**36%**	*	29%	44%	*	*	*	42%	*	29%	22%
At Masters Grade Level	2018	32%	33%	**27%**	17%	21%	34%	*	*	-	*	*	18%	18%
	2017	26%	26%	**13%**	*	9%	17%	*	*	*	19%	*	8%	5%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	87%	**85%**	80%	82%	88%	*	-	*	*	51%	81%	*
	2017	86%	87%	**87%**	90%	83%	90%	*	*	*	*	*	84%	79%
At Meets Grade Level or Above	2018	59%	62%	**58%**	48%	48%	67%	*	-	*	*	22%	49%	*

District Name: WILLIS ISD
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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	57%	60%	**58%**	53%	49%	65%	*	*	*	*	*	51%	39%
At Masters Grade Level	2018	24%	26%	**18%**	18%	14%	23%	*	-	*	*	10%	13%	*
	2017	21%	23%	**18%**	12%	12%	24%	*	*	*	*	*	13%	6%
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	**92%**	87%	85%	98%	*	89%	-	88%	*	88%	75%
	2017	91%	92%	**93%**	93%	88%	95%	*	*	*	*	66%	89%	86%
At Meets Grade Level or Above	2018	70%	74%	**69%**	56%	60%	78%	*	89%	-	71%	*	62%	45%
	2017	66%	70%	**62%**	61%	53%	68%	*	*	*	*	28%	55%	31%
At Masters Grade Level	2018	40%	46%	**36%**	13%	29%	44%	*	56%	-	35%	*	27%	14%
	2017	35%	41%	**28%**	14%	24%	33%	*	*	*	*	19%	22%	14%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	77%	**75%**	65%	71%	80%	75%	93%	*	73%	41%	70%	65%
	2017	75%	76%	**73%**	61%	69%	77%	65%	92%	*	74%	37%	67%	64%
At Meets Grade Level or Above	2018	48%	49%	**45%**	28%	37%	52%	44%	72%	*	39%	24%	37%	30%
	2017	45%	47%	**40%**	24%	34%	47%	33%	64%	*	37%	20%	32%	27%
At Masters Grade Level	2018	22%	23%	**18%**	8%	14%	23%	17%	37%	*	13%	8%	13%	9%
	2017	20%	22%	**15%**	7%	11%	19%	18%	33%	*	13%	6%	10%	8%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	75%	**72%**	64%	66%	77%	*	100%	*	72%	38%	66%	59%
	2017	72%	73%	**69%**	54%	64%	74%	*	92%	*	67%	33%	62%	57%
At Meets Grade Level or Above	2018	46%	47%	**41%**	25%	33%	50%	*	68%	*	40%	24%	33%	24%
	2017	44%	46%	**38%**	21%	31%	46%	*	64%	*	35%	20%	30%	22%
At Masters Grade Level	2018	19%	21%	**16%**	8%	12%	21%	*	28%	*	13%	9%	12%	8%
	2017	19%	20%	**13%**	6%	8%	18%	*	25%	*	11%	7%	8%	6%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**81%**	72%	78%	84%	*	95%	*	80%	43%	76%	77%
	2017	79%	80%	**79%**	68%	78%	82%	*	92%	*	80%	41%	75%	76%
At Meets Grade Level or Above	2018	50%	51%	**49%**	33%	43%	56%	*	86%	*	37%	25%	42%	41%
	2017	46%	48%	**44%**	27%	39%	50%	*	80%	*	38%	22%	37%	37%
At Masters Grade Level	2018	24%	26%	**21%**	11%	16%	26%	*	57%	*	14%	7%	15%	14%
	2017	22%	24%	**19%**	8%	15%	23%	*	56%	*	15%	7%	13%	12%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	66%	**65%**	*	62%	69%	*	*	-	*	29%	58%	57%
	2017	67%	66%	**62%**	*	61%	64%	*	*	*	*	*	55%	60%
At Meets Grade Level or Above	2018	41%	41%	**38%**	*	32%	45%	*	*	-	*	23%	31%	26%
	2017	36%	36%	**27%**	*	24%	33%	*	*	*	*	*	20%	18%
At Masters Grade Level	2018	13%	13%	**8%**	*	6%	11%	*	*	-	*	8%	5%	4%
	2017	11%	11%	**7%**	*	5%	8%	*	*	*	*	*	5%	5%
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	**77%**	61%	72%	83%	*	*	*	*	47%	71%	63%
	2017	79%	80%	**77%**	67%	71%	82%	*	*	*	80%	46%	71%	66%
At Meets Grade Level or Above	2018	51%	53%	**46%**	26%	37%	55%	*	*	*	*	23%	38%	27%
	2017	49%	53%	**43%**	31%	36%	50%	*	*	*	44%	20%	35%	28%
At Masters Grade Level	2018	23%	25%	**18%**	8%	12%	23%	*	*	*	*	9%	12%	7%
	2017	19%	22%	**13%**	9%	9%	17%	*	*	*	10%	4%	8%	4%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	80%	**79%**	70%	73%	84%	*	83%	-	73%	44%	74%	63%
	2017	77%	79%	**74%**	64%	67%	80%	*	*	*	77%	41%	66%	53%
At Meets Grade Level or Above	2018	53%	56%	**48%**	37%	42%	53%	*	75%	-	52%	23%	41%	30%
	2017	49%	53%	**42%**	38%	34%	49%	*	*	*	35%	19%	34%	15%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	34%	**24%**	8%	20%	29%	*	50%	-	24%	7%	17%	11%
	2017	27%	31%	**20%**	10%	17%	24%	*	*	*	19%	9%	15%	8%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Progress

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	64	**67**	55	65	69	*	83	-	83	79	66	64
Grade 4 Mathematics	2018	65	66	**70**	67	69	70	*	100	-	83	78	69	69
Grade 5 ELA/Reading	2018	80	76	**79**	81	81	79	*	*	*	*	67	80	83
Grade 5 Mathematics	2018	81	78	**80**	77	79	81	*	*	*	94	83	81	77
Grade 6 ELA/Reading	2018	47	47	**38**	45	36	41	*	*	-	*	36	37	32
Grade 6 Mathematics	2018	56	61	**55**	68	45	59	*	*	-	55	48	51	40
Grade 7 ELA/Reading	2018	76	73	**70**	57	75	68	*	79	-	74	58	68	76
Grade 7 Mathematics	2018	67	65	**61**	57	59	63	*	*	-	63	59	61	67
Grade 8 ELA/Reading	2018	79	79	**84**	88	83	85	*	*	-	90	78	85	84
Grade 8 Mathematics	2018	81	80	**78**	70	78	78	*	*	-	93	67	76	77
End of Course English II	2018	67	67	**70**	62	67	73	*	*	-	70	62	65	55
End of Course Algebra I	2018	72	69	**70**	61	69	71	*	*	-	64	31	66	65
All Grades Both Subjects	2018	69	69	**69**	67	67	70	74	81	*	68	62	67	66
All Grades ELA/Reading	2018	69	68	**68**	66	68	69	71	74	*	64	63	67	66
All Grades Mathematics	2018	70	70	**69**	68	67	71	77	89	*	73	61	68	66

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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	2018	38%	37%	**37%**	31%	35%	41%	*	-	-	*	14%	34%	30%
	2017	35%	33%	**35%**	28%	38%	34%	*	*	-	43%	12%	33%	35%
Mathematics	2018	47%	44%	**48%**	50%	48%	48%	*	*	-	48%	22%	46%	48%
	2017	43%	42%	**41%**	36%	48%	39%	*	-	-	*	16%	40%	51%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**78%**	62%	74%	84%	*	*	*	63%	24%	73%	56%
Students Requiring Accelerated Instruction	2018	21%	22%	**22%**	38%	26%	16%	*	*	*	*	76%	27%	44%
STAAR Cumulative Met Standard	2018	84%	82%	**82%**	69%	80%	86%	*	*	*	63%	24%	78%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	97%	**100%**	100%	100%	100%	-	-	-	*	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2018	10%	12%	*	*	*	*	-	-	-	*	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	83%	**87%**	78%	85%	89%	*	*	*	100%	48%	83%	77%
Students Requiring Accelerated Instruction	2018	15%	17%	**13%**	22%	15%	11%	*	*	*	*	52%	17%	23%
STAAR Cumulative Met Standard	2018	90%	89%	**93%**	90%	91%	94%	83%	*	*	100%	58%	90%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	96%	96%	**94%**	*	100%	100%	*	-	-	*	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2018	23%	23%	*	*	*	*	-	-	-	-	-	*	*
Retained in Grade 5	2018	69%	74%	*	-	-	-	*	-	-	-	-	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	80%	**76%**	68%	71%	81%	*	*	-	53%	32%	71%	42%
Students Requiring Accelerated Instruction	2018	21%	20%	**24%**	33%	29%	19%	*	*	-	47%	68%	29%	58%
STAAR Cumulative Met Standard	2018	85%	86%	**83%**	72%	83%	85%	*	*	-	63%	32%	80%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	98%	98%	**88%**	88%	81%	95%	-	-	-	*	100%	87%	84%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2018	8%	9%	*	*	*	*	-	-	-	*	*	*	*
Retained in Grade 8	2018	43%	37%	*	*	*	*	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	80%	81%	**78%**	68%	76%	81%	*	100%	-	53%	23%	73%	68%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 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)
Students Requiring Accelerated Instruction														
	2018	20%	19%	**22%**	32%	24%	19%	0%	*	-	47%	78%	27%	32%
STAAR Cumulative Met Standard														
	2018	86%	86%	**85%**	79%	85%	86%	*	100%	-	60%	30%	80%	76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	97%	**94%**	*	95%	95%	*	-	-	-	100%	95%	93%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2018	45%	32%	**44%**	*	47%	44%	*	-	-	-	*	39%	45%
Retained in Grade 8	2018	59%	43%	*	*	*	*	-	-	-	-	-	*	*

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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	2018	77%	77%	**75%**	66%	-	-	-	66%	52%	52%	*	*	57%	56%
	2017	75%	76%	**73%**	65%	-	-	-	65%	50%	51%	*	62%	55%	55%
At Meets Grade Level or Above	2018	48%	49%	**45%**	28%	-	-	-	28%	17%	17%	*	*	21%	21%
	2017	45%	47%	**40%**	27%	-	-	-	27%	13%	14%	*	19%	18%	18%
At Masters Grade Level	2018	22%	23%	**18%**	8%	-	-	-	8%	4%	4%	*	*	5%	5%
	2017	20%	22%	**15%**	8%	-	-	-	8%	2%	3%	*	4%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	75%	**72%**	61%	-	-	-	61%	42%	44%	*	*	49%	49%
	2017	72%	73%	**69%**	55%	-	-	-	55%	41%	46%	*	*	46%	46%
At Meets Grade Level or Above	2018	46%	47%	**41%**	23%	-	-	-	23%	11%	12%	*	*	16%	15%
	2017	44%	46%	**38%**	16%	-	-	-	16%	9%	10%	*	*	11%	12%
At Masters Grade Level	2018	19%	21%	**16%**	7%	-	-	-	7%	2%	3%	*	*	4%	4%
	2017	19%	20%	**13%**	5%	-	-	-	5%	2%	2%	*	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**81%**	78%	-	-	-	78%	67%	67%	*	*	72%	71%
	2017	79%	80%	**79%**	78%	-	-	-	78%	66%	66%	*	*	71%	71%
At Meets Grade Level or Above	2018	50%	51%	**49%**	39%	-	-	-	39%	25%	26%	*	*	31%	31%
	2017	46%	48%	**44%**	48%	-	-	-	48%	19%	20%	*	*	30%	29%
At Masters Grade Level	2018	24%	26%	**21%**	11%	-	-	-	11%	7%	7%	*	*	9%	8%
	2017	22%	24%	**19%**	15%	-	-	-	15%	4%	5%	*	*	8%	8%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	66%	**65%**	*	-	-	-	*	*	*	-	*	*	*
	2017	67%	66%	**62%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	41%	**38%**	*	-	-	-	*	*	*	-	*	*	*
	2017	36%	36%	**27%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	13%	13%	**8%**	*	-	-	-	*	*	*	-	*	*	*
	2017	11%	11%	**7%**	*	-	-	-	*	*	*	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	81%	**77%**	*	-	-	-	*	*	*	*	*	*	*
	2017	79%	80%	**77%**	*	-	-	-	*	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	53%	**46%**	*	-	-	-	*	*	*	*	*	*	*
	2017	49%	53%	**43%**	*	-	-	-	*	*	*	*	*	*	*
At Masters Grade Level	2018	23%	25%	**18%**	*	-	-	-	*	*	*	*	*	*	*
	2017	19%	22%	**13%**	*	-	-	-	*	*	*	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	80%	**79%**	-	-	-	-	-	51%	52%	*	*	51%	50%
	2017	77%	79%	**74%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	53%	56%	**48%**	-	-	-	-	-	19%	20%	*	*	19%	20%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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
	2017	49%	53%	**42%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	31%	34%	**24%**	-	-	-	-	-	6%	7%	*	*	6%	6%
	2017	27%	31%	**20%**	-	-	-	-	-	*	*	*	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**69**	70	-	-	-	70	62	62	-	59	65	64
All Grades ELA/Reading	2018	69	68	**68**	71	-	-	-	71	64	64	-	59	67	66
All Grades Mathematics	2018	70	70	**69**	68	-	-	-	68	60	60	-	60	63	63
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**37%**	39%	-	-	-	39%	28%	28%	-	*	32%	30%
	2017	35%	33%	**35%**	40%	-	-	-	40%	33%	33%	-	*	35%	35%
Mathematics	2018	47%	44%	**48%**	48%	-	-	-	48%	49%	49%	-	*	49%	48%
	2017	43%	42%	**41%**	64%	-	-	-	64%	45%	45%	-	100%	50%	51%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	88%	94%	93%	94%	96%	100%	96%	88%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**6%**	12%	5%	6%	6%	0%	0%	4%	11%	6%	3%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	4%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	89%	93%	95%	96%	96%	73%	89%	88%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	**6%**	10%	5%	5%	4%	4%	27%	10%	10%	6%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	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													
2016-17	95.7%	96.0%	**95.2%**	95.1%	95.7%	95.0%	95.0%	97.7%	95.1%	94.4%	94.2%	95.0%	96.4%
2015-16	95.8%	96.1%	**95.5%**	95.6%	95.9%	95.1%	95.2%	97.8%	93.8%	95.7%	93.7%	95.3%	96.8%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.1%	**0.2%**	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.9%	0.3%	0.0%
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.3%	**1.5%**	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%	2.3%	2.1%
2015-16	2.0%	1.4%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.3%	2.1%	2.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	91.4%	**89.3%**	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	84.4%	85.7%	75.9%
Received TxCHSE	0.4%	1.1%	**1.1%**	0.0%	1.5%	0.8%	*	0.0%	-	6.3%	0.0%	1.2%	0.0%
Continued HS	4.0%	3.1%	**4.6%**	2.3%	10.2%	2.3%	*	0.0%	-	0.0%	0.0%	4.5%	10.3%
Dropped Out	5.9%	4.4%	**5.0%**	7.0%	6.6%	3.9%	*	0.0%	-	6.3%	15.6%	8.6%	13.8%
Graduates and TxCHSE	90.1%	92.5%	**90.4%**	90.7%	83.2%	93.8%	*	100.0%	-	93.8%	84.4%	86.9%	75.9%
Graduates, TxCHSE, and Continuers	94.1%	95.6%	**95.0%**	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	84.4%	91.4%	86.2%
Class of 2016													
Graduated	89.1%	89.9%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Received TxCHSE	0.5%	1.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	3.7%	**5.2%**	8.6%	5.4%	4.5%	*	*	*	12.5%	0.0%	6.1%	0.0%
Dropped Out	6.2%	5.3%	**4.3%**	5.7%	5.4%	3.8%	*	*	*	0.0%	3.4%	8.0%	18.5%
Graduates and TxCHSE	89.6%	91.1%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Graduates, TxCHSE, and Continuers	93.8%	94.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	96.6%	92.0%	81.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	92.1%	**93.7%**	91.4%	92.2%	94.3%	*	*	*	100.0%	96.7%	89.2%	81.5%
Received TxCHSE	0.7%	1.5%	**1.1%**	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.2%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.5%	**5.2%**	8.6%	6.2%	4.5%	*	*	*	0.0%	3.3%	9.9%	18.5%
Graduates and TxCHSE	92.2%	93.6%	**94.8%**	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	94.5%	**94.8%**	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Class of 2015													
Graduated	91.3%	92.6%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	76.0%	89.8%	93.8%
Received TxCHSE	0.8%	1.6%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	1.2%	0.7%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.1%	**5.3%**	3.1%	6.1%	5.5%	*	0.0%	*	0.0%	24.0%	8.6%	6.3%
Graduates and TxCHSE	92.1%	94.2%	**94.5%**	96.9%	93.2%	94.5%	*	100.0%	*	100.0%	76.0%	90.9%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	94.9%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	76.0%	91.4%	93.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	92.9%	**93.3%**	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	76.0%	90.3%	93.8%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	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	1.0%	1.7%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	0.6%	0.3%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.0%	**5.0%**	3.1%	6.1%	5.1%	*	0.0%	*	0.0%	24.0%	8.2%	6.3%
Graduates and TxCHSE	92.8%	94.7%	**94.7%**	96.9%	93.2%	94.9%	*	100.0%	*	100.0%	76.0%	91.3%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	95.0%	**95.0%**	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	76.0%	91.8%	93.8%
Class of 2014													
Graduated	90.9%	91.7%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	89.3%	92.7%	100.0%
Received TxCHSE	1.2%	2.3%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	3.6%	1.0%	0.0%
Continued HS	0.6%	0.4%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	7.2%	5.6%	**4.8%**	8.8%	3.2%	4.3%	*	*	*	20.0%	7.1%	5.9%	0.0%
Graduates and TxCHSE	92.2%	94.0%	**94.9%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.9%	93.7%	100.0%
Graduates, TxCHSE, and Continuers	92.8%	94.4%	**95.2%**	91.2%	96.8%	95.7%	*	*	*	80.0%	92.9%	94.1%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	91.4%	**88.6%**	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	84.4%	85.0%	73.3%
Class of 2016	89.1%	89.9%	**90.0%**	83.3%	88.5%	91.4%	*	*	*	87.5%	96.6%	85.0%	81.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	87.1%	**89.1%**	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	12.0%	85.1%	95.5%
Class of 2016	87.4%	84.7%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	25.0%	86.7%	86.4%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	5.7%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Class of 2016	5.5%	6.5%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	80.8%	**14.3%**	*	*	20.0%	-	-	-	-	*	14.3%	-
Class of 2016	54.0%	80.0%	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.0%	**87.8%**	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	11.1%	82.8%	95.5%
Class of 2016	85.1%	84.9%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	25.0%	86.3%	86.4%
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	86.1%	**87.0%**	78.0%	90.4%	85.8%	*	100.0%	-	100.0%	11.5%	83.1%	95.5%
2015-16	85.6%	83.1%	**90.0%**	93.3%	86.8%	91.4%	*	*	*	85.7%	24.1%	84.7%	82.6%
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	5.8%	**11.1%**	*	*	16.7%	-	-	-	-	*	0.0%	-
2015-16	5.6%	6.6%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	76.4%	**22.2%**	*	*	16.7%	-	-	-	-	*	28.6%	-
2015-16	51.9%	78.8%	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.3%	**85.9%**	76.2%	89.7%	84.5%	*	100.0%	-	100.0%	10.7%	81.1%	95.5%
2015-16	83.3%	83.4%	**89.8%**	93.3%	86.1%	91.5%	*	*	*	85.7%	24.1%	84.2%	82.6%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	425	100.0%	334,424	100.0%
By Ethnicity:				
African American	42	9.9%	42,132	12.6%
Hispanic	116	27.3%	164,446	49.2%
White	245	57.6%	105,748	31.6%
American Indian	1	0.2%	1,254	0.4%
Asian	6	1.4%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	15	3.5%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	54	12.7%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	362	85.2%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	6	1.4%	16,650	5.0%
Foundation H.S. Program (Endorsement)	1	0.2%	3,212	1.0%
Foundation H.S. Program (DLA)	2	0.5%	25,399	7.6%
Special Education Graduates	28	6.6%	25,105	7.5%
Economically Disadvantaged Graduates	196	46.1%	159,476	47.7%
LEP Graduates	22	5.2%	17,579	5.3%
At-Risk Graduates	171	40.2%	132,112	39.5%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	54.4%	**42.2%**	28.6%	35.3%	46.3%	*	66.7%	-	53.3%	8.9%	30.9%	11.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	48.0%	**35.1%**	26.2%	27.6%	38.8%	*	66.7%	-	40.0%	3.6%	22.4%	9.1%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	55.9%	**43.1%**	35.7%	31.0%	49.0%	*	83.3%	-	40.0%	3.6%	28.6%	9.1%
Mathematics													
2016-17	42.0%	45.2%	**26.4%**	21.4%	19.8%	29.0%	*	50.0%	-	33.3%	0.0%	17.9%	4.5%
Both Subjects													
2016-17	37.8%	41.6%	**24.9%**	19.0%	17.2%	28.2%	*	50.0%	-	33.3%	0.0%	15.8%	4.5%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	20.3%	**21.6%**	9.5%	17.2%	25.3%	*	33.3%	-	26.7%	3.6%	13.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	19.8%	**4.9%**	2.4%	2.6%	6.1%	*	16.7%	-	6.7%	0.0%	2.0%	4.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.4%	**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)													
2016-17	13.2%	11.2%	**13.1%**	6.0%	14.2%	13.9%	*	8.3%	-	13.3%	5.4%	14.0%	6.8%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	1.6%	**3.8%**	0.0%	7.8%	2.4%	*	0.0%	-	6.7%	0.0%	5.1%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.9%	**14.6%**	2.4%	12.9%	18.4%	*	16.7%	-	0.0%	3.6%	11.2%	4.5%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	**2.8%**	4.8%	1.7%	2.9%	*	0.0%	-	6.7%	3.6%	4.1%	0.0%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

	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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	23.3%	**11.3%**	11.9%	11.2%	11.0%	*	16.7%	-	13.3%	3.6%	10.7%	4.5%
2015-16	22.6%	22.8%	**13.4%**	10.0%	11.5%	15.0%	*	*	*	0.0%	0.0%	11.9%	0.0%
Mathematics													
2016-17	19.8%	19.3%	**11.3%**	16.7%	10.3%	11.0%	*	0.0%	-	13.3%	0.0%	10.2%	4.5%
2015-16	18.1%	17.9%	**11.4%**	6.7%	10.7%	12.6%	*	*	*	14.3%	3.4%	10.7%	4.3%
Both Subjects													
2016-17	12.9%	13.5%	**5.4%**	9.5%	6.0%	4.5%	*	0.0%	-	6.7%	0.0%	5.6%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	41.2%	**30.1%**	19.0%	29.3%	32.7%	*	16.7%	-	26.7%	7.1%	26.5%	31.8%
2015-16	47.8%	43.2%	**37.5%**	36.7%	30.3%	40.7%	*	*	*	42.9%	44.8%	30.5%	39.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	2.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	3.9%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2016-17	0.2%	0.4%	**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													
2017	26.2%	23.3%	**12.1%**	6.0%	8.9%	14.6%	*	42.9%	*	3.8%	n/a	7.5%	n/a
2016	25.5%	23.1%	**7.3%**	7.3%	4.4%	8.0%	20.0%	37.5%	*	11.5%	n/a	4.1%	n/a
English Language Arts													
2017	15.9%	10.8%	**5.8%**	3.6%	4.3%	7.2%	*	14.3%	*	0.0%	n/a	3.7%	n/a
2016	15.5%	10.5%	**4.7%**	3.7%	2.9%	5.2%	20.0%	12.5%	*	11.5%	n/a	2.4%	n/a
Mathematics													
2017	7.2%	7.7%	**0.8%**	0.0%	0.4%	1.1%	*	0.0%	*	0.0%	n/a	0.2%	n/a
2016	6.8%	7.2%	**0.4%**	0.0%	0.0%	0.6%	0.0%	12.5%	*	0.0%	n/a	0.2%	n/a
Science													
2017	10.9%	10.1%	**4.2%**	1.2%	1.4%	5.5%	*	42.9%	*	3.8%	n/a	2.1%	n/a
2016	10.4%	9.5%	**0.4%**	2.4%	0.4%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.4%	n/a
Social Studies													
2017	15.0%	13.4%	**8.8%**	3.6%	5.4%	11.4%	*	28.6%	*	3.8%	n/a	4.8%	n/a
2016	14.8%	14.4%	**5.9%**	3.7%	3.3%	7.3%	20.0%	25.0%	*	3.8%	n/a	3.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	57.0%	**39.3%**	40.0%	44.0%	39.0%	*	*	-	*	n/a	38.9%	n/a
2016	49.5%	57.2%	**31.3%**	16.7%	25.0%	35.7%	*	*	-	*	n/a	10.5%	n/a
English Language Arts													
2017	41.3%	49.9%	**38.9%**	*	16.7%	47.4%	-	*	-	-	n/a	27.8%	n/a
2016	43.3%	54.2%	**25.6%**	*	37.5%	29.6%	*	*	-	*	n/a	9.1%	n/a
Mathematics													
2017	51.3%	60.4%	**14.3%**	-	*	16.7%	-	-	-	-	n/a	*	n/a
2016	54.0%	62.9%	*	-	-	*	-	*	-	-	n/a	*	n/a
Science													
2017	38.3%	49.6%	**15.4%**	*	*	13.8%	*	*	-	*	n/a	10.0%	n/a
2016	35.1%	50.8%	*	*	*	*	-	-	-	-	n/a	*	n/a

District Name: WILLIS ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	50.4%	**37.8%**	*	40.0%	38.3%	*	*	-	*	n/a	26.1%	n/a
2016	41.6%	50.0%	**25.9%**	*	22.2%	28.9%	*	*	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	60.0%	**53.6%**	71.4%	45.7%	53.5%	*	100.0%	-	46.7%	n/a	42.3%	n/a
Class of 2016	71.6%	60.4%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	n/a	49.7%	n/a
At/Above Criterion													
Class of 2017	22.3%	32.1%	**14.9%**	0.0%	7.5%	20.6%	*	16.7%	-	14.3%	n/a	6.5%	n/a
Class of 2016	22.5%	31.4%	**17.7%**	10.5%	11.5%	20.6%	*	*	-	*	n/a	9.9%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1084	**1015**	898	980	1051	*	1027	-	1008	n/a	953	n/a
Class of 2016	1375	1473	**1382**	1219	1315	1425	*	*	-	*	n/a	1281	n/a
English Language Arts													
Class of 2017	512	546	**511**	448	487	534	*	502	-	500	n/a	477	n/a
Class of 2016	903	967	**912**	801	873	940	*	*	-	*	n/a	848	n/a
Mathematics													
Class of 2017	507	538	**504**	450	493	516	*	533	-	508	n/a	477	n/a
Class of 2016	472	507	**471**	418	446	486	*	*	-	*	n/a	435	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.1	**20.0**	16.5	18.9	21.6	*	*	-	*	n/a	18.9	n/a
Class of 2016	20.3	21.8	**19.6**	17.9	18.0	20.6	*	*	-	*	n/a	17.5	n/a
English Language Arts													
Class of 2017	19.9	21.8	**19.3**	15.2	18.1	21.3	*	*	-	*	n/a	17.8	n/a
Class of 2016	19.8	21.4	**19.1**	17.4	17.2	20.3	*	*	-	*	n/a	16.6	n/a
Mathematics													
Class of 2017	20.4	22.0	**20.2**	17.2	19.7	21.2	*	*	-	*	n/a	19.9	n/a
Class of 2016	20.5	21.9	**19.8**	17.8	18.7	20.5	*	*	-	*	n/a	18.2	n/a
Science													
Class of 2017	20.6	22.2	**20.4**	17.5	19.2	22.1	*	*	-	*	n/a	19.7	n/a
Class of 2016	20.5	21.9	**19.9**	18.7	18.8	20.6	*	*	-	*	n/a	17.9	n/a

District Name: WILLIS ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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													
2016-17	37.1%	31.5%	**19.8%**	13.8%	16.5%	22.4%	33.3%	45.5%	*	17.2%	4.2%	15.1%	9.9%
2015-16	35.9%	30.6%	**19.0%**	15.2%	16.0%	21.1%	20.0%	31.3%	*	19.6%	0.7%	14.0%	4.9%
English Language Arts													
2016-17	16.8%	13.0%	**13.1%**	11.4%	9.9%	15.4%	16.7%	18.2%	*	9.5%	0.7%	8.0%	1.7%
2015-16	16.2%	12.6%	**14.4%**	10.3%	10.7%	16.9%	11.1%	31.3%	*	14.5%	0.8%	8.9%	0.7%
Mathematics													
2016-17	19.5%	18.1%	**12.1%**	7.8%	8.7%	14.4%	16.7%	42.9%	*	11.1%	0.0%	7.7%	3.4%
2015-16	19.3%	17.8%	**12.4%**	9.0%	9.8%	14.3%	14.3%	20.0%	*	12.7%	0.0%	7.9%	2.2%
Science													
2016-17	5.7%	5.0%	**5.4%**	4.8%	3.0%	7.0%	*	11.8%	*	5.4%	0.0%	2.7%	0.0%
2015-16	5.1%	5.2%	**2.6%**	3.1%	1.8%	2.7%	11.1%	13.3%	*	3.9%	0.0%	2.1%	0.0%
Social Studies													
2016-17	21.8%	19.3%	**10.8%**	8.0%	6.6%	14.1%	16.7%	9.5%	*	8.5%	0.0%	6.4%	1.7%
2015-16	20.8%	18.7%	**13.0%**	5.7%	9.5%	16.0%	11.1%	31.3%	*	10.7%	0.0%	7.5%	0.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	51.2%	**49.1%**	56.7%	43.4%	51.2%	*	*	*	28.6%	10.0%	40.4%	21.7%
2014-15	56.1%	52.0%	**50.1%**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	63.4%	**55.5%**	31.3%	41.8%	65.0%	*	*	*	*	*	37.3%	0.0%
2014-15	55.6%	65.4%	**56.5%**	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Student Information

Student Information	District Count	District Percent	State Count	State Percent
Total Students	7,254	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	31	0.4%	14,684	0.3%
Pre-Kindergarten	157	2.2%	231,297	4.3%
Kindergarten	514	7.1%	371,145	6.9%
Grade 1	556	7.7%	388,362	7.2%
Grade 2	574	7.9%	394,137	7.3%
Grade 3	605	8.3%	409,763	7.6%
Grade 4	546	7.5%	413,654	7.7%
Grade 5	553	7.6%	414,218	7.7%
Grade 6	562	7.7%	402,451	7.5%
Grade 7	548	7.6%	402,350	7.5%
Grade 8	598	8.2%	398,479	7.4%
Grade 9	560	7.7%	432,724	8.0%
Grade 10	507	7.0%	396,968	7.4%
Grade 11	503	6.9%	371,606	6.9%
Grade 12	440	6.1%	343,174	6.4%
Ethnic Distribution:				
African American	527	7.3%	679,472	12.6%
Hispanic	2,606	35.9%	2,821,189	52.4%
White	3,817	52.6%	1,498,643	27.8%
American Indian	25	0.3%	20,521	0.4%
Asian	46	0.6%	235,095	4.4%
Pacific Islander	4	0.1%	8,008	0.1%
Two or More Races	229	3.2%	122,084	2.3%
Economically Disadvantaged	4,169	57.5%	3,164,349	58.8%
Non-Educationally Disadvantaged	3,085	42.5%	2,220,663	41.2%
English Learners (EL)	1,087	15.0%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	122	1.5%	73,713	1.3%
At-Risk	3,412	47.0%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	607		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	233	38.4%	211,650	43.3%
Students with Physical Disabilities	110	18.1%	107,029	21.9%
Students with Autism	120	19.8%	64,238	13.2%
Students with Behavioral Disabilities	138	22.7%	98,927	20.3%
Students with Non-Categorical Early Childhood	6	1.0%	6,619	1.4%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Student Information

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	2.7%	1.8%	9.4%	6.9%
Grade 1	5.3%	3.4%	15.6%	6.2%
Grade 2	3.4%	2.1%	5.1%	2.6%
Grade 3	4.7%	1.3%	0.0%	1.0%
Grade 4	1.2%	0.6%	0.0%	0.5%
Grade 5	0.2%	0.7%	0.0%	0.6%
Grade 6	2.8%	0.5%	0.0%	0.6%
Grade 7	0.9%	0.7%	0.0%	0.6%
Grade 8	3.2%	0.6%	0.0%	0.8%
Grade 9	9.2%	8.0%	18.5%	13.5%

	---------- District ---------- Count	Percent	---------- State ---------- Count	Percent
Data Quality:				
Underreported Students	7	0.2%	5,588	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.6	18.7
Grade 1	18.7	18.8
Grade 2	19.5	18.8
Grade 3	19.9	19.0
Grade 4	20.6	19.2
Grade 5	22.4	21.2
Grade 6	17.4	20.3
Secondary:		
English/Language Arts	16.9	16.7
Foreign Languages	16.7	18.6
Mathematics	17.1	17.9
Science	17.5	19.0
Social Studies	18.5	19.3

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	936.7	100.0%	711,768.0	100.0%
Professional Staff:	548.5	58.6%	456,057.2	64.1%
Teachers	428.8	45.8%	356,838.1	50.1%
Professional Support	86.9	9.3%	69,681.8	9.8%
Campus Administration (School Leadership)	26.8	2.9%	21,435.0	3.0%
Central Administration	6.0	0.6%	8,102.4	1.1%
Educational Aides:	103.3	11.0%	71,858.8	10.1%
Auxiliary Staff:	284.8	30.4%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	11.0	n/a	12,131.0	n/a
Part-time	3.0	n/a	1,148.0	n/a
Total Minority Staff:	231.7	24.7%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	13.0	3.0%	37,167.9	10.4%
Hispanic	53.9	12.6%	97,091.5	27.2%
White	358.9	83.7%	210,286.3	58.9%
American Indian	1.0	0.2%	1,247.6	0.3%
Asian	0.0	0.0%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	2.0	0.5%	4,051.8	1.1%
Males	82.0	19.1%	84,692.8	23.7%
Females	346.8	80.9%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,127.0	1.4%
Bachelors	354.2	82.6%	264,252.5	74.1%
Masters	73.6	17.2%	85,077.3	23.8%
Doctorate	1.0	0.2%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	75.8	17.7%	29,351.3	8.2%
1-5 Years Experience	105.0	24.5%	103,862.8	29.1%
6-10 Years Experience	61.0	14.2%	68,263.7	19.1%
11-20 Years Experience	110.6	25.8%	100,698.4	28.2%
Over 20 Years Experience	76.4	17.8%	54,661.9	15.3%
Number of Students per Teacher	16.9	n/a	15.1	n/a

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.1	6.3
Average Years Experience of Principals with District	3.1	5.4
Average Years Experience of Assistant Principals	6.3	5.2
Average Years Experience of Assistant Principals with District	4.1	4.6
Average Years Experience of Teachers:	10.4	10.9
Average Years Experience of Teachers with District:	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$49,822	$47,667
1-5 Years Experience	$48,634	$49,663
6-10 Years Experience	$50,944	$52,056
11-20 Years Experience	$56,072	$55,246
Over 20 Years Experience	$63,176	$61,428
Average Actual Salaries (regular duties only):		
Teachers	$53,683	$53,334
Professional Support	$63,845	$63,165
Campus Administration (School Leadership)	$78,697	$77,712
Central Administration	$139,543	$102,300
Instructional Staff Percent:	61.8%	64.4%
Turnover Rate for Teachers:	17.3%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,024	14.1%	1,015,456	18.9%
Career & Technical Education	1,496	20.6%	1,391,689	25.8%
Gifted & Talented Education	359	4.9%	426,953	7.9%
Special Education	607	8.4%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	12.4	2.9%	21,647.8	6.1%
Career & Technical Education	16.3	3.8%	16,795.1	4.7%
Compensatory Education	2.0	0.5%	9,854.5	2.8%
Gifted & Talented Education	0.0	0.0%	6,501.2	1.8%
Regular Education	348.8	81.3%	257,851.7	72.3%
Special Education	21.9	5.1%	31,950.9	9.0%
Other	27.4	6.4%	12,237.0	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17Financial Actual Report

WILLIS ISD

10 Schools

7,254 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?

C

77 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

C

75 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

C

79 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

C

71 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

DISTINCTIONS

× Postsecondary Readiness

STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	78	40%
College, Career, and Military Readiness	72	40%
Graduation Rate	75	20%
Total	**75**	**100%**

SCHOOL PROGRESS

	SCORE	
Academic Growth	79	The higher of Growth or Performance is used.
Relative Performance	74	
Total	**79**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	43	50%
Academic Growth/Graduation Rate	14	10%
English Language Proficiency	100	10%
Student Achievement	0	30%
Total	**71**	**100%**

FINANCE SUMMARY 2016-17

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)

A

100 out of 100

Texas Education Agency

Home / Student Testing and Accountability / Accountability / Accreditation Status

2017-2018 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 2017-2018 are listed below:

Show 100 entries

Search: Willis

CDN	Name	ESC	2017 FIRST Rating	2017 Accountability Rating	2017-2018 Accreditation Status	Reason For Status	Notes
170904	WILLIS ISD	6	A - Superior	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,203 total entries)

Previous 1 Next

WISD Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2017-18 School Year

Reason Code	Description	Cannan ES	Hardy ES	Meador ES	Parmley ES	Turner ES	Brabham MS	Lucas MS	Willis HS
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
	Total Incidents (TI)	0	0	0	0	0	0	0	0
	Cumulative Student Enrollment (CSE)	753	693	834	875	797	900	911	2,265
	Incident Rate (TI/CSE x 100)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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 (available at www.willisisd.org)

2016-2017 Actual Financial data

Totals for Willis ISD (170904)

Total Enrolled Students in Membership: 7,295

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	59,181,926	100.00%	8,113	79,614,331	100.00%	10,914	60,069,643,793	100.00%	11,247
Local Tax	31,781,971	53.70%	4,357	42,416,603	53.28%	5,814	27,976,965,437	46.57%	5,238
Other Local and Intermediate	732,327	1.24%	100	3,556,706	4.47%	488	2,578,511,223	4.29%	483
State	26,604,012	44.95%	3,647	26,952,578	33.85%	3,695	23,445,734,687	39.03%	4,390
Federal	63,616	0.11%	9	6,688,444	8.40%	917	6,068,432,446	10.10%	1,136
Total Receipts	59,181,926	100.00%	8,113	119,114,331	100.00%	16,328	78,161,853,731	100.00%	14,634
Total Revenue	59,181,926	100.00%	8,113	79,614,331	66.84%	10,914	60,069,643,793	100.00%	11,247
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Resources	0	0.00%	0	39,500,000	33.16%	5,415	16,374,680,365	20.95%	3,066
Fund Balances (for ISDs)									
Total Fund Balance**	25,070,722	42.36%	3,437	127,185,839	159.75%	17,435	33,590,717,467	58.57%	6,624
Nonspendable Fund Balance	3,882	0.01%	1	3,882	0.00%	1	229,029,207	0.40%	45
Restricted Fund Balance	0	0.00%	0	102,115,117	128.26%	13,998	16,129,847,564	28.13%	3,181
Committed Fund Balance	17,200,000	29.06%	2,358	17,200,000	21.60%	2,358	3,070,095,018	5.35%	605
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,407,287,978	4.20%	475
Unassigned Fund Balance	7,866,840	13.29%	1,078	7,866,840	9.88%	1,078	11,754,457,700	20.50%	2,318
Disbursements									
Total Expenditures									
BY OBJECT	60,676,721	100.00%	8,318	93,006,852	100.00%	12,749	68,297,721,380	100.00%	12,787
Payroll (Objects 6100)	46,622,040	76.84%	6,391	51,001,833	54.84%	6,991	40,042,127,663	58.63%	7,497
Other Operating (Objects 6200-6400)	7,158,670	11.80%	981	11,059,735	11.89%	1,516	11,104,856,740	16.26%	2,079
Debt Service (Objects 6500)	0	0.00%	0	10,531,806	11.32%	1,444	8,139,910,713	11.92%	1,524
Capital Outlay (Objects 6600)	6,896,011	11.37%	945	20,413,478	21.95%	2,798	9,010,826,264	13.19%	1,687

BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	0		0
Facilities Acquisition & Construction (81)	0		0	103,378		14	392,644,180		74
Total Operating Expenditures	53,780,710	100.00%	7,372	61,958,190	100.00%	8,493	50,754,340,223	100.00%	9,503
Instruction (11,95)	31,747,429	59.03%	4,352	33,985,280	54.85%	4,659	28,512,879,011	56.18%	5,338
Instructional Res Media (12)	298,268	0.55%	41	492,893	0.80%	68	602,919,895	1.19%	113
Curriculum/Staff Develop (13)	1,144,360	2.13%	157	1,531,065	2.47%	210	1,118,753,712	2.20%	209
Instructional Leadership (21)	157,321	0.29%	22	199,182	0.32%	27	795,765,497	1.57%	149
School Leadership (23)	3,744,066	6.96%	513	3,784,177	6.11%	519	2,963,688,517	5.84%	555
Guidance Counseling Svcs (31)	1,915,182	3.56%	263	2,032,792	3.28%	279	1,831,230,685	3.61%	343
Social Work Services (32)	165,089	0.31%	23	170,951	0.28%	23	134,915,660	0.27%	25
Health Services (33)	578,978	1.08%	79	704,166	1.14%	97	509,956,324	1.00%	95
Transportation (34)	3,129,657	5.82%	429	3,129,657	5.05%	429	1,484,237,419	2.92%	278
Food (35)	0	0.00%	0	4,035,270	6.51%	553	2,805,541,879	5.53%	525
Extracurricular (36)	1,477,147	2.75%	202	2,299,918	3.71%	315	1,528,128,443	3.01%	286
General Administration (41,92)	1,754,754	3.26%	241	1,754,754	2.83%	241	1,639,918,265	3.23%	307
Plant Maint/Operation (51)	6,752,727	12.56%	926	6,872,727	11.09%	942	5,158,862,799	10.16%	966
Security/Monitoring (52)	524,767	0.98%	72	524,767	0.85%	72	468,780,126	0.92%	88
Data Processing Services (53)	390,965	0.73%	54	390,965	0.63%	54	957,336,378	1.89%	179
Community Services (61)	0	0.00%	0	49,626	0.08%	7	241,425,613	0.00%	45
Total Disbursements	61,064,328	100.00%	8,371	93,403,501	100.00%	12,804	76,498,619,030	100.00%	14,323
Total Expenditures	60,676,721	99.37%	8,318	93,006,852	99.58%	12,749	68,297,721,380	100.00%	12,787
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Uses	0	0.00%	0	0	0.00%	0	5,851,782,329	7.65%	1,096
Intergovernmental Charge	387,607	0.63%	53	396,649	0.42%	54	631,585,748	1.24%	118
Program Expenditures									
Operating Expenditures - Program	41,093,168	100.00%	5,633	44,356,250	100.00%	6,080	37,683,988,239	100.00%	7,056
Regular	26,471,915	64.42%	3,629	26,471,915	59.68%	3,629	22,669,107,496	60.16%	4,244
Gifted and Talented	177,526	0.43%	24	177,526	0.40%	24	403,184,949	1.07%	75
Career and Technical	1,838,367	4.47%	252	1,931,438	4.35%	265	1,488,862,268	3.95%	279
Students with Disabilities	5,952,693	14.49%	816	7,389,057	16.66%	1,013	5,868,618,104	15.57%	1,099
Accelerated Education	3,231,205	7.86%	443	4,580,299	10.33%	628	1,669,659,901	4.43%	313
Bilingual	488,620	1.19%	67	586,476	1.32%	80	660,108,586	1.75%	124
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	0.40%	28

Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	222,892,282	0.59%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,002,915,866	5.32%	375
Athletics/Related Activities	1,339,400	3.26%	184	1,564,899	3.53%	215	1,015,226,210	2.69%	190
High School Allotment	914,833	2.23%	125	914,833	2.06%	125	510,744,718	1.36%	96
Prekindergarten	678,609	1.65%	93	739,807	1.67%	101	995,399,706	2.64%	186

	District	State
Instructional Expenditure Ratio	61.3%	63.1%

Tax Rates

2016 (current tax year) Tax Rates		
Maintenance and Operations	1.0400	1.0869
Interest and Sinking Funds	0.3500	0.2101
Total Tax Rate	1.3900	1.2970

2015 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	2,715,069,900	N/A	2,117,237,490,096	N/A
Property Value per pupil	372,182	N/A	418,176	N/A
Property Value by category:				
Business	666,670,195	21.25%	845,239,296,289	35.45%
Residential	2,287,178,806	72.90%	1,345,716,654,821	56.44%
Land	165,658,519	5.28%	61,874,035,037	2.60%
Oil and Gas	0	0.00%	117,841,214,660	4.94%
Other	17,897,195	0.57%	13,528,275,687	0.57%

Unassigned Fund Balance percentage of total budgeted expenditures

2016-2017 School Districts' General Fund Unassigned Fund Balance***	7,866,840	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	57,105,288	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	13.8%	26.9%

** 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.

Willis Independent School District

Turner Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress

Mission Statement

The mission of A. R. Turner Elementary is to provide students the opportunity to achieve their personal best, and become responsible, life-long learners in a safe and positive environment.

Core Beliefs

We believe every child counts; every child learns.

We will provide the opportunity for a successful future by teaching every child to think.

We believe the education of all children is the responsibility of the family, school district, and community.

We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community

We believe each employee is valuable and has a profound impact on student learning.

We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We believe all students learn best in a safe, supportive, and secure environment.

We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of

performance.

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Comprehensive Needs Assessment

Needs Assessment Overview

An examination of campus STAAR scores, primary DRA scores, and CA scores reflect a need for targeted instruction for struggling students in both reading and math in our primary grades, but indicate significant growth in our intermediate grades. With the rigor of the STAAR tests, we know that we must continue to raise the bar in our academic expectations and build on students' strengths to raise the level of academic achievement in all subject areas. We will continue to prepare all of our students and work towards closing the achievement gap with our targeted groups. We will continue to meet weekly in professional learning communities to discuss student needs, analyze data, create action plans, and grow professionally with one another. Based on teacher feedback, we our implementing more technology to meet the needs of all students and provide remediation for our students. We also determined scheduling for our Special Education students to better meet their needs should be addressed. Through Stetson Training, we implemented a schedule to meet those needs and provide valuable services to help all students be successful. We will also continue to implement school wide strategies that are included throughout this plan that provide opportunities for all students to meet the state standards as well as our campus goals. The campus improvement plan for A. R. Turner Elementary includes the required Ten Components for a Title I school-wide program and will be reviewed and revised as needed.

Demographics

Demographics Summary

Campus Size 741 Students

African American	4.05%
Hispanic	22.94%
White	67.34%
Asian	1,62%
Native American	.27%
Two or More Races	3.77%

At-Risk	38.33%
Economically Disadvantaged	31.85%
Limited English Proficiency	4.86%

Student Achievement

Student Achievement Summary

Turner Elementary earned a Distinction Designation in Top 25 Percent for Student Progress. We showed gains in academic areas including 3rd, 4th, and 5th grade math based on 2017 STAAR results. The percentage of students receiving Mastered on the 2017 STAAR increased in two grade levels.

Student Achievement Strengths

- Turner Elementary MET STANDARD for the 2016-2017 school year.
- TEA Distinction for Student Progress
- STAAR scores showed achievement in math overall...3rd(89%), 4th(90%), and 5th(92%).
- Student increase in Level III:Mastered in 3rd grade reading (41%) and math (47%) as well as 4th grade math (40%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Fourth grade writing STAAR scores dropped from 84% (2016) to 71% (2017).

Problem Statement 2: Fourth grade STAAR reading scores dropped from 84% (2016) to 77% (2017).

Problem Statement 3: Fifth grade science STAAR scores have not improved the past two years. Percent passed ranges between 74% and 78%.

School Culture and Climate

School Culture and Climate Summary

A.R. Turner believes a positive school culture is conducive to student growth and achievement. When faculty and staff are enthusiastic and excited about learning, students, parents, and the community are too. Administrators and teachers promote this type of climate by building relationships with students and parents as well as with one another on campus. School culture and climate will be addressed by creating a positive theme that supports students and staff. This year , the Turner TRIBE will be teaching our students to have kind hearts, brave spirits, and fierce minds. Our theme encourages kindness and confidence as well as student achievement. A.R. Turner is fortunate to have involved parents in our TRIBE that volunteer to assist teachers and students with academic success.

School Culture and Climate Strengths

Based on campus surveys and participation in school activities, Turner's strengths include:

- Strong parent involvement through our PTO and WatchDog program.
- Parent participation in school activities.
- Turner utilizes newsletters, our campus web-page, and call outs to promote a positive culture. Communication has improved according to parent surveys.
- School-wide guidelines are created using CHAMPS encouraging expectations schoolwide as well as positive reinforcement.
- Faculty and staff are able to collaborate during planning sessions and PLC meetings to promote a positive learning environment meant to promote student achievement.
- According to surveys, our staff values our students and works together to make sure all students are successful.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher quality has improved as the result of meaningful and purposeful campus and district professional development. Positive elements of the strategic six are observed regularly in classrooms and improved lesson plans are being designed. Teachers plan and implement guided reading instruction as well as the Balanced Math components.

Staff Quality, Recruitment, and Retention Strengths

The turnover rate for A.R. Turner is low; therefore, we show a high level of retention with our staff. We have various support systems in place to keep teachers motivated and morale high.

- 100% Highly Qualified staff
- Implementation of T-TESS to advance growth in teachers and their practice
- Immediate feedback from administration from walkthroughs and T-TESS
- High Quality Staff Development activities to meet campus and student needs.
- Campus Instructional Coaches provide support during planning and instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For the 2015-2016 school year we instituted a system across the district that resulted in enhanced levels of growth for many students. That system was our use of Common Assessments. The Common Assessments were aligned with the TEKS in the district curriculum pacing guides. The data from these Common Assessments are used by teachers to measure their own effectiveness, identify TEKS that need to be re-taught, and to identify specific students needing differentiated instruction. This practice will continue for the 2017-2018 school year. Areas of curriculum, instruction, and assessment that need continued improvement for the 2017-2018 school year include our focus on using TEKS Resource, academic vocabulary, writing across the curriculum, and organizing small group instruction using guided reading strategies with creative workstations.

Curriculum, instruction and assessment will be evaluated, monitored and developed through weekly Professional Learning Communities. Reading and Math Instructional Coaches will assist teachers in planning their daily instruction. Assistance with lessons or modeling instruction will also be provided as well. Balanced literacy and balanced math is a core part of instruction in every classroom. Emphasis on science instruction and usage of the STEMSCOPES program will be key to our science curriculum.

Other curriculum resources include Comprehension Toolkit, Lucy Calkins, Envision Math, STEMScope Science, and LLI (Leveled Literacy Intervention).

Curriculum, Instruction, and Assessment Strengths

The following strengths are listed:

- District pacing guides, TEKS Resource, IFD, Vertical Alignment, etc. as well as common planning times to plan instruction
- Formative Assessment Process-Implementation of common assessments used for formative purposes during the school year. These Common Assessments allow teachers to see how well students are learning the content. They also inform teachers of which TEKS the students need additional time and exposure to as well as direction to reteaching instruction. Data is discussed in PLC meetings.
- Benchmarks and screeners: MA3COM1 (3-5), MAFLU1 (K-5), DRA, and TRPI

Parent and Community Engagement

Parent and Community Engagement Summary

Research consistently indicates parent involvement in school raises academic achievement in children. A.R. Turner has an active Parent-Teacher Organization (PTO) and as well as an active WatchDOGS (Dads of Great Students) program. A.R. Turner will continue to work with parents to encourage them participate in the areas where they can be most effective for our campus and students. Examples include PTO meetings, WatchDOGS visits, Open House, family math and reading nights, music programs, and other special functions including family breakfasts and lunches.

Parent and Community Engagement Strengths

Turner's strengths in building an effective home-school partnership include:

- Parent access to grades, assignment information
- School web-page and calendar of events
- School Messenger to keep parents informed about important school announcements
- Campus and District Improvement Committee
- PTO
- WatchDOGS
- Large percentage of parent participation in school events

School Context and Organization

School Context and Organization Summary

Collaborative time working as a Professional Learning Community (PLC) has become our primary goal at A.R. Turner. The shift from a "teaching platform" to a "learning platform" is one that requires a focus on the implementation of instructional best practices and the use of assessment to determine what our students know. Our PLC meetings have adjusted meeting times to meet every Thursday during planning time. This enables the instructional coaches and administrators to attend the meetings. We are always looking for better ways to support our teachers in the planning and instructional process.

School Context and Organization Strengths

- High quality educational staff
- Learning environment
- All staff attends regularly held faculty meetings
- Administration communicates through emails and face to face meetings on a daily, weekly, and monthly basis

Technology

Technology Summary

Turner Elementary is dedicated to integrating technology in the curriculum. Our campus instructional coach will be on campus full time to plan with grade levels to help find areas to integrate technology into core areas. Trainings are also offered after school to help teachers utilize and gain confidence with tablets, IPads, eBeams, and instructional programs to enhance lessons. Technology integration continues to engage our students as well as prepare them for opportunities in the future.

Technology Strengths

- In addition to the hardware in our digital classrooms, there are tablets and Chromebooks available for use.
- All K-2 classrooms have IPads and Apple TV.
- Teachers have access to and receive training on various programs and share information with one another in regards to successful programs.
- There is an on-site campus instructional coach and campus technician to assist staff with hardware and technology issues.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Turner Elementary students will achieve 85% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR scores indicate more than 85% met standard in reading in 3rd grade (91%) and 5th grade (85%) except 4th grade (84%). More than 25% of students achieved Level III: Mastered in 3rd grade (39%) and 4th grade (36%). Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Reading STAAR. Distinction earned.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, IFD, and Strategic 6.		Administrators, campus coaches, and teachers	Improved planning and instruction will lead to student growth and performance.	66%	100%	100%	
2) Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in all core areas.		Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.	66%	66%	100%	
3) Develop and provide diagnostic tools to assess student achievement.		Administrators, Coaches, Team Leaders, Teachers	Improved progress monitoring will promote data driven instruction.	66%	66%	100%	
4) RTI meetings will be held monthly for Tier II students and weekly for Tier III students in order to target those needing intervention.		Administrators, Teachers, Campus Coaches, Counselor	Reduced number of academically fragile students	33%	33%	33%	
5) Create STAAR Learning Summits for targeted 3rd, 4th, and 5th graders to reteach and assist with raising the achievement level and closing the performance gap.		Administrators, Staff	Improved student performance and decreasing performance gap	0%	33%	66%	

6) Technology will be increased by providing teachers with more technology such as Chrome books and Ipads.		Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as provide engaging lessons.	33%	100%	100%	
7) Plan and host at least two schoolwide academic-based Family Nights for both math/science and ELA.		Administrators, Teachers	Increase in student and parent involvement as well as educate parents about learning expectations.	66%	100%	100%	
8) Turner Elementary will utilize the inclusion model to insure the academic needs of students with disabilities are being met in the least restrictive environment.	10.0	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.	100%	100%	100%	

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Turner Elementary students will achieve 88% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as at least 40% attaining Level III:Mastered.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of students scoring 88% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR scores indicate more than 88% of students met standard in math in all grade levels. More than 25% of students achieved Level III:Mastered in all grade levels; however, 5th grade is the only grade level to reach more that 40%. Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Math STAAR. Distinction earned.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, Balanced Math Model, and Strategic 6.		Administrators, Teachers	Improved planning and instruction will lead to student growth and performance.	66%	100%	100%	
2) Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in all core areas.		Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.	66%	100%	100%	
3) Develop and provide diagnostic tools to assess student achievement		Administrators, Coaches, Team Leaders	Improved progress monitoring provides data driven instruction.	33%	66%	100%	
4) RTI meetings will be held monthly for Tier II students and weekly for Tier III students in order to target those needing intervention.		Administrators, Campus Coaches, Teachers, Counselor	Reduced number of academically fragile students	33%	66%	66%	
5) Create STAAR Learning Summits for targeted 3rd, 4th, and 5th graders to reteach and assist with raising the achievement level and closing the performance gap.		Administrators, Staff	Improved student performance and decreasing performance gap	0%	66%	100%	
6) Technology will be increased by providing teachers with more technology such as Chrome books.		Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as increase engaging instruction.	66%	100%	100%	
7) Instructional materials such as manipulatives and math literacy will be purchased to create a Math Lab to provide more detailed, concrete lessons in math.		Administrators, Math Campus Coach	Teachers will receive support from the campus math coach regarding materials for planning. Teachers will check out materials.	66%	100%	100%	

8) Plan and host at least two schoolwide academic-based Family Nights for both math/science and ELA.		Administrators, Committee Chairs	Increase in student and parent involvement as well as educate parents about learning expectations.	66%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Turner Elementary students will achieve 85% mastery on their grade level assessments in writing and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 3: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR scores indicate only 77% met standard in writing and only 13% achieved Level III:Mastered. However, Turner Elementary students improved from last year's percentage (71%) and exceeded state average on 4th grade Writing STAAR.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, IFD, Lucy Calkins, and Strategic 6. Other writing resources will be utilized as well...Nancy Atwell, Jeff Anderson, etc...		Administrators, Campus Coaches, and Teachers	Improved planning and instruction will lead to student growth and performance.	66%	66%	100%	
2) Staff Development will be planned to address the needs of staff and students for successful implementation of the TEKS and best instructional practices in all core areas.		Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.	66%	66%	100%	
3) Develop and provide diagnostic tools to assess student achievement		Administrators, Coaches, Team Leaders, and Teachers	Improved progress monitoring provides data driven instruction.	33%	33%	100%	
4) RTI meetings will be held for Tier 2 students monthly and weekly for Tier 3 students to target students in need of intervention.		Administrators, Campus Coaches, Teachers, and Counselor	Reduced number of academically fragile students	33%	33%	66%	
5) Create STAAR Learning Summit for targeted 3rd, 4th, and 5th graders to reteach and assist with raising the achievement level and closing the performance gap.		Administrators, Staff	Improved student performance and decrease performance gap	0%	0%	100%	
6) Technology will be increased by providing teachers with more technology such as Chromebooks.		Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as provide engaging instruction.	66%	100%	100%	

7) Turner Elementary will utilize the inclusion model to insure the academic needs of students with disabilities are being met in the least restrictive environment.	10.0	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.	100%	100%	100%	
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Turner Elementary students will achieve 80% mastery on their grade level assessments in science and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR scores indicate 85% met standard in science which is an increase from last year's percentage (74%) and only 13% achieved Level III:Mastered. However, Turner Elementary students exceeded state average on 5th grade Science STAAR.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, IFD, STEMscopes and Strategic 6. Science lab will be utilized for hands-on science experiments.		Administrators, Campus Coaches, and Teachers	Improved planning and instruction will lead to student growth and performance.	66%	100%	100%	
2) Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in all core areas.		Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.	66%	66%	100%	
3) Develop and provide diagnostic tools to assess student achievement		Administrators, Coaches, Team Leaders	Improved progress monitoring will provide data driven instruction.	66%	66%	100%	
4) At-Risk meetings will be held through PLC meetings to target students with special needs	1.0, 2.0, 8.0	Administrators, Staff	Reduced number of academically fragile students	66%	66%	66%	
5) Create STAAR Academies for targeted 3rd-5th graders to reteach and assist with raising the achievement level and closing the performance gap	1.0, 2.0, 7.0, 8.0	Administrators, Staff	Improved student performance and decreasing performance gap	0%	66%	100%	
6) Tutorials during the instructional day for all students at-risk based on grades	2.0	Administrators, Teachers	Progress monitoring reports show improved student performance	33%	100%	100%	
7) Technology will be increased by providing teachers with appropriate technology for engagement.		Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom.	33%	100%	100%	
8) Plan and host schoolwide academic-based Family Nights for both math/science		Administrators, Committee Chairs	Increase in student and parent involvement as well as community - EXXONMobil Science Ambassador Program.	66%	100%	100%	

9) Turner Elementary will utilize the inclusion model to insure the academic needs of students with disabilities are being met in the least restrictive environment.	10.0	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.	100%	100%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Turner Elementary will achieve 10% growth in participation of schoolwide activities involving student learning. Participation in our Parent Teacher Organization and WatchDOG programs will also increase 5%. Both organizations will provide opportunities for involvement that educate and inform parents.

Evaluation Data Source(s) 1: Impact will be evaluated by 10% parental involvement in school wide activities on sign in sheets. 5% growth will be noted on membership of PTO and Watchdog organizations.

OBJECTIVE PROGRESS: Parent Involvement remained around the same as parent involvement activities continued to be offered at our campus...Math/Science Night, Muffins with Mom, Donuts with Dad, and Goodies with Grandparents were continued events added to the school year along with Music programs, Fall Festival, and Reading Night. PTO membership and WatchDOG membership remained the same as well.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Turner will schedule Meet the Teacher night, Open House, grade level music programs, PTO meetings, WatchDOG rallies, family nights, and all parent involvement activities throughout the year. Call outs and website will be utilized for publicity.	6.0, 7.0	Administrators, Staff, PTO Board	Programs, Calendar, Raptor and Sign in sheets indicate increase in parent attendance and involvement	66%	66%	100%	
2) Special Events: Grandparent's Day, Jump Rope for Heart, Turkey Trot, Reindeer Run, Field Day, Fall Festival, Talent Show, Fund Run and Family Picnic		Committee Chairperson	Programs, Calendar, Raptor and Sign in sheets indicate increase in parent attendance and involvement	66%	66%	66%	
3) Turner will track the amount of time parents volunteer throughout the year. All volunteers will be recognized at a luncheon held in May.	6.0	Administrators, Receptionist, Teachers	Raptor and sign in sheets for volunteers on the go	66%	66%	100%	
4) The A.R. Turner Web Page will be updated periodically to ensure all information is current.	6.0, 9.0	Webmaster	Increase in the amount of visitors to our website	66%	66%	100%	
5) Staff e-mail links will be posted on the Web Page for community access.	6.0	Webmaster	Increase in the amount of visitors to our website	100%	100%	100%	

6) Turner and PTO will co- host Fall Festival	9.0	Administrators, PTO Board	Increase in attendance and funds raised by students, parents and community	100%	100%	100%	
7) Turner will hold a traditional Spelling Bee and Science Fair to reinforce basic skills and provide a forum for curricular enrichment	2.0, 9.0	Administrators, Staff	Increased participation	33%	66%	66%	
8) Music students will participate in grade level productions for family and community. 2nd/3rd/4th/& 5th grade	2.0, 6.0	Administrator, Choir Director, Teachers	Increase in audience and student participation	66%	66%	100%	
9) WatchDOGS program will continue for all dads and grandfathers to participate in school activities...tutoring, small group instruction, mentoring, promoting positive play on the playground, etc...	6.0	Counselor, Assistant Principal	WatchDOGS are visible on campus and increase in participation	66%	100%	100%	
10) Provide immediate parental/guardian contact when students are not meeting campus expectations	6.0	Administrators, Counselor, Teachers	Decrease in discipline referrals	66%	66%	100%	
11) Plan and host at least two school-wide academic-based Family Nights	6.0	Administrators, Committee Chairs, Campus Instructional Coaches	Increase in attendance for Family Nights	33%	100%	100%	
12) Conduct Parent Surveys to gain feedback on academics, climate, communication, environment, and child safety	6.0	Administrators	At least 80% of surveys are returned with feedback	0%	0%	33%	
13) Implement Academic Pep-rallies to celebrate student success	2.0, 6.0, 7.0, 9.0	Administrators, Grade level teams	Increase in student achievement and awards and parental involvement at the pep-rallies.	66%	66%	100%	

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: 100% of all Turner Elementary students will be taught by a teacher who has met the requirement as Highly Qualified (HQ).

Evaluation Data Source(s) 1: Impact will be determined by hiring 100% of our teachers who meet the requirement as Highly Qualified (HQ).

OBJECTIVE PROGRESS: All classroom teachers at Turner Elementary are Highly Qualified and meet state requirements.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit early from pool of Highly Qualified teachers in core academic subject areas.	3.0, 5.0	Administrators, Human Resource	Retention of HQ teachers and staff	100%	100%	100%	
2) ART will retain its highly qualified teachers: a. Provide mentors for new teachers b. Provide professional growth opportunities c. Positive incentives	3.0, 4.0, 5.0	Administrators	Feedback from new teachers and returning staff demonstrates success	33%	66%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: At least five additional professional development sessions will be planned for Turner Elementary in addition to district professional development. Teacher growth is necessary for science instruction, guided reading, reading intervention, and writing.

Evaluation Data Source(s) 2: Impact will be evaluated through lesson planning, integration of professional development into classroom instruction, and attendance documented through Eduphoria.

Objective Progress: More than five additional professional development sessions were planned to improve classroom instruction. Several sessions were attended by staff in regards to Guided Reading and Writing, hands-on activities for math using the AIRR book, TEKS Resource, Word Wall activities, Essential Standards, and vertical alignment.

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Further training with Guided Reading to answer questions about moving students level to level based on anecdotal notes, struggling readers, and review the structure of guided reading...Book Study on Fountas and Pinnell-2nd edition.		Administration, Reading Coach	More students on grade level or beyond grade level reading according to DRA	100%	100%	100%	
2) Further training on teaching writing...writing process, revising and editing, and craft of writing using many resources. Book study on Fountas and Pinnell-Guiding Readers and Writers		Administration, Campus Coaches, and Teachers	Improved scores on writing state assessment	66%	100%	100%	
3) Continue Leveled Literacy Intervention (LLI) to provide research based intervention for struggling readers.		Administration, RTI Committee	More students on grade level or beyond grade level reading according to DRA	66%	66%	100%	
4) Continue use of Interactive Read-Alouds and how it can be incorporated into reading instruction		Administration, Reading Coach	Integration of Interactive Read Alouds into lesson plans and daily instruction...	66%	66%	100%	
5) Continue use of STEMscopes, Picture Perfect Science, and hands on science experiments to provide engaging instruction for students.		Administration, Math Coach, Teachers	Lesson Planning Science Instruction	66%	100%	100%	
6) Additional professional development on how to integrate writing stations into weekly instruction		Administration, ELA Coach	Daily instruction will be observed during walk-throughs and teacher observations	66%	66%	66%	

100%
= Accomplished
= Continue/Modify
0%
= No Progress
= Discontinue

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

OBJECTIVE PROGRESS: Budget expenditures aligned with the 2016-2017 Campus Improvement Plan.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines.	1.0, 4.0, 6.0, 9.0, 10.0	Administrator	Budgets will be utilized and balanced accordingly at the end of the school year.	66%	66%	100%	
2) Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items.	1.0, 4.0, 6.0, 9.0, 10.0	Administrator	Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need.	66%	66%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: Turner Elementary will maintain high expectations toward a safe and structured environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff. Our goal is to reduce student referrals by 5% and maintain or exceed 97% attendance rate.

Evaluation Data Source(s) 1: Impact will be evaluated by the percentage of annual decreases in referrals and increase in attendance percentage.

Objective Progress: Incidents were less than 1% each six weeks. Attendance maintained 97% only in the 1st six weeks.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly fire drills will be planned and executed	7.0	Administrator	Required documentation of monthly fire drills	33%	33%	66%	
2) Bully Prevention to include Cyber Bullying Lessons for students and staff	9.0	Counselor	Decrease in Bullying incidents	66%	66%	100%	
3) Watch Dog Dad Photos will be prominently framed and displayed in the hallways		Counselor	Increase in the number of Watch Dogs participating	0%	0%	0%	
4) A.R. Turner Elementary School will increase attendance to 97%.	8.0, 10.0	Administrators, Leadership Team	Increase in A.R. Turner attendance rate. Letters send home weekly.	66%	33%	66%	
5) Calls will be made to parents after 3 absences	8.0, 10.0	Administrator, Registrar, Staff	Increase in attendance	0%	0%	33%	
6) Cookie parties to classes with Perfect Attendance strip...Weekly announcements and popcorn and/or community incentives to those with Perfect Attendance for the whole week.		Administrator, Registrar, Staff	Increase in attendance	66%	66%	100%	
	Funding Sources: 199 - General Fund - 300.00						
7) Team Leaders and CEIC will meet to discuss campus needs.	4.0, 10.0	Administrator, Team Leaders, CEIC	Areas addressed as campus needs will show improvement	33%	66%	100%	

8) Conduct Parent Surveys to gain feedback on academics, climate, communication, environment, and child safety	7.0, 8.0	Administrators	80% of surveys will be returned with feedback	0%	0%	0%	
9) Turner Elementary will implement CHAMPS for Positive Behavior Support.	1.0, 2.0, 10.0	Administrators, teachers	Decrease in the number of discipline referrals	33%	33%	33%	
10) Fridays will be school "Spirit Day". Staff and students will have the opportunity to dress accordingly (within the professional dress code).	1.0	All Staff	Increase in the number of staff and students that are dressed in Wildkat gear each Friday.	100%	100%	100%	
11) Teacher luncheons will be scheduled at least 4 times per year. FUN Committee and retired teachers (STAR) will organize a pot luck lunches for all staff.	3.0	Committee Chairperson	Sign up sheets for pot luck lunches by staff has increased.	66%	66%	100%	
12) Jean rewards for teachers/staff to celebrate successes such as professional development attendance.		Administrators	Increase in staff morale, attendance and participation in activities	100%	100%	100%	
13) Turner Elementary will continue Commitment to Graduate with teachers, students, parents and community		Administrator, Counselor	Increase visibility of graduation year for each class and college t-shirt day on Monday	100%	100%	100%	
14) Turner Elementary will view Safe Schools videos.		Administrators	Awareness among staff regarding student safety	100%	100%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	6	Ice Cream		$300.00
				Sub-Total	$300.00
				Grand Total	$300.00

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 722
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	77%	**93%**	*	86%	96%	-	*	-	*	*	91%	*
	2017	73%	68%	**83%**	*	*	88%	-	*	-	*	*	69%	*
At Meets Grade Level or Above	2018	43%	41%	**64%**	*	71%	67%	-	*	-	*	*	57%	*
	2017	45%	40%	**60%**	*	*	66%	-	*	-	*	*	38%	*
At Masters Grade Level	2018	25%	23%	**41%**	*	50%	42%	-	*	-	*	*	35%	*
	2017	29%	24%	**42%**	*	*	49%	-	*	-	*	*	17%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	77%	**93%**	*	86%	97%	-	*	-	*	*	91%	*
	2017	77%	77%	**89%**	*	69%	94%	-	*	-	*	*	76%	*
At Meets Grade Level or Above	2018	47%	45%	**70%**	*	68%	73%	-	*	-	*	*	59%	*
	2017	49%	52%	**71%**	*	50%	78%	-	*	-	*	*	48%	*
At Masters Grade Level	2018	23%	19%	**35%**	*	36%	35%	-	*	-	*	*	28%	*
	2017	26%	24%	**49%**	*	31%	54%	-	*	-	*	*	28%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	71%	**86%**	*	*	89%	-	*	-	*	*	74%	*
	2017	70%	68%	**79%**	*	*	80%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	46%	45%	**60%**	*	*	67%	-	*	-	*	*	45%	*
	2017	44%	37%	**47%**	*	*	52%	-	*	-	*	*	*	*
At Masters Grade Level	2018	24%	24%	**39%**	*	*	44%	-	*	-	*	*	26%	*
	2017	24%	17%	**19%**	*	*	23%	-	*	-	*	*	*	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	83%	**93%**	*	*	96%	-	*	-	*	*	81%	*
	2017	76%	78%	**92%**	*	82%	95%	-	*	-	*	*	83%	*
At Meets Grade Level or Above	2018	49%	55%	**71%**	*	*	76%	-	*	-	*	*	48%	*
	2017	47%	52%	**62%**	*	46%	69%	-	*	-	*	*	48%	*
At Masters Grade Level	2018	27%	26%	**38%**	*	*	41%	-	*	-	*	*	23%	*
	2017	27%	29%	**39%**	*	29%	43%	-	*	-	*	*	26%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	**78%**	*	*	82%	-	*	-	*	*	*	*
	2017	65%	61%	**71%**	*	*	70%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	39%	**55%**	*	*	59%	-	*	-	*	*	*	*
	2017	34%	25%	**29%**	*	*	38%	-	*	-	*	*	*	*
At Masters Grade Level	2018	11%	8%	**14%**	*	*	17%	-	*	-	*	*	*	*
	2017	11%	7%	**10%**	*	*	11%	-	*	-	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**88%**	*	*	94%	*	*	-	*	*	83%	*
	2017	82%	78%	**87%**	*	*	89%	-	*	-	*	*	79%	*
At Meets Grade Level or Above	2018	54%	47%	**52%**	*	*	57%	*	*	-	*	*	48%	*
	2017	48%	43%	**59%**	*	*	68%	-	*	-	*	*	47%	*
At Masters Grade Level	2018	26%	20%	**22%**	*	*	28%	*	*	-	*	*	10%	*
	2017	25%	20%	**27%**	*	*	34%	-	*	-	*	*	13%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	92%	**99%**	*	97%	100%	*	*	-	*	*	98%	100%
	2017	87%	91%	**93%**	*	*	93%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	58%	64%	**84%**	*	82%	85%	*	*	-	*	*	88%	73%

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 722
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 & Monitored)
	2017	50%	53%	**63%**	*	*	68%	-	*	-	*	*	*	*
At Masters Grade Level	2018	30%	32%	**54%**	*	52%	53%	*	*	-	*	*	52%	45%
	2017	24%	22%	**30%**	*	*	37%	-	*	-	*	*	*	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	72%	**84%**	*	*	93%	*	*	-	*	*	77%	*
	2017	74%	72%	**75%**	*	*	79%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	33%	**43%**	*	*	50%	*	*	-	*	*	35%	*
	2017	42%	35%	**39%**	*	*	45%	-	*	-	*	*	*	*
At Masters Grade Level	2018	17%	12%	**13%**	*	*	17%	*	*	-	*	*	10%	*
	2017	18%	12%	**16%**	*	*	21%	-	*	-	*	*	*	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**89%**	76%	79%	93%	*	100%	-	93%	62%	84%	73%
	2017	75%	73%	**84%**	*	77%	86%	-	89%	-	85%	50%	74%	*
At Meets Grade Level or Above	2018	48%	45%	**63%**	33%	55%	67%	*	71%	-	71%	32%	53%	30%
	2017	45%	40%	**54%**	*	36%	61%	-	67%	-	53%	23%	36%	*
At Masters Grade Level	2018	22%	18%	**32%**	18%	28%	35%	*	41%	-	32%	17%	24%	13%
	2017	20%	15%	**29%**	*	14%	35%	-	44%	-	24%	19%	13%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**89%**	*	78%	93%	*	*	-	*	*	84%	*
	2017	72%	69%	**83%**	*	77%	86%	-	*	-	*	50%	75%	*
At Meets Grade Level or Above	2018	46%	41%	**59%**	*	53%	64%	*	*	-	*	*	50%	*
	2017	44%	38%	**56%**	*	35%	63%	-	*	-	*	29%	38%	*
At Masters Grade Level	2018	19%	16%	**34%**	*	27%	38%	*	*	-	*	*	23%	*
	2017	19%	13%	**29%**	*	11%	36%	-	*	-	*	29%	12%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**95%**	79%	91%	98%	*	*	-	92%	75%	91%	88%
	2017	79%	79%	**91%**	*	85%	94%	-	100%	-	*	*	83%	*
At Meets Grade Level or Above	2018	50%	49%	**75%**	47%	73%	78%	*	*	-	75%	40%	67%	58%
	2017	46%	44%	**65%**	*	51%	71%	-	86%	-	*	*	49%	*
At Masters Grade Level	2018	24%	21%	**42%**	42%	40%	43%	*	*	-	42%	30%	36%	29%
	2017	22%	19%	**39%**	*	24%	44%	-	71%	-	*	*	21%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	**78%**	*	*	82%	-	*	-	*	*	*	*
	2017	67%	62%	**71%**	*	*	70%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**55%**	*	*	59%	-	*	-	*	*	*	*
	2017	36%	27%	**29%**	*	*	38%	-	*	-	*	*	*	*
At Masters Grade Level	2018	13%	8%	**14%**	*	*	17%	-	*	-	*	*	*	*
	2017	11%	7%	**10%**	*	*	11%	-	*	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**84%**	*	*	93%	*	*	-	*	*	77%	*
	2017	79%	77%	**75%**	*	*	79%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**43%**	*	*	50%	*	*	-	*	*	35%	*
	2017	49%	43%	**39%**	*	*	45%	-	*	-	*	*	*	*
At Masters Grade Level	2018	23%	18%	**13%**	*	*	17%	*	*	-	*	*	10%	*
	2017	19%	13%	**16%**	*	*	21%	-	*	-	*	*	*	*

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 722
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	67	**69**	*	69	69	-	*	-	*	*	73	69
Grade 4 Mathematics	2018	65	70	**66**	*	78	66	-	*	-	*	100	69	75
Grade 5 ELA/Reading	2018	80	79	**79**	*	80	81	-	*	-	*	*	83	100
Grade 5 Mathematics	2018	81	80	**90**	100	88	90	-	*	-	*	86	89	82
All Grades Both Subjects	2018	69	69	**76**	64	81	76	-	90	-	63	79	80	83
All Grades ELA/Reading	2018	69	68	**74**	73	77	74	-	*	-	*	67	79	87
All Grades Mathematics	2018	70	69	**79**	55	85	77	-	100	-	*	92	81	79

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 722
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	2018	38%	37%	**46%**	*	*	68%	-	-	-	-	*	33%	*
	2017	35%	35%	**38%**	*	53%	26%	-	*	-	*	*	44%	*
Mathematics	2018	47%	48%	**79%**	*	67%	89%	-	-	-	-	*	71%	*
	2017	43%	41%	**52%**	*	*	54%	-	-	-	*	*	38%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**85%**	*	76%	91%	*	*	-	*	*	79%	*
Students Requiring Accelerated Instruction	2018	21%	22%	**15%**	*	24%	9%	*	*	-	*	100%	21%	*
STAAR Cumulative Met Standard	2018	84%	82%	**88%**	*	79%	94%	*	*	-	*	*	83%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	100%	*	-	*	*	-	-	-	*	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	87%	**99%**	100%	97%	100%	*	*	-	*	*	98%	100%
Students Requiring Accelerated Instruction	2018	15%	13%	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard	2018	90%	93%	**99%**	100%	97%	100%	*	*	-	*	*	98%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	96%	94%	*	-	-	-	*	-	-	*	-	-	-
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5	2018	69%	*	*	-	-	-	*	-	-	-	-	*	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 722
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	2018	77%	75%	**89%**	-	-	-	-	-	*	*	-	*	*	67%
	2017	75%	73%	**84%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	48%	45%	**63%**	-	-	-	-	-	*	*	-	*	*	33%
	2017	45%	40%	**54%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	22%	18%	**32%**	-	-	-	-	-	*	*	-	*	*	14%
	2017	20%	15%	**29%**	-	-	-	-	-	*	*	-	*	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**89%**	-	-	-	-	-	*	*	-	*	*	*
	2017	72%	69%	**83%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**59%**	-	-	-	-	-	*	*	-	*	*	*
	2017	44%	38%	**56%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**34%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**29%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**95%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	79%	**91%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	50%	49%	**75%**	-	-	-	-	-	*	*	-	*	*	*
	2017	46%	44%	**65%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	24%	21%	**42%**	-	-	-	-	-	*	*	-	*	*	*
	2017	22%	19%	**39%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	**78%**	-	-	-	-	-	*	*	-	*	*	*
	2017	67%	62%	**71%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**55%**	-	-	-	-	-	*	*	-	*	*	*
	2017	36%	27%	**29%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	13%	8%	**14%**	-	-	-	-	-	*	*	-	*	*	*
	2017	11%	7%	**10%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**84%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	77%	**75%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**43%**	-	-	-	-	-	*	*	-	*	*	*
	2017	49%	43%	**39%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	23%	18%	**13%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**16%**	-	-	-	-	-	*	*	-	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**76**	-	-	-	-	-	88	88	-	100	88	91

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**74**	-	-	-	-	-	88	88	-	*	88	91
All Grades Mathematics	2018	70	69	**79**	-	-	-	-	-	88	88	-	*	88	91
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**46%**	-	-	-	-	-	*	*	-	*	*	*
	2017	35%	35%	**38%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2018	47%	48%	**79%**	-	-	-	-	-	*	*	-	*	*	*
	2017	43%	41%	**52%**	-	-	-	-	-	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 722
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	75%	94%	96%	*	100%	-	88%	90%	93%	90%
Not Included in Accountability													
Mobile	4%	6%	**6%**	25%	6%	4%	*	0%	-	13%	10%	7%	10%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	93%	**94%**	87%	88%	96%	*	100%	-	100%	100%	90%	88%
Not Included in Accountability													
Mobile	4%	6%	**5%**	13%	10%	3%	*	0%	-	0%	0%	8%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	0%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 722
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													
2016-17	95.7%	95.2%	**96.8%**	97.4%	96.9%	96.6%	*	98.1%	-	96.9%	95.8%	96.6%	97.7%
2015-16	95.8%	95.5%	**96.6%**	97.2%	96.9%	96.5%	-	97.4%	-	96.8%	95.5%	96.3%	97.2%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 722
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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 722
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	722	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	16	2.2%	2.2%	4.3%
Kindergarten	98	13.6%	7.1%	6.9%
Grade 1	116	16.1%	7.7%	7.2%
Grade 2	128	17.7%	7.9%	7.3%
Grade 3	129	17.9%	8.3%	7.6%
Grade 4	117	16.2%	7.5%	7.7%
Grade 5	118	16.3%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	32	4.4%	7.3%	12.6%
Hispanic	162	22.4%	35.9%	52.4%
White	490	67.9%	52.6%	27.8%
American Indian	3	0.4%	0.3%	0.4%
Asian	13	1.8%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	22	3.0%	3.2%	2.3%
Economically Disadvantaged	261	36.1%	57.5%	58.8%
Non-Educationally Disadvantaged	461	63.9%	42.5%	41.2%
English Learners (EL)	37	5.1%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	1.5%	1.3%
At-Risk	247	34.2%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	18.0%	38.4%	43.3%
Students with Physical Disabilities	24	48.0%	18.1%	21.9%
Students with Autism	10	20.0%	19.8%	13.2%
Students with Behavioral Disabilities	7	14.0%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	78	12.0%	17.1%	16.0%
By Ethnicity:				
African American	4	0.6%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	19	2.9%		
White	48	7.4%		
American Indian	1	0.2%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.6%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	1.1%	2.7%	1.8%	7.7%	9.4%	6.9%
Grade 1	5.3%	5.3%	3.4%	16.7%	15.6%	6.2%
Grade 2	1.7%	3.4%	2.1%	0.0%	5.1%	2.6%
Grade 3	2.9%	4.7%	1.3%	0.0%	0.0%	1.0%
Grade 4	1.0%	1.2%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.9%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.4	20.6	18.7
Grade 1	19.0	18.7	18.8
Grade 2	20.7	19.5	18.8
Grade 3	21.3	19.9	19.0
Grade 4	23.4	20.6	19.2
Grade 5	23.2	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	-	16.9	16.7
Foreign Languages	-	16.7	18.6
Mathematics	-	17.1	17.9
Science	-	17.5	19.0
Social Studies	-	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	55.1	100.0%	100.0%	100.0%
Professional Staff:	45.2	81.9%	58.6%	64.1%
Teachers	38.2	69.2%	45.8%	50.1%
Professional Support	5.0	9.1%	9.3%	9.8%
Campus Administration (School Leadership)	2.0	3.6%	2.9%	3.0%
Educational Aides:	10.0	18.1%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	0.0	n/a	3.0	1,148.0
Total Minority Staff:	6.0	10.8%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.0%	10.4%
Hispanic	2.0	5.2%	12.6%	27.2%
White	36.2	94.8%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.7	4.4%	19.1%	23.7%
Females	36.5	95.6%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	33.2	86.9%	82.6%	74.1%
Masters	5.0	13.1%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	18.3%	17.7%	8.2%
1-5 Years Experience	6.5	17.0%	24.5%	29.1%
6-10 Years Experience	2.0	5.2%	14.2%	19.1%
11-20 Years Experience	12.0	31.4%	25.8%	28.2%
Over 20 Years Experience	10.7	27.9%	17.8%	15.3%
Number of Students per Teacher	18.9	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.1	6.3
Average Years Experience of Principals with District	2.0	3.1	5.4
Average Years Experience of Assistant Principals	8.0	6.3	5.2
Average Years Experience of Assistant Principals with District	5.0	4.1	4.6
Average Years Experience of Teachers:	12.0	10.4	10.9
Average Years Experience of Teachers with District:	8.7	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,070	$49,822	$47,667
1-5 Years Experience	$49,032	$48,634	$49,663
6-10 Years Experience	$51,640	$50,944	$52,056
11-20 Years Experience	$55,562	$56,072	$55,246
Over 20 Years Experience	$60,944	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$54,924	$53,683	$53,334
Professional Support	$63,986	$63,845	$63,165
Campus Administration (School Leadership)	$72,773	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Total Students: 722
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	28	3.9%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	43	6.0%	4.9%	7.9%
Special Education	50	6.9%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.5	1.3%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	36.7	96.1%	81.3%	72.3%
Special Education	1.0	2.6%	5.1%	9.0%
Other	0.0	0.0%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

TURNER EL

Grades Served: PK - 5
10101 HWY 75 S
WILLIS, TX, 77378

722 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

93 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

90 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

83 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

100 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✓ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✓ Academic Achievement in English Language Arts/Reading
- ✓ Top 25 Percent: Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	82	The higher of Growth or Performance is used.
Relative Performance	83	
Total	**83**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	100	30%
Academic Growth/Graduation Rate	100	50%
English Language Proficiency	100	10%
Student Achievement	100	10%
Total	**100**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Turner El District: WILLIS ISD

Campus Number: 170904104 Total Membership: 741

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,235,863	100.00	5,716	4,832,565	100.00	6,522
Operating-Payroll	3,899,136	92.05	5,262	4,203,829	86.99	5,673
Other Operating	336,727	7.95	454	628,736	13.01	848
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,235,863	100.00	5,716	4,832,565	100.00	6,522
Instruction (11,95) *	3,288,154	77.63	4,437	3,453,944	71.47	4,661
Instructional Res/Media (12) *	8,825	0.21	12	31,643	0.65	43
Curriculum/Staff Develop (13) *	112,455	2.65	152	114,600	2.37	155
Instructional Leadership (21) *	16,190	0.38	22	16,190	0.34	22
School Leadership (23) *	275,753	6.51	372	277,825	5.75	375
Guidance/Counseling Svcs (31) *	133,739	3.16	180	153,726	3.18	207
Social Work Services (32) *	12,515	0.30	17	12,515	0.26	17
Health Services (33) *	72,186	1.70	97	72,186	1.49	97
Food (35) **	0	0.00	0	286,148	5.92	386
Extracurricular (36) *	0	0.00	0	97,742	2.02	132
Plant Maint/Operation (51) * **	316,046	7.46	427	316,046	6.54	427
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	3,919,817	100.00	5,290	4,128,694	100.00	5,572
Regular	2,778,496	70.88	3,750	2,778,496	67.30	3,750
Gifted & Talented	26,372	0.67	36	26,372	0.64	36
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	596,817	15.23	805	701,944	17.00	947
Accelerated Education	394,732	10.07	533	474,767	11.50	641
Bilingual	0	0.00	0	23,715	0.57	32
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%	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	123,400	3.15	167	123,400	2.99	167

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
TURNER EL (170904104)

District Name: **WILLIS ISD**
Campus Type: **Elementary**
Total Students: **722**
Grade Span: **PK - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	93
Student Achievement	Met Standard	90
School Progress	Met Standard	83
Closing the Gaps	Met Standard	100

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

ELA/Reading	**Mathematics**
Comparative Academic Growth	**Comparative Closing the Gaps**
Postsecondary Readiness	

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	96.8%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	4.4%	7.3%	12.6%
Hispanic	22.4%	35.9%	52.4%
White	67.9%	52.6%	27.8%
American Indian	0.4%	0.3%	0.4%
Asian	1.8%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	3.0%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	36.1%	57.5%	58.8%
English Learners	5.1%	15.0%	18.8%
Special Education	6.9%	8.4%	9.1%
Mobility Rate (2016-17)	12.0%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.4	20.6	18.7
Grade 1	19.0	18.7	18.8
Grade 2	20.7	19.5	18.8
Grade 3	21.3	19.9	19.0
Grade 4	23.4	20.6	19.2
Grade 5	23.2	22.4	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,522	$8,493	$9,503
Instruction	$4,661	$4,659	$5,338
Instructional Leadership	$22	$27	$149
School Leadership	$375	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**89%**	76%	79%	93%	*	100%	-	93%	84%
	2017	75%	73%	**84%**	*	77%	86%	-	89%	-	85%	74%
Reading	2018	74%	72%	**89%**	*	78%	93%	*	*	-	*	84%
	2017	72%	69%	**83%**	*	77%	86%	-	*	-	*	75%
Mathematics	2018	81%	81%	**95%**	79%	91%	98%	*	*	-	92%	91%
	2017	79%	79%	**91%**	*	85%	94%	-	100%	-	*	83%
Writing	2018	66%	65%	**78%**	*	*	82%	-	*	-	*	*
	2017	67%	62%	**71%**	*	*	70%	-	*	-	*	*
Science	2018	80%	77%	**84%**	*	*	93%	*	*	-	*	77%
	2017	79%	77%	**75%**	*	*	79%	-	*	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**63%**	33%	55%	67%	*	71%	-	71%	53%
	2017	45%	40%	**54%**	*	36%	61%	-	67%	-	53%	36%
Reading	2018	46%	41%	**59%**	*	53%	64%	*	*	-	*	50%
	2017	44%	38%	**56%**	*	35%	63%	-	*	-	*	38%
Mathematics	2018	50%	49%	**75%**	47%	73%	78%	*	*	-	75%	67%
	2017	46%	44%	**65%**	*	51%	71%	-	86%	-	*	49%
Writing	2018	41%	38%	**55%**	*	*	59%	-	*	-	*	*
	2017	36%	27%	**29%**	*	*	38%	-	*	-	*	*
Science	2018	51%	46%	**43%**	*	*	50%	*	*	-	*	35%
	2017	49%	43%	**39%**	*	*	45%	-	*	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**32%**	18%	28%	35%	*	41%	-	32%	24%
	2017	20%	15%	**29%**	*	14%	35%	-	44%	-	24%	13%
Reading	2018	19%	16%	**34%**	*	27%	38%	*	*	-	*	23%
	2017	19%	13%	**29%**	*	11%	36%	-	*	-	*	12%
Mathematics	2018	24%	21%	**42%**	42%	40%	43%	*	*	-	42%	36%
	2017	22%	19%	**39%**	*	24%	44%	-	71%	-	*	21%
Writing	2018	13%	8%	**14%**	*	*	17%	-	*	-	*	*
	2017	11%	7%	**10%**	*	*	11%	-	*	-	*	*
Science	2018	23%	18%	**13%**	*	*	17%	*	*	-	*	10%
	2017	19%	13%	**16%**	*	*	21%	-	*	-	*	*
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**76**	64	81	76	-	90	-	63	80
Reading	2018	69	68	**74**	73	77	74	-	*	-	*	79
Mathematics	2018	70	69	**79**	55	85	77	-	100	-	*	81

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**46%**	*	*	68%	-	-	-	-	33%
	2017	35%	35%	**38%**	*	53%	26%	-	*	-	*	44%
Mathematics	2018	47%	48%	**79%**	*	67%	89%	-	-	-	-	71%
	2017	43%	41%	**52%**	*	*	54%	-	-	-	*	38%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	78%	**85%**	*	76%	91%	*	*	-	*	79%
Students Requiring Accelerated Instruction												
	2018	21%	22%	**15%**	*	24%	9%	*	*	-	*	21%
STAAR Cumulative Met Standard												
	2018	84%	82%	**88%**	*	79%	94%	*	*	-	*	83%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	87%	**99%**	100%	97%	100%	*	*	-	*	98%
Students Requiring Accelerated Instruction												
	2018	15%	13%	*	*	*	*	*	*	-	*	*
STAAR Cumulative Met Standard												
	2018	90%	93%	**99%**	100%	97%	100%	*	*	-	*	98%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Brabham Middle School

2017-2018 Campus Improvement Plan

Mission Statement

Our mission is to ensure that all students are prepared for high school and for lifelong learning.

Vision

Brabham Middle School will be a safe and positive community of learners where all students develop a passion for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Most student demographic populations overall scores trended downward from the prior year.

Demographics Strengths

The Asian student population achieved 100% Level 2 standards in Mathematics, Reading, Science and Social Studies

Student Achievement

Student Achievement Summary

Academic growth (meeting/exceeding growth standards) in our At Risk student group is a major result of our intervention systems in reading and math. Additionally, our Algebra program enrollment is growing and 100% of our students passed the 2017 Algebra 1 EOC.

Student Achievement Strengths

Mathematics: Grade 6 Level II scores increased from the prior year 11%. This is a result of double blocking this course, DMR (Daily Math Review) and building mathematic vocabulary.

Reading: Grade 6 Level II scores increased 3% from the prior year. Kilgo question stems and data reflection, the Comprehension Toolkit, and Writer's Workshop all played crucial roles in closing the achievement gaps and preparing students for the state reading curriculum.

School Culture and Climate

School Culture and Climate Summary

Data regarding the campus culture and climate was collected from staff and parents through a parent survey and staff survey. In addition, data regarding student discipline was also examined. Particular highlights include the overall cohesiveness of the faculty and the perceived effectiveness of the PLCs. It is also noted that the school is perceived to be a place where people feel safe.

School Culture and Climate Strengths

The following strengths from our Spring 2017 Culture-Climate Survey are listed in priority order:

- 100% of staff agree or are neutral that quality work is expected of all the adults working at our school.
- 93% of teachers in our school communicate with each other to make student learning consistent across grades.
- 100% of staff either agree or are neutral that our school has a good public image.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For the 2016-17 school year we used two systems that positively impacted student growth across all content areas. The first system was the administration of our common assessment (CA) every three weeks. CAs were aligned to the state curriculum by grade level TEKS and the district scope and sequence. With the continued use of Profession Learning Communities (PLCs) where teachers and administrators discussed student specific data from the CA and how those data will drive future instruction. This discussion materialized into the creation of spiraled activities meant to provide targeted remediation. The second system we implement was the a block schedule to create more time.

Areas of curriculum, instruction, and assessment that need improvement for the 2017-18 school year include: writing across the curriculum, addressing achievement gaps, providing high-engagement and student-centered instruction and increasing rigor within the classroom.

Curriculum, Instruction, and Assessment Strengths

The following strengths are listed in priority order:

- Common Assessment Process. Implemented common assessments (CA) as outlined by the district. The common assessment allowed students and teachers to chart the mastery of each TEKS skill. This assessment data also provided the pathway for differentiated instruction to ensure student mastery.
- Professional Learning Communities were developed and meet regularly.

Parent and Community Engagement

Parent and Community Engagement Summary

The middle school years can be challenging for both students and parents. Students leave the very structured and controlled environment of elementary school and enter an environment of changing classes multiple times a day, changing teachers, choices in academics and choices in extracurricular activities. These changes not only affect our students, but also their parents. Multiple teachers, the increasing complexity of course content, and students' growing need for autonomy tend to weaken the tie between parents and the school that existed in elementary school. Parents may find that the ways in which they were formerly involved in their child's education will undergo fundamental change during the middle school years. During these years, students also make personal and educational decisions that can impact the rest of their lives. Middle school students often struggle with independence, changing peer relationships, physical and emotional changes and academic challenges. The challenges of our students also have an impact on their families and the community. As a school, we must create and maintain relationships with our families and community through consistent communication and opportunities for parent education. Our staff recognizes the importance of this collaboration on overall student success and are dedicated to making these connections between our school, our families and our community.

Parent and Community Engagement Strengths

The following are areas of strength in the family and community involvement domain:

- Communication is a crucial component of family and community involvement. One strength is that Brabham currently has a number of options to communicate with parents and the community. Methods of communication include email, campus website, Twitter, teacher webpages, parent portal, call-outs and through the PTO. These multiple methods of communication can help us reach more parents and community members.

- Another strength of Brabham in the area of Family and Community Involvement is the PTO. The PTO does not have a large number of members, but it does have a strong leadership board. The PTO leadership board works closely with school administration to determine the areas of highest need for PTO support and involvement. The PTO has been involved in organizing students' events, financing projects for the school, providing support for school staff and increasing communication to our families and the community.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Observation Survey results

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 population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Increase the “masters grade level” performance of all students to 20% or more in all subjects.

Evaluation Data Source(s) 1: This objective will be evaluated by dividing the total number of 2018 "masters grade level" scores by the total number of 2018 tests taken.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Monitor common formative assessment (CFA) results for all subgroups, particularly ED, AA and Hispanic to insure 20% of all students are achieving "masters grade level."	Campus Administrators, RtI Team, Instructional Coaches, PLC's and Team Leaders.	20% of all subgroups achieving "masters grade level"on the three-week CFA results.			33%	
System Safeguard Strategy 2) Increase the "masters grade level" to 75% of all students on the 2018 Algebra I EOC.	Administrative Team, Math Faculty and Instructional Coaches.	Monitoring of unit tests, CFA's and other data to ensure 75% of all subgroups are meeting "masters grade level."			33%	
System Safeguard Strategy 3) Work closely with district-assigned instructional coaches and G/T specialists to effectively utilize their expertise in best practices and impact student performance.	Administrative Team, Assistant Superintendent of Curriculum and Instruction, Instructional Coaches, and Faculty.	Anecdotal teacher information, 70% or higher on three week CFA results, lesson plans, walk-through and T-TESS data.			33%	
4) Continue the robotics program aimed at increasing the critical problem-solving skills of students by actively engaging them in a hands-on program to increase applicability of math, science, and relative skill sets.	Administrative Team and assigned robotics coach	Anecdotal teacher information, 70% or higher on CFA results, and increased participation in the robotics class and planning documents.			66%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Increase STAAR "meets grade level" performance by 10% for all applicable student groups in Index 4.

Evaluation Data Source(s) 2: Success will be evaluated by determining the percentage of students in each applicable student group who achieve "meets grade level" standards.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Target TEKS that have not been mastered based on the data from common formative assessments (CFA), unit tests and other assessments beginning the fifth week of school through spiraling activities, differentiated small group instruction and re-assessment.	Administrative Team, Instructional Coaches, Teachers, Team Leaders, ESL Coordinator and RtI Team.	10% growth in "meets grade level" performance on assessment data for African American, Hispanic, White, American Indian, Asian and Two or More Races student groups.			66%	
System Safeguard Strategy **PBMAS** 2) ELAR teachers will utilize lexile data to organize literature and guided reading groups. Implement guided reading interventions for students who qualify.	Instructional Coaches, Administrative Team, English Department Chair, and English Language Arts Faculty.	Track BOY, MOY and EOY reading comprehension screeners to ensure that all student groups scores are on track to increase by 10% or more by the end of the school year.			33%	
3) Increase of documented parent communication for struggling students in need of tutorials.	Administrative Team, Faculty and Parents.	Increase of students attending tutorials as indicated in tutorial logs in Google drive.			33%	
System Safeguard Strategy **PBMAS** 4) Teachers will utilize the ELPS Flip Book to guide their instructional methods (how they will go about delivering the TEKS).	Administrative Team, Faculty, ESL Coordinator and RtI Team.	Walk-through data, Lesson Plans, PLC Data.			33%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Student Attendance rate will increase to 96.8% for the 2017-2018 school year.

Evaluation Data Source(s) 3: An overall attendance rate of 96.8% will be achieved and maintained.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Form a Positive Behavior Intervention and Support (PBIS) Committee that focuses on attendance and discipline strategies and recognition.	Administrative Team, Faculty, and Parents.	Higher attendance rates will be recorded for the identified days.			66%	
2) School wide incentive for maintaining 96.8% or above attendance rates each semester.	Administrative Team, PBIS Committee and Faculty.	Higher overall attendance rates will be experienced, in general.			33%	
3) Partner with PTO to receive incentives for students and teachers with the highest attendance rate during each nine week grading period.	Administrative Team and faculty	Increase in attendance rate			0%	
4) Reward each student achieving perfect attendance during a nine week grading period.	Administrative Team, PBIS Committee and Faculty.	Increase in attendance rate			33%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Ensure timely communication to parents, students, and the community 100% of the time for the 2017-2018 school year.

Evaluation Data Source(s) 1: An increase will be seen on the parent climate/culture surveys when analyzing the questions asking about home/school communication.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will email out a week at a glance (WAG) to parents on Thursday for the upcoming week as well as post it on their webpage.	Administrative Team, Department Chairs, and Faculty.	Appraisers receive a copy of the WAG weekly.			100%	
2) Use call-out systems, monthly newsletter, Twitter, e-mail and Remind 101 to communicate with parents.	Campus Administration and Faculty.	Increase in parent satisfaction with school communication on 2018 parent survey.			66%	
3) Continue to make parent phone calls as a positive reward for student achievement.	Campus Administration and Faculty.	Campus Administration and Faculty. Increase in parent satisfaction with school communication on 2018 parent survey.			66%	
4) Hold 2 parent events per semester during the 2017-2018 school year.	Campus Administration and Faculty.	Increase in parent satisfaction with school communication on the 2018 parent survey.			33%	

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus administration will be prioritized by campus improvement initiatives during the 2017-2018 school year.

Evaluation Data Source(s) 1: The campus budget audit evaluating line by line alignment between budget spending and campus improvement plans

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to assess each department during the spring to determine needs.	District and Campus administration	Needs Assessments turned in and evaluated.			33%	
2) Continue to assess all requisitions to determine if funds support the campus goals.		Requisitions support campus goals.			100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Disciplinary referral incidents will be kept and analyzed monthly in an effort to identify trends and take corrective action for the 2017-2018 school year.

Evaluation Data Source(s) 1: Monthly reports will indicate a decrease in the trending issues from the previous month.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to use the CHAMPS program in all classrooms.	All staff.	Monthly discipline report from TEAMS.			66%	
2) Conduct a BIP/best behavior practices training for the faculty given by our District Behavior Coordinator.	Administration and Counselors.	Staff meeting sign-in sheet.			100%	
3) Review the "Stop! Walk! Talk!" strategy with all students.	Counselors, Teachers and Administrators.	Increase in students utilizing the strategy.			66%	
4) Partner with Montgomery County Womens' Shelter to bring character training into the classrooms.	Administration, teachers and counselors.	Increase in student's using positive behavior strategies.			100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor common formative assessment (CFA) results for all subgroups, particularly ED, AA and Hispanic to insure 20% of all students are achieving "masters grade level."
1	1	2	Increase the "masters grade level" to 75% of all students on the 2018 Algebra I EOC.
1	1	3	Work closely with district-assigned instructional coaches and G/T specialists to effectively utilize their expertise in best practices and impact student performance.
1	2	1	Target TEKS that have not been mastered based on the data from common formative assessments (CFA), unit tests and other assessments beginning the fifth week of school through spiraling activities, differentiated small group instruction and re-assessment.
1	2	2	ELAR teachers will utilize lexile data to organize literature and guided reading groups. Implement guided reading interventions for students who qualify.
1	2	4	Teachers will utilize the ELPS Flip Book to guide their instructional methods (how they will go about delivering the TEKS).
1	3	1	Form a Positive Behavior Intervention and Support (PBIS) Committee that focuses on attendance and discipline strategies and recognition.

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 889
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	64%	**68%**	*	55%	72%	*	*	-	*	*	60%	*
	2017	69%	65%	**74%**	*	72%	77%	-	*	-	*	*	69%	73%
At Meets Grade Level or Above	2018	39%	32%	**36%**	*	23%	41%	*	*	-	*	*	23%	*
	2017	37%	32%	**41%**	*	35%	45%	-	*	-	*	*	35%	35%
At Masters Grade Level	2018	19%	15%	**17%**	*	13%	20%	*	*	-	*	*	12%	*
	2017	18%	12%	**18%**	*	12%	21%	-	*	-	*	*	14%	11%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	80%	**87%**	*	82%	89%	*	*	-	*	*	80%	84%
	2017	76%	77%	**85%**	*	83%	86%	-	*	-	*	*	84%	84%
At Meets Grade Level or Above	2018	44%	45%	**57%**	*	45%	63%	*	*	-	*	*	47%	43%
	2017	43%	44%	**59%**	*	54%	61%	-	*	-	*	*	55%	55%
At Masters Grade Level	2018	18%	16%	**25%**	*	18%	29%	*	*	-	*	*	16%	11%
	2017	18%	20%	**30%**	*	24%	32%	-	*	-	*	*	22%	27%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	71%	**81%**	*	83%	83%	-	*	-	*	*	78%	86%
	2017	73%	66%	**79%**	*	77%	82%	-	*	-	*	*	73%	76%
At Meets Grade Level or Above	2018	48%	43%	**52%**	*	55%	53%	-	*	-	*	*	47%	50%
	2017	42%	31%	**39%**	*	33%	47%	-	*	-	*	*	27%	28%
At Masters Grade Level	2018	29%	21%	**28%**	*	22%	32%	-	*	-	*	*	22%	14%
	2017	23%	16%	**21%**	*	15%	25%	-	*	-	*	*	13%	9%
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	67%	**80%**	*	85%	78%	-	*	-	*	*	84%	*
	2017	70%	69%	**83%**	*	84%	84%	-	*	-	*	*	76%	80%
At Meets Grade Level or Above	2018	40%	30%	**45%**	*	49%	41%	-	*	-	*	*	48%	*
	2017	40%	41%	**58%**	*	53%	65%	-	*	-	*	*	44%	48%
At Masters Grade Level	2018	18%	7%	**9%**	*	7%	9%	-	*	-	*	*	11%	*
	2017	17%	16%	**27%**	*	20%	33%	-	*	-	*	*	19%	17%
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	66%	**74%**	*	73%	76%	-	*	-	*	*	72%	*
	2017	70%	63%	**74%**	*	73%	77%	-	*	-	*	*	68%	*
At Meets Grade Level or Above	2018	43%	37%	**45%**	*	39%	51%	-	*	-	*	*	43%	*
	2017	39%	30%	**41%**	*	35%	49%	-	*	-	*	*	28%	*
At Masters Grade Level	2018	15%	9%	**14%**	*	12%	15%	-	*	-	*	*	10%	*
	2017	12%	6%	**10%**	*	9%	12%	-	*	-	*	*	7%	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	83%	**91%**	*	90%	92%	*	*	-	*	*	90%	91%
	2017	86%	83%	**89%**	86%	86%	90%	*	-	-	*	*	83%	*
At Meets Grade Level or Above	2018	49%	41%	**48%**	*	40%	55%	*	*	-	*	*	38%	37%
	2017	50%	42%	**46%**	50%	34%	52%	*	-	-	*	*	32%	*
At Masters Grade Level	2018	27%	21%	**27%**	*	18%	37%	*	*	-	*	*	17%	14%
	2017	23%	17%	**20%**	36%	13%	23%	*	-	-	*	*	9%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	85%	**97%**	*	100%	97%	*	*	-	*	*	97%	100%
	2017	85%	79%	**89%**	*	*	*	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	49%	**74%**	*	74%	78%	*	*	-	*	*	69%	75%

District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 889
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 & Monitored)
	2017	45%	28%	**34%**	*	*	*	*	-	-	*	*	*	*
At Masters Grade Level	2018	15%	16%	**29%**	*	28%	33%	*	*	-	*	*	21%	25%
	2017	13%	3%	**4%**	*	*	*	*	-	-	*	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	74%	**83%**	*	77%	89%	*	*	-	*	*	78%	70%
	2017	76%	68%	**74%**	*	63%	79%	*	-	-	*	*	63%	*
At Meets Grade Level or Above	2018	52%	47%	**57%**	*	51%	64%	*	*	-	*	*	46%	39%
	2017	48%	35%	**39%**	*	31%	43%	*	-	-	*	*	27%	*
At Masters Grade Level	2018	28%	22%	**27%**	*	16%	36%	*	*	-	*	*	15%	15%
	2017	19%	9%	**10%**	*	6%	11%	*	-	-	*	*	5%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	67%	**72%**	*	62%	80%	*	*	-	*	*	66%	*
	2017	63%	56%	**62%**	*	54%	65%	*	-	-	*	*	50%	*
At Meets Grade Level or Above	2018	36%	29%	**29%**	*	25%	33%	*	*	-	*	*	23%	*
	2017	33%	23%	**27%**	*	21%	29%	*	-	-	*	*	16%	*
At Masters Grade Level	2018	21%	14%	**13%**	*	10%	16%	*	*	-	*	*	7%	*
	2017	19%	13%	**14%**	*	8%	16%	*	-	-	*	*	7%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	78%	**100%**	*	100%	100%	-	*	-	-	-	100%	100%
	2017	83%	83%	**100%**	*	100%	100%	-	-	-	100%	-	100%	*
At Meets Grade Level or Above	2018	55%	49%	**99%**	*	100%	99%	-	*	-	-	-	100%	100%
	2017	48%	36%	**90%**	*	93%	89%	-	-	-	83%	-	88%	*
At Masters Grade Level	2018	32%	27%	**85%**	*	96%	81%	-	*	-	-	-	90%	90%
	2017	26%	13%	**62%**	*	67%	57%	-	-	-	83%	-	53%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**82%**	69%	79%	85%	*	93%	-	80%	49%	79%	77%
	2017	75%	73%	**79%**	64%	76%	82%	*	100%	-	90%	42%	73%	72%
At Meets Grade Level or Above	2018	48%	45%	**51%**	29%	46%	56%	*	72%	-	49%	26%	44%	41%
	2017	45%	40%	**45%**	28%	37%	50%	*	72%	-	48%	27%	34%	30%
At Masters Grade Level	2018	22%	18%	**24%**	8%	18%	29%	*	38%	-	16%	10%	16%	14%
	2017	20%	15%	**19%**	16%	13%	22%	*	40%	-	27%	7%	12%	10%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**80%**	*	77%	82%	*	*	-	*	45%	76%	78%
	2017	72%	69%	**80%**	59%	78%	83%	*	*	-	*	*	74%	77%
At Meets Grade Level or Above	2018	46%	41%	**45%**	*	40%	49%	*	*	-	*	25%	36%	34%
	2017	44%	38%	**42%**	24%	34%	48%	*	*	-	*	*	31%	27%
At Masters Grade Level	2018	19%	16%	**24%**	*	18%	29%	*	*	-	*	13%	17%	11%
	2017	19%	13%	**20%**	17%	13%	23%	*	*	-	*	*	12%	8%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**90%**	79%	90%	91%	*	100%	-	*	56%	88%	91%
	2017	79%	79%	**86%**	73%	85%	88%	*	100%	-	93%	*	82%	83%
At Meets Grade Level or Above	2018	50%	49%	**65%**	50%	60%	68%	*	89%	-	*	28%	58%	60%
	2017	46%	44%	**56%**	38%	49%	62%	*	90%	-	47%	*	45%	45%
At Masters Grade Level	2018	24%	21%	**30%**	13%	25%	34%	*	67%	-	*	8%	22%	21%
	2017	22%	19%	**26%**	18%	19%	30%	*	70%	-	40%	*	17%	17%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	**74%**	*	73%	76%	-	*	-	*	*	72%	*
	2017	67%	62%	**74%**	*	73%	77%	-	*	-	*	*	68%	*
At Meets Grade Level or Above	2018	41%	38%	**45%**	*	39%	51%	-	*	-	*	*	43%	*
	2017	36%	27%	**41%**	*	35%	49%	-	*	-	*	*	28%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	13%	8%	**14%**	*	12%	15%	-	*	-	*	*	10%	*
	2017	11%	7%	**10%**	*	9%	12%	-	*	-	*	*	7%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**83%**	*	77%	89%	*	*	-	*	*	78%	70%
	2017	79%	77%	**74%**	*	63%	79%	*	-	-	*	*	63%	*
At Meets Grade Level or Above	2018	51%	46%	**57%**	*	51%	64%	*	*	-	*	*	46%	39%
	2017	49%	43%	**39%**	*	31%	43%	*	-	-	*	*	27%	*
At Masters Grade Level	2018	23%	18%	**27%**	*	16%	36%	*	*	-	*	*	15%	15%
	2017	19%	13%	**10%**	*	6%	11%	*	-	-	*	*	5%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	79%	**72%**	*	62%	80%	*	*	-	*	*	66%	*
	2017	77%	74%	**62%**	*	54%	65%	*	-	-	*	*	50%	*
At Meets Grade Level or Above	2018	53%	48%	**29%**	*	25%	33%	*	*	-	*	*	23%	*
	2017	49%	42%	**27%**	*	21%	29%	*	-	-	*	*	16%	*
At Masters Grade Level	2018	31%	24%	**13%**	*	10%	16%	*	*	-	*	*	7%	*
	2017	27%	20%	**14%**	*	8%	16%	*	-	-	*	*	7%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	38	**38**	75	28	41	*	*	-	*	*	34	20
Grade 6 Mathematics	2018	56	55	**66**	81	58	69	*	*	-	65	48	62	54
Grade 7 ELA/Reading	2018	76	70	**73**	57	77	71	-	*	-	*	42	74	81
Grade 7 Mathematics	2018	67	61	**67**	54	65	70	-	*	-	*	75	70	77
Grade 8 ELA/Reading	2018	79	84	**84**	78	81	87	-	*	-	*	87	85	83
Grade 8 Mathematics	2018	81	78	**85**	77	91	83	-	*	-	*	80	89	91
End of Course Algebra I	2018	72	70	**96**	*	100	94	-	*	-	-	-	100	100
All Grades Both Subjects	2018	69	69	**71**	71	69	72	*	72	-	62	58	70	70
All Grades ELA/Reading	2018	69	68	**65**	70	64	66	*	56	-	56	50	65	64
All Grades Mathematics	2018	70	69	**76**	72	75	77	*	89	-	68	66	76	76

District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 889
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	2018	38%	37%	**43%**	40%	39%	46%	-	-	-	*	26%	38%	35%
	2017	35%	35%	**47%**	35%	53%	45%	*	-	-	*	*	45%	54%
Mathematics	2018	47%	48%	**66%**	62%	81%	58%	-	-	-	*	34%	70%	80%
	2017	43%	41%	**54%**	53%	64%	47%	-	-	-	*	*	54%	59%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	10%	*	*	*	*	*	-	-	-	-	-	*	*
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	23%	*	*	*	-	*	-	-	-	-	-	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	76%	**85%**	78%	82%	89%	*	*	-	*	67%	83%	70%
Students Requiring Accelerated Instruction														
	2018	21%	24%	**15%**	*	18%	11%	*	*	-	*	*	17%	30%
STAAR Cumulative Met Standard														
	2018	85%	83%	**91%**	78%	90%	92%	*	*	-	*	67%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	88%	**53%**	*	*	*	-	-	-	-	-	45%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2018	43%	*	*	-	*	*	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	78%	**95%**	82%	98%	95%	*	100%	-	*	58%	96%	100%
Students Requiring Accelerated Instruction														
	2018	20%	22%	**5%**	*	*	5%	*	*	-	*	42%	4%	*
STAAR Cumulative Met Standard														
	2018	86%	85%	**97%**	88%	100%	97%	*	100%	-	*	67%	97%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	94%	**75%**	*	83%	*	-	-	-	-	-	78%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2018	59%	*	*	*	*	*	-	-	-	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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	2018	77%	75%	**82%**	-	-	-	-	-	62%	62%	-	*	62%	61%
	2017	75%	73%	**79%**	-	-	-	-	-	60%	60%	-	*	60%	60%
At Meets Grade Level or Above	2018	48%	45%	**51%**	-	-	-	-	-	25%	25%	-	*	25%	24%
	2017	45%	40%	**45%**	-	-	-	-	-	17%	17%	-	*	17%	16%
At Masters Grade Level	2018	22%	18%	**24%**	-	-	-	-	-	6%	6%	-	*	6%	6%
	2017	20%	15%	**19%**	-	-	-	-	-	4%	4%	-	*	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**80%**	-	-	-	-	-	*	*	-	*	*	*
	2017	72%	69%	**80%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**45%**	-	-	-	-	-	*	*	-	*	*	*
	2017	44%	38%	**42%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**24%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**20%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**90%**	-	-	-	-	-	84%	84%	-	*	84%	83%
	2017	79%	79%	**86%**	-	-	-	-	-	74%	74%	-	*	74%	74%
At Meets Grade Level or Above	2018	50%	49%	**65%**	-	-	-	-	-	40%	40%	-	*	40%	39%
	2017	46%	44%	**56%**	-	-	-	-	-	23%	23%	-	*	23%	23%
At Masters Grade Level	2018	24%	21%	**30%**	-	-	-	-	-	10%	10%	-	*	10%	10%
	2017	22%	19%	**26%**	-	-	-	-	-	7%	7%	-	*	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	**74%**	-	-	-	-	-	*	*	-	*	*	*
	2017	67%	62%	**74%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**45%**	-	-	-	-	-	*	*	-	*	*	*
	2017	36%	27%	**41%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	13%	8%	**14%**	-	-	-	-	-	*	*	-	*	*	*
	2017	11%	7%	**10%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**83%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	77%	**74%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**57%**	-	-	-	-	-	*	*	-	*	*	*
	2017	49%	43%	**39%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	23%	18%	**27%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**10%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	79%	**72%**	-	-	-	-	-	*	*	-	*	*	*
	2017	77%	74%	**62%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	53%	48%	**29%**	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
	2017	49%	42%	**27%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	31%	24%	**13%**	-	-	-	-	-	*	*	-	*	*	*
	2017	27%	20%	**14%**	-	-	-	-	-	*	*	-	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**71**	-	-	-	-	-	67	68	-	*	67	68
All Grades ELA/Reading	2018	69	68	**65**	-	-	-	-	-	61	61	-	*	61	62
All Grades Mathematics	2018	70	69	**76**	-	-	-	-	-	73	74	-	*	73	73
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**43%**	-	-	-	-	-	36%	36%	-	*	36%	35%
	2017	35%	35%	**47%**	-	-	-	-	-	55%	55%	-	*	55%	54%
Mathematics	2018	47%	48%	**66%**	-	-	-	-	-	86%	86%	-	*	86%	80%
	2017	43%	41%	**54%**	-	-	-	-	-	58%	58%	-	*	58%	59%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**96%**	92%	97%	95%	100%	100%	-	100%	92%	96%	93%
Not Included in Accountability													
Mobile	4%	6%	**4%**	8%	1%	5%	0%	0%	-	0%	7%	3%	2%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	2%	1%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	99%	100%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	93%	**94%**	90%	93%	95%	100%	100%	-	91%	92%	92%	93%
Not Included in Accountability													
Mobile	4%	6%	**5%**	9%	5%	4%	0%	0%	-	9%	7%	7%	3%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	-	0%	2%	1%	4%
Not Tested	1%	0%	**0%**	1%	0%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 889
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													
2016-17	95.7%	95.2%	**96.3%**	96.9%	97.0%	95.9%	*	99.0%	-	95.6%	95.6%	96.3%	97.2%
2015-16	95.8%	95.5%	**96.2%**	96.3%	96.8%	95.7%	*	98.3%	-	97.7%	94.4%	96.0%	97.5%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Other Postsecondary Indicators

	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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	889	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	2.2%	4.3%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.7%	7.2%
Grade 2	0	0.0%	7.9%	7.3%
Grade 3	0	0.0%	8.3%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	302	34.0%	7.7%	7.5%
Grade 7	280	31.5%	7.6%	7.5%
Grade 8	307	34.5%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	48	5.4%	7.3%	12.6%
Hispanic	285	32.1%	35.9%	52.4%
White	525	59.1%	52.6%	27.8%
American Indian	2	0.2%	0.3%	0.4%
Asian	9	1.0%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	20	2.2%	3.2%	2.3%
Economically Disadvantaged	418	47.0%	57.5%	58.8%
Non-Educationally Disadvantaged	471	53.0%	42.5%	41.2%
English Learners (EL)	79	8.9%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	26	2.9%	1.5%	1.3%
At-Risk	338	38.0%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	70			
By Type of Primary Disability				
Students with Intellectual Disabilities	35	50.0%	38.4%	43.3%
Students with Physical Disabilities	5	7.1%	18.1%	21.9%
Students with Autism	8	11.4%	19.8%	13.2%
Students with Behavioral Disabilities	22	31.4%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	119	13.0%	17.1%	16.0%
By Ethnicity:				
African American	11	1.2%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	41	4.5%		
White	62	6.8%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.5%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	2.7%	1.8%	-	9.4%	6.9%
Grade 1	-	5.3%	3.4%	-	15.6%	6.2%
Grade 2	-	3.4%	2.1%	-	5.1%	2.6%
Grade 3	-	4.7%	1.3%	-	0.0%	1.0%
Grade 4	-	1.2%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	5.1%	2.8%	0.5%	0.0%	0.0%	0.6%
Grade 7	1.4%	0.9%	0.7%	0.0%	0.0%	0.6%
Grade 8	5.9%	3.2%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.6	18.7
Grade 1	-	18.7	18.8
Grade 2	-	19.5	18.8
Grade 3	-	19.9	19.0
Grade 4	-	20.6	19.2
Grade 5	-	22.4	21.2
Grade 6	19.5	17.4	20.3
Secondary:			
English/Language Arts	19.8	16.9	16.7
Foreign Languages	26.8	16.7	18.6
Mathematics	21.1	17.1	17.9
Science	21.4	17.5	19.0
Social Studies	20.6	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.0	100.0%	100.0%	100.0%
Professional Staff:	54.0	88.5%	58.6%	64.1%
Teachers	44.9	73.6%	45.8%	50.1%
Professional Support	6.1	10.0%	9.3%	9.8%
Campus Administration (School Leadership)	3.0	4.9%	2.9%	3.0%
Educational Aides:	7.0	11.5%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	1.0	n/a	3.0	1,148.0
Total Minority Staff:	11.0	18.0%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	3.0%	10.4%
Hispanic	4.0	8.9%	12.6%	27.2%
White	37.9	84.4%	83.7%	58.9%
American Indian	1.0	2.2%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	11.2	24.9%	19.1%	23.7%
Females	33.7	75.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	34.9	77.7%	82.6%	74.1%
Masters	10.0	22.3%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.8	28.5%	17.7%	8.2%
1-5 Years Experience	11.0	24.5%	24.5%	29.1%
6-10 Years Experience	6.0	13.4%	14.2%	19.1%
11-20 Years Experience	6.1	13.6%	25.8%	28.2%
Over 20 Years Experience	9.0	20.1%	17.8%	15.3%
Number of Students per Teacher	19.8	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.1	6.3
Average Years Experience of Principals with District	2.0	3.1	5.4
Average Years Experience of Assistant Principals	5.0	6.3	5.2
Average Years Experience of Assistant Principals with District	2.5	4.1	4.6
Average Years Experience of Teachers:	9.7	10.4	10.9
Average Years Experience of Teachers with District:	5.0	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,229	$49,822	$47,667
1-5 Years Experience	$49,236	$48,634	$49,663
6-10 Years Experience	$51,227	$50,944	$52,056
11-20 Years Experience	$58,022	$56,072	$55,246
Over 20 Years Experience	$62,291	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$53,313	$53,683	$53,334
Professional Support	$64,616	$63,845	$63,165
Campus Administration (School Leadership)	$78,589	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
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2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	77	8.7%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	91	10.2%	4.9%	7.9%
Special Education	70	7.9%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	37.8	84.4%	81.3%	72.3%
Special Education	1.4	3.2%	5.1%	9.0%
Other	5.6	12.5%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

ROBERT P BRABHAM MIDDLE

Grades Served: 6 - 8
10000 FM 830
WILLIS, TX, 77318

889 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

84 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

83 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

81 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

85 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✓ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Academic Achievement in Social Studies
- ✓ Top 25 Percent: Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	79	The higher of Growth or Performance is used.
Relative Performance	81	
Total	**81**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	89	30%
Academic Growth/Graduation Rate	72	50%
English Language Proficiency	100	10%
Student Achievement	58	10%
Total	**85**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Robert P Brabham Middle District: WILLIS ISD

Campus Number: 170904043 **Total Membership: 834**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,621,057	100.00	5,541	5,178,503	100.00	6,209
Operating-Payroll	4,325,840	93.61	5,187	4,539,127	87.65	5,443
Other Operating	282,317	6.11	339	626,476	12.10	751
Non-Operating(Equipt/Supplies)	12,900	0.28	15	12,900	0.25	15
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,608,157	100.00	5,525	5,165,603	100.00	6,194
Instruction (11,95) *	3,224,496	69.97	3,866	3,277,698	63.45	3,930
Instructional Res/Media (12) *	59,510	1.29	71	62,510	1.21	75
Curriculum/Staff Develop (13) *	131,209	2.85	157	135,265	2.62	162
Instructional Leadership (21) *	15,531	0.34	19	15,531	0.30	19
School Leadership (23) *	449,415	9.75	539	449,415	8.70	539
Guidance/Counseling Svcs (31) *	241,598	5.24	290	253,101	4.90	303
Social Work Services (32) *	7,578	0.16	9	7,578	0.15	9
Health Services (33) *	72,837	1.58	87	75,591	1.46	91
Food (35) **	0	0.00	0	361,736	7.00	434
Extracurricular (36) *	157,800	3.42	189	278,995	5.40	335
Plant Maint/Operation (51) * **	244,954	5.32	294	244,954	4.74	294
Security/Monitoring (52) * **	3,229	0.07	4	3,229	0.06	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,202,174	100.00	5,039	4,262,947	100.00	5,111
Regular	3,285,870	78.19	3,940	3,285,870	77.08	3,940
Gifted & Talented	98,669	2.35	118	98,669	2.31	118
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	580,506	13.81	696	641,279	15.04	769
Accelerated Education	234,942	5.59	282	234,942	5.51	282
Bilingual	2,187	0.05	3	2,187	0.05	3
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%	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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)

District Name: **WILLIS ISD** | Total Students: **889**
Campus Type: **Middle School** | Grade Span: **06 - 08**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	84
Student Achievement	Met Standard	83
School Progress	Met Standard	81
Closing the Gaps	Met Standard	85

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Mathematics	**Comparative Academic Growth**
Comparative Closing the Gaps	**Postsecondary Readiness**

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	96.3%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	5.4%	7.3%	12.6%
Hispanic	32.1%	35.9%	52.4%
White	59.1%	52.6%	27.8%
American Indian	0.2%	0.3%	0.4%
Asian	1.0%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.2%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	47.0%	57.5%	58.8%
English Learners	8.9%	15.0%	18.8%
Special Education	7.9%	8.4%	9.1%
Mobility Rate (2016-17)	13.0%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	19.5	17.4	20.3
Secondary			
English/Language Arts	19.8	16.9	16.7
Foreign Languages	26.8	16.7	18.6
Mathematics	21.1	17.1	17.9
Science	21.4	17.5	19.0
Social Studies	20.6	18.5	19.3

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,194	$8,493	$9,503
Instruction	$3,930	$4,659	$5,338
Instructional Leadership	$19	$27	$149
School Leadership	$539	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

ROBERT P BRABHAM MIDDLE (170904043)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**82%**	69%	79%	85%	*	93%	-	80%	79%
	2017	75%	73%	**79%**	64%	76%	82%	*	100%	-	90%	73%
Reading	2018	74%	72%	**80%**	*	77%	82%	*	*	-	*	76%
	2017	72%	69%	**80%**	59%	78%	83%	*	*	-	*	74%
Mathematics	2018	81%	81%	**90%**	79%	90%	91%	*	100%	-	*	88%
	2017	79%	79%	**86%**	73%	85%	88%	*	100%	-	93%	82%
Writing	2018	66%	65%	**74%**	*	73%	76%	-	*	-	*	72%
	2017	67%	62%	**74%**	*	73%	77%	-	*	-	*	68%
Science	2018	80%	77%	**83%**	*	77%	89%	*	*	-	*	78%
	2017	79%	77%	**74%**	*	63%	79%	*	-	-	*	63%
Social Studies	2018	78%	79%	**72%**	*	62%	80%	*	*	-	*	66%
	2017	77%	74%	**62%**	*	54%	65%	*	-	-	*	50%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**51%**	29%	46%	56%	*	72%	-	49%	44%
	2017	45%	40%	**45%**	28%	37%	50%	*	72%	-	48%	34%
Reading	2018	46%	41%	**45%**	*	40%	49%	*	*	-	*	36%
	2017	44%	38%	**42%**	24%	34%	48%	*	*	-	*	31%
Mathematics	2018	50%	49%	**65%**	50%	60%	68%	*	89%	-	*	58%
	2017	46%	44%	**56%**	38%	49%	62%	*	90%	-	47%	45%
Writing	2018	41%	38%	**45%**	*	39%	51%	-	*	-	*	43%
	2017	36%	27%	**41%**	*	35%	49%	-	*	-	*	28%
Science	2018	51%	46%	**57%**	*	51%	64%	*	*	-	*	46%
	2017	49%	43%	**39%**	*	31%	43%	*	-	-	*	27%
Social Studies	2018	53%	48%	**29%**	*	25%	33%	*	*	-	*	23%
	2017	49%	42%	**27%**	*	21%	29%	*	-	-	*	16%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**24%**	8%	18%	29%	*	38%	-	16%	16%
	2017	20%	15%	**19%**	16%	13%	22%	*	40%	-	27%	12%
Reading	2018	19%	16%	**24%**	*	18%	29%	*	*	-	*	17%
	2017	19%	13%	**20%**	17%	13%	23%	*	*	-	*	12%
Mathematics	2018	24%	21%	**30%**	13%	25%	34%	*	67%	-	*	22%
	2017	22%	19%	**26%**	18%	19%	30%	*	70%	-	40%	17%
Writing	2018	13%	8%	**14%**	*	12%	15%	-	*	-	*	10%
	2017	11%	7%	**10%**	*	9%	12%	-	*	-	*	7%
Science	2018	23%	18%	**27%**	*	16%	36%	*	*	-	*	15%
	2017	19%	13%	**10%**	*	6%	11%	*	-	-	*	5%
Social Studies	2018	31%	24%	**13%**	*	10%	16%	*	*	-	*	7%
	2017	27%	20%	**14%**	*	8%	16%	*	-	-	*	7%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**71**	71	69	72	*	72	-	62	70
Reading	2018	69	68	**65**	70	64	66	*	56	-	56	65
Mathematics	2018	70	69	**76**	72	75	77	*	89	-	68	76

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**43%**	40%	39%	46%	-	-	-	*	38%
	2017	35%	35%	**47%**	35%	53%	45%	*	-	-	*	45%
Mathematics	2018	47%	48%	**66%**	62%	81%	58%	-	-	-	*	70%
	2017	43%	41%	**54%**	53%	64%	47%	-	-	-	*	54%
Students Success Initiative												
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	76%	**85%**	78%	82%	89%	*	*	-	*	83%
Students Requiring Accelerated Instruction												
	2018	21%	24%	**15%**	*	18%	11%	*	*	-	*	17%
STAAR Cumulative Met Standard												
	2018	85%	83%	**91%**	78%	90%	92%	*	*	-	*	90%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	80%	78%	**95%**	82%	98%	95%	*	100%	-	*	96%
Students Requiring Accelerated Instruction												
	2018	20%	22%	**5%**	*	*	5%	*	*	-	*	4%
STAAR Cumulative Met Standard												
	2018	86%	85%	**97%**	88%	100%	97%	*	100%	-	*	97%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Hardy Elementary

2017-2018 Campus Improvement Plan

Mission Statement

The mission of C.C. Hardy Elementary is to provide a safe learning environment where all children are presented with opportunities to become life long learners. We are a team dedicated to developing and challenging all students to reach their maximum potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity		
Hispanic-Latino	323	49%

Race		
American Indian - Alaskan Native	2	0%
Asian	0	0%
Black - African American	73	11%
Native Hawaiian - Pacific Islander	0	0%
White	227	35%
Two-or-More	23	3%

Student by Program (2015 - 2016 Fall PEIMS file loaded)	Count	Percent
Bilingual	156	24%
English as a Second Language (ESL)	10	1%
Career and Technical Education (CTE)	0	0%
Free Lunch Participation	479	73%
Reduced Lunch Participation	70	10%
Other Economically Disadvantaged	0	0%
Gifted & Talented	18	2%
Special Education (SPED)	36	5%
Title 1 Participation	644	99%
Dyslexia	3	0%

Economically Disadvantaged 549 84%

Student Achievement

Student Achievement Summary

Students at C.C. Hardy in grades 3-5 participated in the STAAR Assessment. The data reviewed is from the STAAR Cumulative Summary Report and includes grade level results for Reading, Mathematics, Writing and Science. The disaggregation of the 2017 STAAR data yield information indicating that our ELL and Sped made an increase while African American, White, and Economically Disadvantaged subgroup made a slight decline in performance in the area of reading. In the area of science overall our percentages decreased, but our African American subgroup had a slight increase. Mathematics for all students increased with AA, White, and Sped subgroup having a slight decline in performance. Writing shows a decrease in all students with an increase in the AA and ELL subgroups. We found that:

- EOY DRA data showed increases at each grade level
- TPRI and Tejas Lee assessments that most grade levels were making gains
- LEP and Economically Disadvantaged subpopulations slightly lower or the same as the previous year
-

One of our academic goals was to close the performance gaps of our students in their STAAR tests results and we observed a 1% increase meeting the regular standards of all students in mathematics, with a significant increase in our Hispanic and economically disadvantaged subgroups. In reading, there were slight gains in our ELL population. In writing, there was a slight increase in both AA and ELL subgroups.

All of the subgroups scores, excluding AA declined in science. We believe that the reason for this decline was due to the removal from science lab from the specials rotation.

Student Achievement Strengths

- Mathematics- Hispanics and Economically Disadvantage
- Writing-ELL's

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student reading achievement for the entire campus. **Root Cause**: Insufficient amount of effective resources and training for certified teachers.

School Culture and Climate

School Culture and Climate Summary

The culture and climate at C.C. Hardy is demonstrated by the shared believe of parents, students, faculty, and staff that we provide and foster a save and nurturing environment with high academic expectations for our students.

School Culture and Climate Strengths

- Communication
- Trust
- Positive feedback of changes
- Positive attitude
- Significant decline in behavior problems
- Empowerment

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student/Teacher Recognition **Root Cause**: Inconsistency in leadership

Problem Statement 2: Clear communication of campus-wide expectation between staff and leadership team **Root Cause**: Inconsistency in leadership

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

C.C. Hardy staff are all highly qualified according to the requirements of ESEA. A team of mentors helps to support teachers new to the profession and the staff reports that they feel like "family" and a part of a team of highly motivated individuals. General budget funds provide staff development for teachers, also teachers highly encourage to learn instructional strategies from their fellow teachers. Professional development has given several techniques to the teachers to assists in student performance. Teachers also share learning and instructional strategies during weekly PLC meetings. C.C. Hardy is committed to building instructional sound teacher leaders throughout the school year.

Staff Quality, Recruitment, and Retention Strengths

C.C. Hardy is pleased to have a highly qualified staff in residence; all professionals and paraprofessionals meet HQ status as determined by federal standards noted in ESEA. Leaders of learners complete annual updates and mandatory training in a variety of areas along with continuing education opportunities (such as Master's programs) for increased educational excellence.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The recruitment and retention of highly qualified bilingual teachers. **Root Cause**: Insufficient amount of highly qualified educators who are certified to teach bilingual courses.

Parent and Community Engagement

Parent and Community Engagement Summary

An integral part of educating our children is the role that family and community involvement. An environment that is conducive to life-long learning is dependent upon the role the community members play as role models for our students. Increasing parent involvement and community involvement in school has a significant positive effect on the academic effectiveness of the school.

Parent and Community Engagement Strengths

Parents at C.C. Hardy have a variety of avenues to communicate with parents and the Willis community:

- Parent conferences by phone and in person are the first line of action.
- Open House night where parents can come see the classrooms and meet the teachers.
- Parents are welcome and regular visitors at lunch and can visit classrooms during the school day with proper notification.
- Special needs students are served through the ARD, LPAC, 504, and RtI Committee.
- Campus webpage, teacher webpages, Parent Link messaging service, Twitter
- WISD App that links to campus information
- WISD App with access to grades, attendance, and lunch balances.
- Teacher webpages with a subscribe function that informs parents any time that new material has been added to the teacher's page.
- District Facebook forum
- Parent Self-Serve
- Monthly evening family events (Fall Festival, Reading/Math Night,etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More daily parental involvement opportunities. (Parent volunteer room/PTO) **Root Cause**: Inconsistency in leadership. Bad rapport between campus leaders and parents.

School Context and Organization

School Context and Organization Summary

Procedures have been implemented to maximize the educational opportunities and rigorous instruction for our students. We meet frequently to discuss student strengths and weaknesses.

School Context and Organization Strengths

- Monthly Team Leader meetings
- Team planning weekly with instructional coaches
- Weekly Leadership Team meetings
- Monthly office meetings
- Monthly faculty meetings (some months bi-monthly depending on need)
- Weekly PLC Meetings
- Monthly RTI meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Implementation of items discussed in meetings **Root Cause**: No action plan required. Also, no saved meeting minutes or agenda on file.

Technology

Technology Summary

Technology is a critical part of our students today. In building tommorow's leader, we belive it's imperative that our students be exposed to all availbale and obtainable technology that otherwise they may not get the opportunity to be exposed to. Our goal is to provide our students with opportunities to be educated in the wireless world we live in today and level the playing field when they experience corporate america in the future.

Technology Strengths

- Ebeams in all classrooms
- Document cameras in all classrooms
- 2 computer carts with 25 T100's for our 3rd, 4th and 5th-grade students to share
- Projectors in every classroom
- 6 Ipads and one Apple TV in K-2nd grade classrooms
- Assigned printer per grade level
- Two IP phones placed in two-grade level hallways for parent communication
- Projector-screen in cafeteria

Problem Statements Identifying Technology Needs

Problem Statement 1: One to one for K-5th-grade students. **Root Cause**: Funding

Problem Statement 2: Projector in gynmasium **Root Cause**: Funding

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: CC Hardy Elementary students will achieve 75% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as at least 20% attaining Level III:Advanced.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in students' scores on the STAAR.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A comprehensive analysis of the student performance and error patterns on last year's STAAR for All students and student groups (African American, Hispanic, Economically Disadvantaged, ELL, Special Education & At-Risk) by grade level, across grade levels, and by subject area will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.		Principal AP Counselor Team Leaders Academic Coaches Teachers	Improved Scores on: (Data) Common Assessments, Benchmarks, State Mandated Test				
	Funding Sources: 199 - General Fund - 0.00						
2) Monitor student performance through a comprehensive analysis of: (a) universal screeners (b) common assessments (c) District developed benchmark tests for grades 1st- 5th (d) Early reading instruments for grades PK-2nd (DRA, Fluency Probes) (e) Reading instruments for 3rd-5th (DRA, and Fluency Probes) (f) Weekly interventions and weekly progress monitoring of all Tier II & III-RTI students		Principal AP Counselor Team Leaders Academic Coaches Teachers	Improve scores on: (Data) Student Progress on DRA (BOY, MOY,EOY) Common Assessments Benchmarks State Mandated Test				
	Funding Sources: 199 - General Fund - 0.00						

3) Co-curricular integration of: (a) Reading/Language Arts (b) Writing (c) Math (d) Science (e) Social Studies (f) RTI-Tier I best practices (g) Lucy Calkins (h) Comprehension Tool Kit (i) Balanced Literacy (j) Balanced Math		Teachers Principal AP Academic Coaches Teachers	Improve scores on: (Data) Student Progress on DRA (BOY, MOY,EOY) Common Assessments Benchmarks State Mandated Test				
	Funding Sources: 199 - General Fund - 0.00, Title I - 0.00						
4) 1.1a.4 Across the curriculum through the use of a variety of resources and materials to enhance critical thinking in Reading. Curricular content, strategies, and resources will be 100% aligned for each of the content areas: (a) Reading-ELA/SLA (b) Writing (c) Mathematics (d) Social Studies (e) Science And for All students and all student groups: (a) All students (b) White (c) African American (d) Hispanic (e) Economically Disadvantaged (f) English Language Learners (g) Special Education (h) At-Risk	7.0, 8.0, 9.0, 10.0	Principal AP Academic Coaches Teachers Staff	Improve scores on: (Data) Common Assessments Benchmarks State Mandated Test				
	Funding Sources: Title I - 5000.00, Title Funds - 0.00						
5) Five days a week, 30 minute reading intervention for students who have been identified as TIER III in reading and also below grade level on their BOY and MOY Diagnostic Reading Assessment.		Teacher Instructional Coaches Principal AP	Increase in students' DRA reading level. Increase in met and approaching grade level standard on STAAR.				
6) Provide the following resources and instructional training to all ELAR teachers to improve/enhance student basic reading skills: Anchor Comprehension Kit	1.0	Instructional Coach (Reading) Administrators	Enhance teachers ability to effectively deliver whole group and small group reading lessons.				
	Problem Statements: Student Achievement 1 **Funding Sources**: Title I - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student reading achievement for the entire campus. **Root Cause 1**: Insufficient amount of effective resources and training for certified teachers.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Hardy Elementary students will achieve 75% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as at least 15% attaining Level III: Advanced.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in students' scores on the STAAR.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff developments for teachers that will address: (a) Cross-curricular integration (math and science) (b) Impact of poverty on economically disadvantaged students (c) Differentiated instruction to accommodate the needs of all special populations: i. Special Education ii. Gifted/Talented iii. Bilingual/ESL i. At-Risk ii. 504 - Dyslexia iii. RtI Tier I, II &III		Principal AP Academic Coaches District Coaches Teachers	Closing achievement gaps, student academic growth, increase in mastery of grade level standards.				
	Funding Sources: 199 - General Fund - 0.00, Title Funds - 0.00						
2) Promote math and parental involvement through: (a) Open House (b) Math Night (c) Math STAAR Night	6.0, 9.0	Principal AP Academic Coaches Teachers	Increase in parental involvement and student performance on Math STAAR				
	Funding Sources: Title Funds - 0.00, Donations - 0.00						
3) Conduct conferences with 3rd-5th grade students after Benchmark I to provide feedback on student academic progress and identify plans for improvement.		Principal AP Academic Coaches Teachers	Students will set SMART goals that correlate to their academic growth.				
	Funding Sources: Title Funds - 0.00						
4) Weekly PLC meetings to ensure that academic interventions are in place to provide support to all K-5th grade students.		Administrators Campus Coaches Teachers	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				

5) Provide staff development for all teachers on appropriate strategies to increase higher-level thinking and reasoning skills: (a) PLC's (b) Strategic Six (c) TEKS (d) Utilizing instructional technology resources (e) Math Stations (f) Balance Math		Administrators Academic Coaches ITL dept Teachers	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				
100% = Accomplished		= Continue/Modify	0% = No Progress		= Discontinue		

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Hardy Elementary students will achieve 75% mastery on their grade level assessments in science and meet or exceed the state average on STAAR as well as at least 15% attaining Level III: Advanced.

Evaluation Data Source(s) 3: Impact will be determined by the percentage of increase in students' scores on the STAAR.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) One of our instructional extension groups offered to student during their grade level intervention rotation will focus on science concepts/skills and teaching students scientific vocabulary.		Campus Instructional Science Coach Paraprofessional	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				
2) Teachers will use TEKS resource performance assessment to "backwards plan" for instruction. By using this resource, teacher will gain a better understanding of the following: Meaningful/relevant activities and experiments needed during instruction. HOT (STAAR level) questions to ask of students during instruction.		Teacher Instructional Coaches Principals	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Hardy Elementary students will achieve 70% mastery on their grade level assessments in writing and meet or exceed the state average on STAAR as well as at least 15% attaining Level III: Advanced.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of increase in students' scores on the STAAR.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Send fourth-grade ELA teachers to a writing workshop professional development.		Teachers Instructional Coach	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				
2) Train paraprofessional on writing activities to deliver to their intervention groups.		Teachers Instructional Coaches Instructional Paraprofessionals Principals	Student Progress Increase in Student Performance on Unit test, CA's, BM's, and STAAR				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: Hardy Elementary students will demonstrate measurable growth on DRA, TPRI/Tejas LEE and TELPAS based on BOY and EOY results.

Evaluation Data Source(s) 5: Impact will be determined by levels of growth on DRA, increased number of K-2 students who grow from SD to D on TPRI/Tejas LEE and those that grow a level (Beginner, Intermediate, Advanced, Advanced High) on TELPAS.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: CC Hardy Elementary will work with parents and the community to maximize learning for all students through two-way communication and improving participation in conferences and school events by 10%.

Evaluation Data Source(s) 1: Impact will be determined by 10% gains in parent attendance at conferences, school events and programs based on sign in sheets and conference logs.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	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, email announcements, School Messenger and Twitter.		Administrators Faculty and Staff	Flyers Agendas Sign-In Sheets				
	Funding Sources: Title Funds - 3000.00, Donations - 0.00						
2) Provide opportunities for community members to become actively involved in the education of all students (Volunteer Program, Family Reading Nights, Nacho and numbers,Grandparents Day, etc.).		Administrators, PTO, Facutly and Staff	Sign in sheets				
	Funding Sources: Donations - 0.00, Title Funds - 0.00						

3) Provide opportunities at school for parents to participate in academic and social events with their children: (a) Grade level programs (b) Meet the Teacher Night (c) Parent Info Night/Open House (d) Field Trips (e) Parent/Teacher Conferences (f) Classroom Parties (g) Math/Reading Nights (h) Grandparents Day (i) Awards ceremonies (j) Cultural Awareness activities (i) Art Night (Hispanic Heritage Month, Black History Month, Veterans Day, etc.)		Administrators, PTO, Faculty and Staff	Sign in sheets, Agendas, Flyers				
	Funding Sources: Title I - 0.00						
4) Utilize the WISD website, campus website and School Messenger to promote campus and district events, information for parents, families and community.	6.0	Administrators, Faculty and Staff	Sign in sheets				
	Funding Sources: Title Funds - 0.00						
5) Provide factual and relevant information about campus programs and initiatives to staff, parents and the community through a variety of media: (a) Teacher websites (b) Flyers (c) Monday Folders (Pk-1st) (d) Online school calendar (e) School Messenger (f) Twitter (g) Campus website (h) School printed communications (i) Communication Binder (2nd-5th) (j) Peek of the Week Spreadsheet (Staff)		Administrators, Faculty and Staff	Newsletters, online resources				
	Funding Sources: 199 - General Fund - 0.00, Title Funds - 0.00						
6) Provide information to parents about availability of family services: (a) MCYS (b) Tri-County (c) Montgomery County Assistance League (d) Food Pantry (e) Backpack program " Montgomery County Food Bank (f) Thanksgiving Meals (g) Brazos Valley Community Action Agency (h) Parent Support Center (i) The Ark Church		Counselor	Donations				
	Funding Sources: Donations - 0.00						

7) Continue Parent Compact to communicate the role of the parent, student, teacher, and principal in the educational success of each student.	6.0	Administrators, Faculty and Staff	Signed copies, parent communication and support.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: To ensure parent and school partnership in the academic success of their children, Hardy Elementary will communicate high expectations for student attendance in order to show 0.5% gains at the end of the year.

Evaluation Data Source(s) 2: Impact will be determined by 0.5% gain in student attendance at the end of the year or by a Quartile 1 designation from the state in comparison groups.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Truancy Prevention Measure Recognizing and celebrating students who have earned perfect attendance each nine weeks. Continuous communication with parents emphasizing the importance of their student attending school. Parent Information Meeting -Fall (Title I Meeting) -Spring (Second Semester Meeting)		Registrar Administrators	97-98% on weekly attendance report				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: CC Hardy Elementary will employ, develop and retain highly qualified staff that are prepared to support, sustain, and maximize student achievement.

Evaluation Data Source(s) 1: EOY spreadsheet that reflects all returning and resigning teachers.
Professional Development Domain of EOY T-TESS Evaluation
Teacher certificates

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff.		Principal	Sign in sheets, walkthroughs, certificate, Eduphoria Portfolio				
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.	3.0, 5.0	Principal	Teacher certificates				
3) Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. Provide high-quality, on-going campus staff development to maintain 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards.		Administrators	Workshop Certificates and Logs, sign in sheets, Walkthroughs				
4) Provide staff development opportunities for bilingual and general education teachers to increase their knowledge level of instructional strategies for teaching limited English proficient students.		Administrators	Completion of Staff Development certificates, sign in sheets, Walkthoughs, TTESS documentation				
5) Provide release time for teachers to observe master teachers.		Administrators, Teachers	logs and TTESS reflection forms				
6) Provide motivational, morale and team building activities for teachers and staff (12 days of Christmas, faculty lunches,social events, teacher appreciation week, etc.)	5.0	Administrators	flyers, emails, sign in sheets				
	Funding Sources: Donations - 0.00						

7) Provide teacher opportunities for vertical alignment planning and grade level road mapping.	4.0	Administrators	Sign in sheets				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: C.C. Hardy will train teachers on all components of the balanced literacy model with a focus on guided reading instruction and effective reading learning centers.

Evaluation Data Source(s) 2: Walkthrough feedback-Strive
Fall/Spring PD Sign in Sheets
Eduphoria's Campus PD portfolio.

Summative Evaluation 2: Met Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of CCH's funds will be spent for the overall improvement of the campus, address student's academic/socio-emotional needs, and professional development of teachers.

Evaluation Data Source(s) 1: Monthly budget reports

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bi-monthly meetings with campus secretary to review campus budget and allocations of funds.		Principal Secretary	Impact: 97-98% on 2017-18 student attendance report. Improvements and upgrades to our literacy library. Monthly parent involvement events. Campus improvement.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in a learning environment that is safe and conducive to learning.

Performance Objective 1: 5% reductions in office discipline referral and less than seven total referral, campus-wide, as a result of incidents occurring in the common areas of the school. (cafeteria, hallway, recess, restroom)

Evaluation Data Source(s) 1: E.O.Y.Discipline Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct online safety, hazardous materials, blood-borne pathogen, sexual harassment, bullying, cyber bullying, safety against predators, child abuse, conflict management, health emergencies training to all staff members.	10.0	Administrators, counselor, nurse, faculty and staff.	Sign in sheets, power points				
2) Provide programs for student/staff awareness of the dangers of drugs, alcohol, and tobacco. (Red Ribbon Week)	10.0	Administrators, counselor	sign in sheets, flyers, emails				
	Funding Sources: Title Funds - 0.00, 199 - General Fund - 0.00						
3) Ensure that the campus Safe School Plan addresses: (a) suicide prevention (b) conflict resolution (c) dating (d) violence prevention (e) bullying (f) blood-borne pathogens (g) employee handbook (h) diversity awareness (i) energy conservation (j) FERPA		Administrators, counselor, faculty and staff.	Training power points, sign in sheets, safe school training certificate				
4) Ensure the effectiveness of the campus Safe School Plan by implementing the inclement weather and disaster/emergency procedures through: (a) emergency fire drills (b) disaster drills (c) evacuation drills (d) shelter in place drills (e) lock down drills	10.0	Administrators, campus police, faculty and staff	Training power points, drill logs				

5) Maintain a campus Emergency Operations Procedures (EOP) Committee to review, revise, and oversee the implementation of the Safe School Plan.	10.0	Administrators, faculty and staff	Meeting minutes, copy of safety plan, power point, sign in sheets				
6) Ensure the safety of students by: (a) Restricted access to building (b) Issuing of car rider tags (c) Effective emergency resolution through use of 2-way radios (d) Written communication on all transportation changes: a. Bus to car rider b. Car rider to bus c. Day care to bus d. Day care to car rider e. Weekly security check by SRO		All faculty and staff	Copy of procedures SRO weekly report				
7) Provide car arrival safety patrol to ensure that students safely enter the building daily. Administrators will check all exterior doors every morning to ensure that they are locked.		Administrators, counselor paraprofessional staff					
8) Provide parents with car rider tags to ensure safety of students after school.	10.0	Administrators, receptionist, secretary	copy of document used				
9) Ensure the safety of students by strictly following and enforcing visitor procedures: (a) Verify emergency card (b) Restricted access to building (c) Sign in with a valid government issued ID (d) Check & Scan identification (Raptor) (e) Print and issue visitors tags that depict their destination (f) Visitors must visibly wear visitor badges in the school		All Faculty and Staff	copy of procedures				

10) Provide staff trainings in safe schools and individual student safety/wellness through programs on: (a) Violence prevention and intervention (b) Suicide prevention (c) Students in crisis (d) Drug, alcohol and tobacco resistance (Red Ribbon Week) (e) Character development (f) Discipline management (g) Conflict resolution (h) Transportation safety (i) CPI Training (j) FBA/BIP/Social Skills Training (k) Positive Behavior Support (PBIS)	2.0	Administrators, District Police, Counselor, PBIS Team	Training power points and sign in sheets. training certificates				
11) Post signage in common areas that reinforce the school-wide behavioral expectations. Model behavioral expectations for all common areas.	2.0	PBIS Team Teachers Administrators	Less behavior incidents in the hallway. Less instructional time loss due to redirection of student misbehavior.				
100% = Accomplished		= Continue/Modify	0% = No Progress	= Discontinue			

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	DMAC, STAAR results, TELPAS, DRA, Common Assessments		$0.00
1	1	2	DMAC, Common Assessments, universal screeners, Benchmarks		$0.00
1	1	3	Kamico, Motivation Science, Reading, Math, Stem Scopes, Guided Reading, Brain Pop, Brain Pop Jr.		$0.00
1	2	1	Stetson, Kagan, Kilgo, Kim Sutton, TELPAS, DRA, Education City, Study Island		$0.00
2	1	5			$0.00
5	1	2			$0.00
				Sub-Total	$0.00
Donations					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	6			$0.00
3	1	6			$0.00
				Sub-Total	$0.00
Title Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3	Individual Student Goal Sheets, Student Incentives		$0.00
2	1	1			$3,000.00

2	1	2			$0.00
2	1	4			$0.00
2	1	5			$0.00
5	1	2			$0.00
				Sub-Total	$3,000.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4	Kamico, Motivation Science, Reading, Math, Stem Scopes, Guided Reading, Brain Pop, Reading Eggs, Gynze, Brain Pop Jr., I station, Think Through Math, Lone star learning,		$5,000.00
1	1	6	Anchor Comprehension Kit, Interactive Read Aloud		$0.00
2	1	3			$0.00
				Sub-Total	$5,000.00
				Grand Total	$8,000.00

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2018 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 618
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	77%	**67%**	*	69%	*	-	-	-	*	*	66%	*
	2017	73%	68%	**59%**	*	*	71%	-	-	-	*	*	54%	*
At Meets Grade Level or Above	2018	43%	41%	**24%**	*	17%	*	-	-	-	*	*	19%	*
	2017	45%	40%	**27%**	*	*	50%	-	-	-	*	*	23%	*
At Masters Grade Level	2018	25%	23%	**12%**	*	10%	*	-	-	-	*	*	11%	*
	2017	29%	24%	**11%**	*	*	21%	-	-	-	*	*	9%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	77%	**71%**	*	71%	70%	-	-	-	*	*	67%	*
	2017	77%	77%	**74%**	*	69%	82%	-	-	-	*	*	72%	65%
At Meets Grade Level or Above	2018	47%	45%	**27%**	*	27%	37%	-	-	-	*	*	22%	*
	2017	49%	52%	**41%**	*	41%	57%	-	-	-	*	*	38%	38%
At Masters Grade Level	2018	23%	19%	**14%**	*	10%	26%	-	-	-	*	*	10%	*
	2017	26%	24%	**16%**	*	16%	25%	-	-	-	*	*	12%	15%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	71%	**57%**	*	58%	73%	-	-	-	*	*	52%	*
	2017	70%	68%	**63%**	*	58%	74%	*	-	-	*	*	62%	*
At Meets Grade Level or Above	2018	46%	45%	**36%**	*	35%	53%	-	-	-	*	*	33%	*
	2017	44%	37%	**32%**	*	25%	45%	*	-	-	*	*	30%	*
At Masters Grade Level	2018	24%	24%	**18%**	*	12%	33%	-	-	-	*	*	15%	*
	2017	24%	17%	**15%**	*	13%	26%	*	-	-	*	*	12%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	83%	**78%**	*	*	*	-	-	-	*	*	77%	*
	2017	76%	78%	**71%**	*	75%	72%	*	-	-	*	*	74%	*
At Meets Grade Level or Above	2018	49%	55%	**29%**	*	*	*	-	-	-	*	*	27%	*
	2017	47%	52%	**49%**	*	48%	56%	*	-	-	*	*	52%	*
At Masters Grade Level	2018	27%	26%	**7%**	*	*	*	-	-	-	*	*	6%	*
	2017	27%	29%	**19%**	*	13%	34%	*	-	-	*	*	18%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	*	*	*	*	-	-	-	*	*	*	*
	2017	65%	61%	*	*	*	*	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	39%	*	*	*	*	-	-	-	*	*	*	*
	2017	34%	25%	*	*	*	*	*	-	-	*	*	*	*
At Masters Grade Level	2018	11%	8%	*	*	*	*	-	-	-	*	*	*	*
	2017	11%	7%	*	*	*	*	*	-	-	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**78%**	*	82%	*	*	-	-	*	*	78%	*
	2017	82%	78%	**69%**	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	54%	47%	**37%**	*	32%	*	*	-	-	*	*	32%	*
	2017	48%	43%	**26%**	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	26%	20%	**14%**	*	16%	*	*	-	-	*	*	12%	*
	2017	25%	20%	**8%**	*	*	*	-	-	-	*	*	*	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	92%	**82%**	*	*	91%	*	-	-	*	*	82%	*
	2017	87%	91%	**86%**	*	*	*	-	-	-	*	*	84%	*
At Meets Grade Level or Above	2018	58%	64%	**40%**	*	*	59%	*	-	-	*	*	35%	*

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 618
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 & Monitored)
	2017	50%	53%	**39%**	*	*	*	-	-	-	*	*	37%	*
At Masters Grade Level	2018	30%	32%	**12%**	*	*	23%	*	-	-	*	*	12%	*
	2017	24%	22%	**11%**	*	*	*	-	-	-	*	*	8%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	72%	*	*	*	*	*	-	-	*	*	*	*
	2017	74%	72%	**59%**	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	33%	*	*	*	*	*	-	-	*	*	*	*
	2017	42%	35%	**22%**	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	17%	12%	*	*	*	*	*	-	-	*	*	*	*
	2017	18%	12%	**6%**	*	*	*	-	-	-	*	*	*	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**67%**	*	68%	73%	*	-	-	*	*	64%	65%
	2017	75%	73%	**66%**	54%	66%	70%	*	-	-	*	*	65%	62%
At Meets Grade Level or Above	2018	48%	45%	**29%**	*	26%	44%	*	-	-	*	*	25%	24%
	2017	45%	40%	**32%**	23%	29%	42%	*	-	-	*	*	30%	24%
At Masters Grade Level	2018	22%	18%	**11%**	*	9%	18%	*	-	-	*	*	9%	7%
	2017	20%	15%	**11%**	6%	9%	19%	*	-	-	*	*	9%	7%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**66%**	*	68%	71%	*	-	-	*	*	64%	63%
	2017	72%	69%	**63%**	*	63%	73%	*	-	-	*	*	61%	58%
At Meets Grade Level or Above	2018	46%	41%	**32%**	*	28%	48%	*	-	-	*	*	28%	25%
	2017	44%	38%	**28%**	*	24%	41%	*	-	-	*	*	26%	20%
At Masters Grade Level	2018	19%	16%	**15%**	*	12%	23%	*	-	-	*	*	13%	10%
	2017	19%	13%	**11%**	*	9%	21%	*	-	-	*	*	9%	7%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**77%**	*	78%	80%	*	-	-	*	*	75%	76%
	2017	79%	79%	**77%**	*	78%	80%	*	-	-	*	*	77%	74%
At Meets Grade Level or Above	2018	50%	49%	**31%**	*	30%	46%	*	-	-	*	*	27%	29%
	2017	46%	44%	**43%**	*	42%	52%	*	-	-	*	*	42%	37%
At Masters Grade Level	2018	24%	21%	**11%**	*	9%	20%	*	-	-	*	*	9%	6%
	2017	22%	19%	**16%**	*	12%	25%	*	-	-	*	*	13%	10%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	*	*	*	*	-	-	-	*	*	*	*
	2017	67%	62%	*	*	*	*	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	38%	*	*	*	*	-	-	-	*	*	*	*
	2017	36%	27%	*	*	*	*	*	-	-	*	*	*	*
At Masters Grade Level	2018	13%	8%	*	*	*	*	-	-	-	*	*	*	*
	2017	11%	7%	*	*	*	*	*	-	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	*	*	*	*	*	-	-	*	*	*	*
	2017	79%	77%	**59%**	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	46%	*	*	*	*	*	-	-	*	*	*	*
	2017	49%	43%	**22%**	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	23%	18%	*	*	*	*	*	-	-	*	*	*	*
	2017	19%	13%	**6%**	*	*	*	-	-	-	*	*	*	*

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 618
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	67	**68**	42	67	81	-	-	-	*	*	67	67
Grade 4 Mathematics	2018	65	70	**59**	62	56	63	-	-	-	*	*	63	53
Grade 5 ELA/Reading	2018	80	79	**88**	90	91	83	*	-	-	*	*	89	93
Grade 5 Mathematics	2018	81	80	**64**	70	64	60	*	-	-	*	*	63	63
All Grades Both Subjects	2018	69	69	**69**	64	68	72	*	-	-	79	71	69	68
All Grades ELA/Reading	2018	69	68	**77**	63	77	82	*	-	-	79	71	76	79
All Grades Mathematics	2018	70	69	**61**	65	59	62	*	-	-	79	71	63	57

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 618
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	2018	38%	37%	**31%**	*	39%	*	*	-	-	*	*	29%	31%
	2017	35%	35%	**32%**	*	36%	33%	-	-	-	*	*	35%	46%
Mathematics	2018	47%	48%	**40%**	*	35%	55%	*	-	-	*	*	41%	39%
	2017	43%	41%	**45%**	*	55%	44%	*	-	-	*	*	43%	54%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**69%**	60%	67%	82%	*	-	-	*	*	67%	58%
Students Requiring Accelerated Instruction	2018	21%	22%	**31%**	*	33%	*	*	-	-	*	*	33%	42%
STAAR Cumulative Met Standard	2018	84%	82%	**78%**	70%	82%	82%	*	-	-	*	*	78%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	100%	**100%**	*	100%	100%	-	-	-	-	-	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	87%	**74%**	70%	72%	82%	*	-	-	*	*	72%	67%
Students Requiring Accelerated Instruction	2018	15%	13%	**26%**	*	28%	*	*	-	-	*	*	28%	33%
STAAR Cumulative Met Standard	2018	90%	93%	**82%**	80%	79%	91%	*	-	-	*	*	82%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	96%	94%	**100%**	*	100%	*	-	-	-	-	-	100%	100%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 618
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	2018	77%	75%	**67%**	63%	-	-	-	63%	*	*	-	*	64%	64%
	2017	75%	73%	**66%**	58%	-	-	-	58%	*	*	-	*	59%	61%
At Meets Grade Level or Above	2018	48%	45%	**29%**	24%	-	-	-	24%	*	*	-	*	23%	22%
	2017	45%	40%	**32%**	20%	-	-	-	20%	*	*	-	*	21%	21%
At Masters Grade Level	2018	22%	18%	**11%**	5%	-	-	-	5%	*	*	-	*	5%	5%
	2017	20%	15%	**11%**	6%	-	-	-	6%	*	*	-	*	6%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**66%**	60%	-	-	-	60%	*	*	-	*	62%	61%
	2017	72%	69%	**63%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**32%**	24%	-	-	-	24%	*	*	-	*	23%	23%
	2017	44%	38%	**28%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**15%**	7%	-	-	-	7%	*	*	-	*	6%	7%
	2017	19%	13%	**11%**	*	-	-	-	*	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**77%**	74%	-	-	-	74%	*	*	-	*	74%	75%
	2017	79%	79%	**77%**	70%	-	-	-	70%	*	*	-	*	71%	73%
At Meets Grade Level or Above	2018	50%	49%	**31%**	28%	-	-	-	28%	*	*	-	*	28%	27%
	2017	46%	44%	**43%**	36%	-	-	-	36%	*	*	-	*	36%	36%
At Masters Grade Level	2018	24%	21%	**11%**	6%	-	-	-	6%	*	*	-	*	5%	5%
	2017	22%	19%	**16%**	10%	-	-	-	10%	*	*	-	*	10%	9%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	*	*	-	-	-	*	*	*	-	*	*	*
	2017	67%	62%	*	*	-	-	-	*	*	*	-	-	*	*
At Meets Grade Level or Above	2018	41%	38%	*	*	-	-	-	*	*	*	-	*	*	*
	2017	36%	27%	*	*	-	-	-	*	*	*	-	-	*	*
At Masters Grade Level	2018	13%	8%	*	*	-	-	-	*	*	*	-	*	*	*
	2017	11%	7%	*	*	-	-	-	*	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	*	*	-	-	-	*	*	*	-	-	*	*
	2017	79%	77%	**59%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	51%	46%	*	*	-	-	-	*	*	*	-	-	*	*
	2017	49%	43%	**22%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	23%	18%	*	*	-	-	-	*	*	*	-	-	*	*
	2017	19%	13%	**6%**	*	-	-	-	*	*	*	-	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**69**	65	-	-	-	65	*	*	-	*	66	65

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**77**	76	-	-	-	76	*	*	-	*	77	76
All Grades Mathematics	2018	70	69	**61**	54	-	-	-	54	*	*	-	*	55	53
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**31%**	30%	-	-	-	30%	*	*	-	*	32%	31%
	2017	35%	35%	**32%**	47%	-	-	-	47%	*	*	-	*	45%	46%
Mathematics	2018	47%	48%	**40%**	38%	-	-	-	38%	*	*	-	*	35%	39%
	2017	43%	41%	**45%**	53%	-	-	-	53%	*	*	-	*	50%	54%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 618
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**88%**	92%	89%	84%	*	-	-	100%	79%	89%	94%
Not Included in Accountability													
Mobile	4%	6%	**11%**	8%	9%	15%	*	-	-	0%	21%	10%	3%
Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	-	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	100%	100%	*	-	-	94%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	93%	91%	95%	*	-	-	74%	92%	92%	91%
Not Included in Accountability													
Mobile	4%	6%	**7%**	7%	7%	5%	*	-	-	20%	8%	6%	5%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	-	-	0%	0%	1%	4%
Not Tested	1%	0%	**1%**	0%	0%	0%	*	-	-	6%	0%	0%	0%
Absent	1%	0%	**1%**	0%	0%	0%	*	-	-	6%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 618
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													
2016-17	95.7%	95.2%	**95.7%**	96.3%	96.5%	94.8%	*	-	*	93.2%	94.5%	95.6%	97.0%
2015-16	95.8%	95.5%	**96.5%**	96.5%	97.0%	96.1%	*	-	-	94.5%	95.0%	96.5%	97.4%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

Total Students: 618
Grade Span: PK - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 618
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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 618
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	618	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	40	6.5%	2.2%	4.3%
Kindergarten	81	13.1%	7.1%	6.9%
Grade 1	106	17.2%	7.7%	7.2%
Grade 2	103	16.7%	7.9%	7.3%
Grade 3	98	15.9%	8.3%	7.6%
Grade 4	108	17.5%	7.5%	7.7%
Grade 5	82	13.3%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	68	11.0%	7.3%	12.6%
Hispanic	313	50.6%	35.9%	52.4%
White	204	33.0%	52.6%	27.8%
American Indian	2	0.3%	0.3%	0.4%
Asian	0	0.0%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	31	5.0%	3.2%	2.3%
Economically Disadvantaged	493	79.8%	57.5%	58.8%
Non-Educationally Disadvantaged	125	20.2%	42.5%	41.2%
English Learners (EL)	229	37.1%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	1.5%	1.3%
At-Risk	361	58.4%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	43			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	18.6%	38.4%	43.3%
Students with Physical Disabilities	19	44.2%	18.1%	21.9%
Students with Autism	9	20.9%	19.8%	13.2%
Students with Behavioral Disabilities	7	16.3%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	134	22.6%	17.1%	16.0%
By Ethnicity:				
African American	13	2.2%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	43	7.3%		
White	69	11.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.2%		
Two or More Races	8	1.4%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	1.9%	2.7%	1.8%	0.0%	9.4%	6.9%
Grade 1	2.9%	5.3%	3.4%	25.0%	15.6%	6.2%
Grade 2	0.0%	3.4%	2.1%	0.0%	5.1%	2.6%
Grade 3	3.9%	4.7%	1.3%	0.0%	0.0%	1.0%
Grade 4	1.2%	1.2%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	20.6	18.7
Grade 1	14.8	18.7	18.8
Grade 2	16.8	19.5	18.8
Grade 3	19.6	19.9	19.0
Grade 4	21.6	20.6	19.2
Grade 5	20.5	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	-	16.9	16.7
Foreign Languages	-	16.7	18.6
Mathematics	-	17.1	17.9
Science	-	17.5	19.0
Social Studies	-	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	54.9	100.0%	100.0%	100.0%
Professional Staff:	44.0	80.2%	58.6%	64.1%
Teachers	37.0	67.4%	45.8%	50.1%
Professional Support	5.0	9.1%	9.3%	9.8%
Campus Administration (School Leadership)	2.0	3.6%	2.9%	3.0%
Educational Aides:	10.9	19.8%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	0.0	n/a	3.0	1,148.0
Total Minority Staff:	22.9	41.7%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	3.0	8.1%	3.0%	10.4%
Hispanic	11.0	29.7%	12.6%	27.2%
White	22.0	59.5%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.7%	0.5%	1.1%
Males	1.0	2.7%	19.1%	23.7%
Females	36.0	97.3%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	32.0	86.5%	82.6%	74.1%
Masters	5.0	13.5%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.0	27.0%	17.7%	8.2%
1-5 Years Experience	8.0	21.6%	24.5%	29.1%
6-10 Years Experience	6.0	16.2%	14.2%	19.1%
11-20 Years Experience	11.0	29.7%	25.8%	28.2%
Over 20 Years Experience	2.0	5.4%	17.8%	15.3%
Number of Students per Teacher	16.7	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.1	6.3
Average Years Experience of Principals with District	1.0	3.1	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.2
Average Years Experience of Assistant Principals with District	4.0	4.1	4.6
Average Years Experience of Teachers:	7.5	10.4	10.9
Average Years Experience of Teachers with District:	4.3	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,758	$49,822	$47,667
1-5 Years Experience	$47,910	$48,634	$49,663
6-10 Years Experience	$51,653	$50,944	$52,056
11-20 Years Experience	$56,242	$56,072	$55,246
Over 20 Years Experience	$62,370	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$51,735	$53,683	$53,334
Professional Support	$62,079	$63,845	$63,165
Campus Administration (School Leadership)	$70,311	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	224	36.2%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	10	1.6%	4.9%	7.9%
Special Education	43	7.0%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	5.0	13.5%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	1.0	2.7%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	30.2	81.7%	81.3%	72.3%
Special Education	0.8	2.1%	5.1%	9.0%
Other	0.0	0.0%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

C C HARDY EL

Grades Served: PK - 5
701 GERALD ST
WILLIS, TX, 77378

618 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

69 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

62 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

70 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

65 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	70	The higher of Growth or Performance is used.
Relative Performance	65	
Total	**70**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	0	30%
Academic Growth/Graduation Rate	50	50%
English Language Proficiency	100	10%
Student Achievement	0	10%
Total	**65**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: C C Hardy El District: WILLIS ISD

Campus Number: 170904103 **Total Membership: 677**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,578,083	100.00	5,285	4,251,351	100.00	6,280
Operating-Payroll	3,427,797	95.80	5,063	3,825,059	89.97	5,650
Other Operating	150,286	4.20	222	426,292	10.03	630
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,578,083	100.00	5,285	4,251,351	100.00	6,280
Instruction (11,95) *	2,847,229	79.57	4,206	3,096,053	72.83	4,573
Instructional Res/Media (12) *	6,121	0.17	9	48,032	1.13	71
Curriculum/Staff Develop (13) *	96,867	2.71	143	98,832	2.32	146
Instructional Leadership (21) *	13,276	0.37	20	13,276	0.31	20
School Leadership (23) *	275,878	7.71	408	277,530	6.53	410
Guidance/Counseling Svcs (31) *	106,006	2.96	157	111,961	2.63	165
Social Work Services (32) *	12,643	0.35	19	12,643	0.30	19
Health Services (33) *	76,667	2.14	113	76,667	1.80	113
Food (35) **	0	0.00	0	346,078	8.14	511
Extracurricular (36) *	0	0.00	0	26,883	0.63	40
Plant Maint/Operation (51) * **	143,396	4.01	212	143,396	3.37	212
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	3,434,687	100.00	5,073	3,725,069	100.00	5,502
Regular	2,406,868	70.08	3,555	2,406,868	64.61	3,555
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	441,915	12.87	653	456,103	12.24	674
Accelerated Education	265,904	7.74	393	542,098	14.55	801
Bilingual	170,215	4.96	251	170,215	4.57	251
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%	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	149,785	4.36	221	149,785	4.02	221

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
C C HARDY EL (170904103)

District Name: **WILLIS ISD**
Campus Type: **Elementary**
Total Students: **618**
Grade Span: **PK - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	69
Student Achievement	Met Standard	62
School Progress	Met Standard	70
Closing the Gaps	Met Standard	65

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	95.7%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	11.0%	7.3%	12.6%
Hispanic	50.6%	35.9%	52.4%
White	33.0%	52.6%	27.8%
American Indian	0.3%	0.3%	0.4%
Asian	0.0%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	5.0%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	79.8%	57.5%	58.8%
English Learners	37.1%	15.0%	18.8%
Special Education	7.0%	8.4%	9.1%
Mobility Rate (2016-17)	22.6%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.0	20.6	18.7
Grade 1	14.8	18.7	18.8
Grade 2	16.8	19.5	18.8
Grade 3	19.6	19.9	19.0
Grade 4	21.6	20.6	19.2
Grade 5	20.5	22.4	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,280	$8,493	$9,503
Instruction	$4,573	$4,659	$5,338
Instructional Leadership	$20	$27	$149
School Leadership	$410	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

C C HARDY EL (170904103)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**67%**	*	68%	73%	*	-	-	*	64%
	2017	75%	73%	**66%**	54%	66%	70%	*	-	-	*	65%
Reading	2018	74%	72%	**66%**	*	68%	71%	*	-	-	*	64%
	2017	72%	69%	**63%**	*	63%	73%	*	-	-	*	61%
Mathematics	2018	81%	81%	**77%**	*	78%	80%	*	-	-	*	75%
	2017	79%	79%	**77%**	*	78%	80%	*	-	-	*	77%
Writing	2018	66%	65%	*	*	*	*	-	-	-	*	*
	2017	67%	62%	*	*	*	*	*	-	-	*	*
Science	2018	80%	77%	*	*	*	*	*	-	-	*	*
	2017	79%	77%	**59%**	*	*	*	-	-	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**29%**	*	26%	44%	*	-	-	*	25%
	2017	45%	40%	**32%**	23%	29%	42%	*	-	-	*	30%
Reading	2018	46%	41%	**32%**	*	28%	48%	*	-	-	*	28%
	2017	44%	38%	**28%**	*	24%	41%	*	-	-	*	26%
Mathematics	2018	50%	49%	**31%**	*	30%	46%	*	-	-	*	27%
	2017	46%	44%	**43%**	*	42%	52%	*	-	-	*	42%
Writing	2018	41%	38%	*	*	*	*	-	-	-	*	*
	2017	36%	27%	*	*	*	*	*	-	-	*	*
Science	2018	51%	46%	*	*	*	*	*	-	-	*	*
	2017	49%	43%	**22%**	*	*	*	-	-	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**11%**	*	9%	18%	*	-	-	*	9%
	2017	20%	15%	**11%**	6%	9%	19%	*	-	-	*	9%
Reading	2018	19%	16%	**15%**	*	12%	23%	*	-	-	*	13%
	2017	19%	13%	**11%**	*	9%	21%	*	-	-	*	9%
Mathematics	2018	24%	21%	**11%**	*	9%	20%	*	-	-	*	9%
	2017	22%	19%	**16%**	*	12%	25%	*	-	-	*	13%
Writing	2018	13%	8%	*	*	*	*	-	-	-	*	*
	2017	11%	7%	*	*	*	*	*	-	-	*	*
Science	2018	23%	18%	*	*	*	*	*	-	-	*	*
	2017	19%	13%	**6%**	*	*	*	-	-	-	*	*
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**69**	64	68	72	*	-	-	79	69
Reading	2018	69	68	**77**	63	77	82	*	-	-	79	76
Mathematics	2018	70	69	**61**	65	59	62	*	-	-	79	63

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**31%**	*	39%	*	*	-	-	*	29%
	2017	35%	35%	**32%**	*	36%	33%	-	-	-	*	35%
Mathematics	2018	47%	48%	**40%**	*	35%	55%	*	-	-	*	41%
	2017	43%	41%	**45%**	*	55%	44%	*	-	-	*	43%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	78%	**69%**	60%	67%	82%	*	-	-	*	67%
Students Requiring Accelerated Instruction												
	2018	21%	22%	**31%**	*	33%	*	*	-	-	*	33%
STAAR Cumulative Met Standard												
	2018	84%	82%	**78%**	70%	82%	82%	*	-	-	*	78%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	87%	**74%**	70%	72%	82%	*	-	-	*	72%
Students Requiring Accelerated Instruction												
	2018	15%	13%	**26%**	*	28%	*	*	-	-	*	28%
STAAR Cumulative Met Standard												
	2018	90%	93%	**82%**	80%	79%	91%	*	-	-	*	82%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Cannan Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of Cannan Elementary School is to create a collaborative, safe learning environment which empowers all students to achieve success with high expectations through real world experiences.

Vision

We are ***Game Changers*** at Cannan Elementary! Moving from Good to Great through high expectations for students.

Core Beliefs

Cannan's Core Beliefs are:

1. Students will rise to meet and achieve high academic expectations.

2. Learning should be fun and engaging for all students.

3. School is a place where every child belongs and can find their path to being a successful citizen for our nation and world.

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Comprehensive Needs Assessment

Needs Assessment Overview

Edward B Cannan Elementary School opened in 1999. Many challenges here at Cannan have been addressed using the data collected from our needs assessment. The data used for the needs assessment is an accumulation of student performance on STAAR, TELPAS, TPRI, DRA, Universal Screeners, RTI, attendance, discipline reports and parent surveys. The campus plan was made with the help of the campus team leaders and CEIC members.

Reading scores decreased in all grade levels in 2017, so a focus on implementing a balanced literacy program which targets all areas of English/Language Arts, Reading and word study is imperative and will continue to be for the 2017-2018 school year. Cannan will continue to focus on basic Math literacy across the grade levels.

Parent involvement is something that is a vital part of Cannan's success. Volunteer opportunities are integrated into many of the programs that are offered or occur at Cannan. Some of the opportunities are Grade Level Parent

Meetings to review homework and strategies for success, Family Reading Night, Family STAAR Night, PTO meetings, fundraisers, Fall Festival, Grandparent's Day, Science Club monthly meetings, Field Days, Teacher Appreciation Week, PE Activities, Choir performances, Watch D.O.G.S. Program, Cannan M.O.M.S. program and Cannan's participation in Texas Go! Eat! Grow!. We use Monday folders, the electronic marquee, campus and teacher webpages, School Reach, and the district app to keep all parents and guardians informed.

Edward B. Cannan Elementary School will continue to develop a positive climate throughout the school year with counselor's character building lessons, drug awareness week (Red Ribbon Week), academic recognition, and Fall Festival and Accelerated Reader recognition.

The student attendance goal for the 2017-2018 school year is 97.2%. Cannan Elementary School will continue to focus on student attendance and staying at school for the full day of instruction through the use of attendance incentive programs and the visual representation of daily attendance on our attendance bulletin board.

Demographics

Demographics Summary

Cannan Elementary School ended the year with 703 students in grade Pre-Kindergarten through 5th.

- 70.6% Economically Disadvantaged
- 38.8% English Language Learners
- 53% Hispanic
- 42% Caucasian
- 2% African American
- .1% Asian
- 2.5% Multi-Racial
- 14% Mobility Rate

Demographics Strengths

Our Demographic strengths at Cannan are many.

Student Achievement

Student Achievement Summary

Edward B. Cannan Elementary School opened in 1999. Many challenges here at Cannan have been addressed using the data collected from our needs assessment. The data used for the needs assessment is an accumulation of student performance on STAAR, TELPAS, TPRI, DRA, Universal Screeners, RTI, attendance, discipline reports and parent surveys. The campus plan was made with the help of the campus team leaders and CEIC members.

Focus will be on perfecting a balanced literacy program which targets all areas of English/Language Arts, in particular writing, as well as implementing a balanced math program addressing math TEKS.

Student Achievement Strengths

The 2017 TEA Accountability Summary shows that all state indicators were met. Grade 5 Mathematics is in quartile 1, showing that our students far exceeded the state's minimum score. Cannan is also ranked #14 in the top 25% Closing Performance Gaps withing our comparison group. We are also ranked #21 in the top 25% in Student Progress. Below is a summary of our Performance Index Report.

Index #1- Student Achievement 71- 11 points above the state target score

Index #2- Student Progress 44- 12 points above the state target score

Index #3- Closing Performance Gaps was 43- 15 points above the state target score.

Index #4- Postsecondary Readiness 32- 20 points above the state target score

82% of Hispanic students met "approaches" on 3rd, 4th, and 5th grade Math. This is the highest of all subgroup performance in Math.

78% of Hispanic students met "approaches" on 5th Grade STAAR Science

81% of English Language Learners met "approaches" on STAAR Math.

77% of English Language Learners met "approaches" on 5th Grade STAAR Science

79% of All students "Met" or "Exceeded" progress on STAAR Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Fewer third grade students met "approaches" on 2017 Reading and Math STAAR **Root Cause**: Inadequate foundation of Math concepts and Reading standards from Kinder-2nd grade.

Problem Statement 2: 4th Grade Writing dropped significantly from 2016, with a met "approaches" percentage of 57% **Root Cause**: Lack of focus on the writing process and grammar in K-3rd grade.

School Culture and Climate

School Culture and Climate Summary

Our Cannan CEIC met March 9, 2018, May 29, and May 31st to complete our comprehensive school needs assessment. School culture and climate will continued to be addressed by creating a positive theme that supports student and staff growth and success. The theme will be utilized throughout the year as a fundamental part of Cannan Elementary School. The theme for the upcoming 2018-2019 school year is "Today, Readers, Tomorrow, Leaders." The foundation has been laid for building up students and staff at Cannan. This year, we are moving to the next level of excellence as we make adjustments for targeted success in the area of reading. "Today, Readers, Tomorrow, Leaders" is an extension of our overriding focus to make gains in reading achievement for all students.

School Culture and Climate Strengths

A previous staff interview during the summer of 2016 indicated that teachers believed Cannan's greatest strength was how well teachers and staff worked together along with the family atmosphere on campus. The needs assessment for school culture and climate was extended in 2017 to include community representation in the form of our parent-teacher organization- PTO. Some strengths that were shared from PTO were positive school climate as well as improved communication between home and school.

To address the need for Cannan's various subgroups to connect to the school culture, which was a focus in 2017-2018, we set a goal to further improve our campus climate through the introduction of various clubs and activities such as Student Council, Elementary Honor Society, Destination Imagination, and Hispanic Heritage Club. This year our school culture and climate needs assessment process began with a survey during our campus improvement committee meetings. Our staff and community members answered a survey regarding school culture and climate. The following questions were asked:

1. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc?

2. What strategies are in place to reduce the threat of bullying?

3. Are effective procedures in place to promote safety? Do students feel safe? How do we know?

4. Are disciplinary policies and practices proactive or reactive? Why? What areas specifically need to be addressed?

5. Do campus activities promote widespread student participation? Are they inclusive or exclusive?

Based on the responses we received from the survey, it is evident that a school wide systematic approach to behavior management is needed. We will launch our PBIS program to address this issue in the 2018-2019 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus behavior expectations between students in K-2nd and 3rd-5th appear to be different, which has led to more frequent discipline incidents within grades 3rd-5th. **Root Cause**: School wide behavior expectations have been inconsistent and unenforced.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The highest quality staff is a direct correlation to student achievement. Cannan Elementary will seek and keep highly qualified teachers that bring a love of life long learning to every classroom. Administration will retain those teachers by creating a positive work environment. Teachers will receive positive feedback and appreciation items throughout the year.

Staff Quality, Recruitment, and Retention Strengths

For the 2018-2019 school year, we have selected several classes in K-2nd to loop up with their teacher to provide more effective, consist instruction. We began this process with one class in 2017-2018- a class of 2nd graders to loop up with their teacher in 3rd grade. Based on data from benchmarks and common assessments, this group of students made significant gains reading and math. The teacher was also able to make positive contact with parents from the beginning of the school year since she was already familiar with the parents. We plan to loop students up with their teacher in several other K-2nd grade classes this year.

To address issues in our English Language Learners' acquisition of the English language, our bilingual teacher team met to address class scheduling for next year. Teachers have worked on class lists of bilingual classes to be more targeted with groups of students who are ready to transition into English. We have also paired our bilingual teachers according to strengths to ensure all of our bilingual students are making progress in English acquisition. We have worked hard to ensure most, if not all, teachers are in the grade level and subject area they feel most knowledgeable teaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Bilingual students are struggling with making gains on STAAR Reading and Writing **Root Cause**: Students class groupings are not in relation to their strength/weakness in English language acquisition.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the summer of 2017, our teacher leaders and administration attended the TEKS Resource conference in San Antonio. During the conference, we received training on how to use the TEKS Resource system to develop lessons and assessments that are aligned to the depth and complexity of our current TEKS. Our teacher leaders and administrative team returned from the conference to train our staff on how to use the system. TEKS Resource is our reference for our instructional focus guides, year at a glance documents, and structures for lesson planning. The TEKS Resource Assessment creator is now used to create common assessments within grade level teams to ensure students are being monitored and assessed in the same way. Our PLC meetings focus on disaggregating of common assessment student data assessments to plan how to address SE's that need focus. Our Literacy and Math Coaches assist teachers in daily instruction daily and help provide guidance in implementing balanced literacy and balanced math. Balanced literacy and balanced math are core parts of instruction in every classroom. Emphasis on science instruction through hands on lab activities is our focus for as well.

For the 2018-2019 school year, MAPS assessment will be implemented to provide targeted data of student achievement. Teachers will use the data from MAPS to create intervention plans and intervention groups to close gaps in student achievement.

Curriculum, Instruction, and Assessment Strengths

-LLI Intervention time is structured into the daily schedule at Cannan. For the 2018-2019 school year, Tier 3 intervention groups will be expanded during Connect Time.

-PLC time is structured to review student data and devise a structured intervention plan and time.

-Tier II and Tier III interventions occur on a regular basis after students are identified through the universal screeners and DRA levels.

-Teacher planning time is consistent on a weekly basis with instructional coaches and administrators a part of the planning dialogue.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Tier 2 intervention in reading and math based on grade level common assessment data is not implemented on a daily basis to help students understand currently taught concepts. **Root Cause**: Intervention planning times and failure of teachers to plan as a team to share students in Tier 2 interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement is something that is a vital part of Cannan's success. Volunteer opportunities are integrated into many of the programs that are offered or occur at Cannan. Some of the opportunities are Grade Level Parent Nights, Family Reading Nights, Family STAAR Nights, PTO meetings, fundraisers, Fall Festival, Grandparent's Day, Science Club monthly meetings, Field Days, Teacher Appreciation Week, PE Activities, Choir performances, and Watch D.O.G.S. Program/Cannan M.O.M.S. Program. We use Monday folders, the electronic marquee, campus and teacher webpages, and the district app to keep all parents and guardians informed.

Parent and Community Engagement Strengths

Cannan has a functioning and involved PTO. Our PTO had a strong showing at Meet the Teacher to sign parents up for PTO along with communication portals such as PTO Facebook and Twitter. For 2017, we focused on increasing parent involvement from our bilingual community. One of our bilingual teachers served as our bilingual parent-teacher liaison who communicated needs and information between PTO and our bilingual community. Upon meeting as a CEIC team to address family and community involvement, the following questions were examined:

1. Do we focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?

2. How are parents and community involved with the school? Are parents involved in meaningful ways that support student learning? How do we know?

3. What are parents' perceptions of the school's effectiveness? Do parents feel welcome? How do we know?

4. How effective are communications such as the school website, mobile app, letters, news articles, etc.? How do we know?

5. What are some possible community partnerships we can recruit for next year?

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While our PTO is involved in school activities, there is a greater need for parents to be more involved as parent volunteers in the classroom on a daily/weekly basis. **Root Cause**: We have a large number of working parents; however, the direct communication and opportunity for parents to sign up to volunteer has not been communicated well throughout the years.

School Context and Organization

School Context and Organization Summary

Several structures are in place to ensure regular input from staff and community members when it comes to the campus decision making process. Our CEIC meetings have been put on the calendar during the summer to ensure meetings are regular and consistent. Monthly PTO meetings are attended by a campus rep to communicate information from the PTO to staff.

The following questions were considered for our school context and organization needs:

1. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

2. Does our Master Schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?

3. How do teachers have a voice in decision making and school practices?

4. How are duty rosters and supervision schedules developed?

5. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

School Context and Organization Strengths

- Weekly PLC meetings - data and curriculum talks
- Faculty Meetings monthly
- Monthly Team Leader meetings
- Weekly Leadership Team meeting
- Weekly lesson planning meetings - lesson plans and relearning
- Monthly Tier 2 meetings - struggling student progress
- Weekly Tier 3 meetings - struggling student progress
- CEIC meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers have expressed difficulty in balancing meeting opportunities to discuss student data and plan for instruction within the given time frame. **Root Cause**: SMART Goals are not implemented during each meeting time to provide structure and directions to the meeting.

Technology

Technology Summary

Increased technology usage in every classroom is a priority at Cannan Elementary to meet the needs of 21st century students.

Currently, we have one computer lab at Cannan and four Chromecarts. In 2017, we purchased an additional Chromecart for student use. Our K-2nd grade classrooms were also awarded 5 IPads and Apple TV for each classroom.

For the upcoming 2018-2019 school year, MAPS assessment will be completed by students online. We have developed a plan to allow each grade level ample use time to use computers in the lab, with the Chromecart, or use of Ipads. To complete our technology needs assessment, the following questions were considered:

1. What barriers reduce the use of technology? WiFi difficulties in the building and damaged Chrome units.

2. What are the district and/or campus expectations for the integrated use of technology? Daily use of technology through computer apps in the classroom.

3. What technology training is available to teachers? For Staff? For others? Weekly T3 trainings with ICoach

4. How are instructional materials available online evaluated for appropriateness and accuracy? ICoach recommendations. Math and Reading Coach suggestions.

5. What plans are being made for technology upgrades in 1-5 years? One to One technology for students in 4/5.

Technology Strengths

5 Chromecarts (25 Chromebooks each) and 1 computer lab of 25 computers.

5 IPads and an Apple Tv for all K-2nd grade teachers

Software licenses for Gynzy, Flocabulary, Epic, MyOn, TEKS Resource (teacher resource).

We are updating those devices yearly and are purchasing more carts to make available for classroom teachers.

We also have an ICoach on a weekly basis to provide training to teachers on new instructional technology implementation.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chrome tablets and other hardware are in need of updating. More Chrome tablets are needed for student use. **Root Cause**: Budgeting concerns with the purchase of 1-2 more Chromecarts and/or IPad carts.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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 benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Cannan Elementary students will achieve 70% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on STAAR.

Evaluation Data Source(s) 1: Data from common assessments, district Reading benchmarks and STAAR Reading test for grades 3-5 will be reviewed.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: 75% mastery on grade level assessments and meet or exceed state average on STAAR or STAAR progress measure

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Guided Reading groups will continue on a daily basis.	1.0, 2.0, 8.0, 9.0	All teachers	Increase in DRA levels walk-throughs by administrators	3%	37%	95%	
2) Word study, shared reading and interactive reading will continue on a daily basis.	1.0, 2.0, 8.0, 9.0	All reading teachers, Reading Specialist	Increase in DRA levels over time Increase in scores on reading assessments over time	0%	23%	67%	
3) Shared writing and interactive writing will be implemented through all core areas on a daily basis.	1.0, 2.0, 8.0, 9.0	All writing teachers, Reading Specialist	Increase in writing assessments over time, walk-throughs by administrators	0%	23%	62%	
	Funding Sources: 199 - General Fund - 200.00						
4) Stetson model implemented to support all student learning in the general education language arts classroom.	1.0, 2.0, 8.0, 9.0	All reading teachers, Special education specialist	Increase in DRA levels over time Increase in scores on reading assessments over time	0%	14%	40%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Cannan Elementary students will achieve 70% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on STAAR.

Evaluation Data Source(s) 2: Data from common assessments, district Math benchmarks and STAAR Math test for grades 3-5 will be reviewed.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: 80% mastery on grade level assessments in Math and meet/exceed state average on STAAR and STAAR Progress Measure.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A balanced math program will be implemented to ensure rigorous math instruction.	1.0, 2.0, 7.0, 8.0, 9.0	Teachers, math instructional coach	Classroom grades, CAs, benchmarks.	58%	74%	84%	100%
2) Math stations and small group instruction used to ensure mastery of basic math facts.	1.0, 2.0, 7.0, 8.0, 9.0	Teachers, Math Specialist	Classroom grades, CAs, benchmarks	59%	68%	93%	100%
3) Teachers will implement daily intervention/enrichment in grades 3-5 Math through small group instruction and math fact fluency activities.	1.0, 2.0, 8.0, 9.0	Teachers, Math Specialist	Increase in student grades, CAs performance, and performance on benchmarks and STAAR	0%	58%	80%	100%
	Funding Sources: Title I - 3000.00						
4) Stetson model implemented to support all student learning in the general education math classroom	1.0, 2.0, 8.0, 9.0	Teachers, Special education specialist	Increase in progress measures in math for students with special needs in math on math assessments, benchmarks, and STAAR.	42%	63%	84%	100%
5) Hire a part time Math Tutor to assist teachers with small group math intervention- 4th/5th grades	1.0	Principal, Math Coach	Closing gaps in math in preparation for testing.	100%	100%	100%	100%
	Funding Sources: 211 - Title 1-A - 6000.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Cannan Elementary students will achieve 70% mastery on their grade level assessments in Science and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on STAAR.

Evaluation Data Source(s) 3: Data from common assessments, benchmarks, and STAAR Science test will be reviewed.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: 80% mastery on grade level assessments and meet/exceed state on average on STAAR and STAAR progress measure

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1.0, 2.0, 8.0, 9.0	Science teachers	increased science scores	28%	54%	60%	
1) Create a curriculum plan for rigorous science curriculum through Stemscope resources	**Funding Sources**: 199 - General Fund - 500.00						
2) Stetson model implemented to support all student learning in the general education science.	1.0, 2.0, 8.0, 9.0	Teachers, Special education specialist	Increase in scores in science	44%	62%	80%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Cannan Elementary 4th grade students will achieve 70% mastery on their grade level assessments in Writing.

Evaluation Data Source(s) 4: Data from common assessments, district Writing benchmarks and STAAR Writing test for grade 4 will be reviewed.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: 70% mastery on grade level assessments in Writing

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide writing workshops to teachers in grades 3-5 to train on effective writing strategies		Principal, Literacy Coach	Teachers will implement new strategies to help students grow in the writing process.	66%	100%	100%	100%
	Funding Sources: 199 - General Fund - 500.00						
2) Purchase writing resources to implement in writing instruction.		Principal	More resources for teachers to use in instruction and increase student mastery in writing.	0%	33%	79%	100%
	Funding Sources: 199 - General Fund - 200.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent involvement in campus activities and events by 10%.

Evaluation Data Source(s) 1: Impact will be evaluated by 10% parental involvement in school activities as noted on parent sign in sheets from parent involvement meetings and activity nights.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue goal to ncrease by 10%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet the Teacher will be held on the Thursday prior to school starting to create an open environment for school/parent communication	2.0, 6.0, 7.0, 9.0, 10.0	Principal, teachers	Increased parental involvement at other activities throughout the school year	100%	100%	100%	100%
2) Grandparents Day will be held in September to encourage students to honor their grandparents and read together.	2.0, 6.0, 7.0, 9.0, 10.0	Principal, Instructional Learning Specialist, Library Aide	Students will actively read with their grandparents and increase their MOY reading level.	100%	100%	100%	
	Funding Sources: Donations - 300.00						
3) Open House will be held in the first three weeks of school to create an open environment for teacher/parent communication.	2.0, 6.0, 7.0, 9.0, 10.0	Principal, teachers	Increased parental involvement at other activities throughout the school year.	100%	100%	100%	
4) Grade Levels will do parent meetings to encourage more participation with homework and schoolwork.	2.0, 6.0, 7.0, 9.0, 10.0	Principal, Math and Reading Specialists, Teachers	Exit tickets, students taking the activities home and using them, reporting success on homework to teachers	100%	100%	100%	
5) Family Reading Night will be held first semester to show parents how to read with their children and ask the important questions to ensure understanding.	2.0, 6.0, 7.0, 9.0, 10.0	Principal, Reading Specialist, ICoach, Teachers	Exit tickets, students and parents working together at home on reading, increase in Reading scores	100%	100%	100%	
	Funding Sources: 211 - Title 1-A - 300.00						
6) STAAR Information Night is held the second semester to show parents how to help their children with state assessments.	2.0, 6.0, 7.0, 9.0, 10.0	Principal, Math Specialist, Reading Specialist, Teachers	Exit tickets, students and parents working together at home on math, reading, writing and science, increase in math, reading, writing and science scores	100%	100%	100%	100%
	Funding Sources: 199 - General Fund - 300.00						

7) STEM Night will be held during the second semester to encourage parent involvement in Math and Science activities.	1.0	Principal, Math Coach	Increased engagement and support by parents of math and science instruction.	33%	100%	100%	
	Funding Sources: 211 - Title 1-A - 500.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Communicate once a week to all parents on upcoming activities and important events.
Communicate activities and events to parents, a minimum of 2x per week.

Evaluation Data Source(s) 2: Monday folder Daily "tweets' on campus Twitter Feed
Counselor Newsletter PTO Facebook
School Website Blackboard Communication(email and School App)

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monday folders are sent home every week with information about academic progress and behavior of the week before.	2.0, 6.0, 7.0, 9.0, 10.0	Teachers	Parents are kept informed about student progress and behavior.	100%	100%	100%	
2) Students in grades 3 through 5 utilize an agenda in which they are responsible for writing their daily and weekly assignments.	2.0, 6.0, 9.0, 10.0	Students, Teachers	Students are organized and turn assignments in on time.	25%	38%	12%	
	Funding Sources: Local - 1500.00						
3) Teachers share events that are happening in the classroom and administration shares events happening campus wide on the campus web page.		Assistant Principal, Teachers	Parents are aware of activities that are happening on campus.	39%	60%	70%	
4) Provide information to parents during Meet the Teacher and Open House to encourage and show parents how to download the district app and join our Twitter page on their personal devices.		Principal, Assistant Principal, Teachers	Parents are informed immediately of school activities and daily happenings on campus	100%	100%	100%	
5) 5.) Use the district Blackboard app to email/text parents in English/Spanish on events and activities.		Principal, Assistant Principal	Parents are informed immediately and reminded of weekly school events and activities	100%	100%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: 100% of all Cannan Elementary students will be taught by a teacher who has met requirement as Highly Qualified (HQ) and trained in district best practices for instruction in reading.

Evaluation Data Source(s) 1: -Certifications and reference checks of new hires.
-Teacher attendance at required Balanced Literacy trainings during provided by the campus Literacy Coach at the beginning of the year.
--Teacher attendance at district balanced literacy professional development during the year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal with focus on bilingual teacher certification and training

Goal 4: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: Train 100% staff on safety and security procedures.

Evaluation Data Source(s) 1: -Sign In sheets from monthly meetings will address key concerns for building safety, cleanliness and personal safety of students and staff.
-Monthly safety checks of the building by the Constable.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue goal as is.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff are updated on safety issues and instructed on proper ways of reporting concerns.	1.0, 7.0	Assistant Principal, Teachers	Incidents of staff injuries are reduced. Any staff injury is reported to the campus safety coordinator.	100%	100%	100%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 2: Implement a campus wide Positive Behavior Support Program by Aug. 2018.

Evaluation Data Source(s) 2: Development of campus PBIS Matrix of behavior supports

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue goal as stated

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a team of 5-7 staff members to train staff to implement Positive Behavior Supports (PBIS).		Principal	Core team developed to communicate to staff and lead PBIS formation process.	52%	52%	100%	
2) Attend Region IV PBIS initial training		Principal	Training and preparation for core team.	7%	26%	100%	100%
3) Train all staff during Spring 2018		Principal, PBIS Core Team	Preparation of teachers to implement PBIS strategies in the Fall of 2018	21%	22%	100%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 3: Meet or exceed yearly average attendance rate to 96% or above.

Evaluation Data Source(s) 3: -District weekly attendance rate report
-Campus attendance reports

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue goal as stated

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize classrooms with perfect attendance on a weekly basis		Principal, Assistant Principal	Increase in student attendance over the nine week period.	100%	100%	100%	
	Funding Sources: Local - 1000.00						
2) Nine weeks incentives for students with perfect attendance.		Principal	Increase in student attendance over the nine week period.	100%	100%	100%	
	Funding Sources: Local - 2000.00						
3) Contact parents of students with attendance issues to develop a plan to address truancy		Principal, Assistant Principal	Reduction in excessive absences	100%	100%	100%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 4: Purchase and implement technology- hardware and software- to assist student learning.

Evaluation Data Source(s) 4: Campus software use
Hardware technology purchases

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue goal as stated

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase and/or renew educational software licenses- Reading Eggs/Flocabulary/Gynzy	1.0	Principal, ICoach	Use of technology programs to assist in student learning.	100%	100%	100%	100%
	Funding Sources: Title I - 4000.00						
2) Purchase computer hardware to fo student learning		Principal, ICoach	Students will have greater access to technology for learning	100%	100%	100%	
	Funding Sources: Title I - 20000.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	Create a curriculum plan for rigorous science curriculum through Stemscope resources

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Jeff Anderson Process Writing		$200.00
1	3	1	Science instructional materials		$500.00
1	4	1	Writer's Workshop- Nancy Robinson Masters		$500.00
1	4	2	Jeff Anderson- Process Writing		$200.00
2	1	6	Math manipulatives and supplies		$300.00
				Sub-Total	$1,700.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Part Time Tutor salary		$6,000.00
2	1	5	Library books, supplies, manipulatives		$300.00
2	1	7	Food for families, prizes for games		$500.00
				Sub-Total	$6,800.00
Donations					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Cookies and Coffee provided by PTO		$300.00
				Sub-Total	$300.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Planners		$1,500.00
4	3	1	Attendance Incentives- Prize Wagon		$1,000.00
4	3	2	Attendance Incentives		$2,000.00
				Sub-Total	$4,500.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**

1	2	3			$3,000.00
4	4	1	Software licenses		$4,000.00
4	4	2	New Chromecart with 25 chromebooks, IPADs, Ebeams, projectors		$20,000.00
				Sub-Total	$27,000.00
				Grand Total	$40,300.00

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	77%	**68%**	*	59%	77%	-	-	-	*	*	63%	*
	2017	73%	68%	**57%**	*	54%	61%	-	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	43%	41%	**36%**	*	27%	46%	-	-	-	*	*	32%	*
	2017	45%	40%	**28%**	*	28%	28%	-	*	-	*	*	23%	*
At Masters Grade Level	2018	25%	23%	**12%**	*	9%	17%	-	-	-	*	*	9%	*
	2017	29%	24%	**16%**	*	16%	15%	-	*	-	*	*	10%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	77%	**72%**	*	72%	72%	-	-	-	*	*	69%	*
	2017	77%	77%	**63%**	*	64%	*	-	*	-	*	*	56%	*
At Meets Grade Level or Above	2018	47%	45%	**38%**	*	38%	38%	-	-	-	*	*	33%	*
	2017	49%	52%	**36%**	*	42%	*	-	*	-	*	*	32%	*
At Masters Grade Level	2018	23%	19%	**15%**	*	14%	17%	-	-	-	*	*	12%	*
	2017	26%	24%	**10%**	*	12%	*	-	*	-	*	*	10%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	71%	**68%**	*	65%	71%	-	*	-	*	*	66%	*
	2017	70%	68%	**64%**	*	69%	60%	-	-	-	*	*	63%	68%
At Meets Grade Level or Above	2018	46%	45%	**37%**	*	31%	42%	-	*	-	*	*	30%	*
	2017	44%	37%	**34%**	*	33%	40%	-	-	-	*	*	29%	29%
At Masters Grade Level	2018	24%	24%	**15%**	*	16%	16%	-	*	-	*	*	11%	*
	2017	24%	17%	**19%**	*	18%	23%	-	-	-	*	*	17%	16%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	83%	**74%**	*	79%	70%	-	*	-	*	*	72%	82%
	2017	76%	78%	**75%**	*	87%	63%	-	-	-	*	*	74%	92%
At Meets Grade Level or Above	2018	49%	55%	**50%**	*	57%	43%	-	*	-	*	*	50%	57%
	2017	47%	52%	**43%**	*	52%	37%	-	-	-	*	*	44%	54%
At Masters Grade Level	2018	27%	26%	**25%**	*	30%	18%	-	*	-	*	*	24%	30%
	2017	27%	29%	**25%**	*	29%	23%	-	-	-	*	*	26%	23%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	**66%**	*	*	*	-	*	-	*	*	*	*
	2017	65%	61%	**57%**	*	*	*	-	-	-	*	*	56%	*
At Meets Grade Level or Above	2018	39%	39%	**36%**	*	*	*	-	*	-	*	*	*	*
	2017	34%	25%	**20%**	*	*	*	-	-	-	*	*	17%	*
At Masters Grade Level	2018	11%	8%	**7%**	*	*	*	-	*	-	*	*	*	*
	2017	11%	7%	**8%**	*	*	*	-	-	-	*	*	9%	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**77%**	*	80%	82%	-	-	-	*	*	75%	74%
	2017	82%	78%	**76%**	*	73%	82%	-	-	-	*	*	72%	74%
At Meets Grade Level or Above	2018	54%	47%	**46%**	*	47%	51%	-	-	-	*	*	41%	46%
	2017	48%	43%	**33%**	*	27%	43%	-	-	-	*	*	29%	24%
At Masters Grade Level	2018	26%	20%	**23%**	*	27%	22%	-	-	-	*	*	21%	26%
	2017	25%	20%	**21%**	*	16%	30%	-	-	-	*	*	18%	12%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	92%	**95%**	*	100%	91%	-	-	-	*	*	97%	100%
	2017	87%	91%	**93%**	*	95%	91%	-	-	-	*	*	92%	98%
At Meets Grade Level or Above	2018	58%	64%	**65%**	*	69%	65%	-	-	-	*	*	63%	67%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	53%	**68%**	*	78%	57%	-	-	-	*	*	66%	83%
At Masters Grade Level	2018	30%	32%	**28%**	*	33%	26%	-	-	-	*	*	28%	33%
	2017	24%	22%	**30%**	*	35%	27%	-	-	-	*	*	29%	40%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	72%	**75%**	*	71%	83%	-	-	-	*	*	74%	67%
	2017	74%	72%	**78%**	*	78%	77%	-	-	-	*	*	73%	*
At Meets Grade Level or Above	2018	41%	33%	**38%**	*	39%	41%	-	-	-	*	*	38%	38%
	2017	42%	35%	**37%**	*	30%	45%	-	-	-	*	*	30%	*
At Masters Grade Level	2018	17%	12%	**16%**	*	18%	15%	-	-	-	*	*	13%	15%
	2017	18%	12%	**13%**	*	13%	14%	-	-	-	*	*	13%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**74%**	*	74%	77%	-	*	-	*	*	73%	72%
	2017	75%	73%	**71%**	*	73%	69%	-	*	-	*	*	69%	74%
At Meets Grade Level or Above	2018	48%	45%	**43%**	*	43%	45%	-	*	-	*	*	40%	40%
	2017	45%	40%	**38%**	*	39%	38%	-	*	-	*	*	34%	36%
At Masters Grade Level	2018	22%	18%	**18%**	*	19%	17%	-	*	-	*	*	15%	16%
	2017	20%	15%	**17%**	*	18%	18%	-	*	-	*	*	17%	16%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**71%**	*	67%	77%	-	*	-	*	*	68%	64%
	2017	72%	69%	**66%**	*	65%	68%	-	*	-	*	*	64%	64%
At Meets Grade Level or Above	2018	46%	41%	**40%**	*	35%	47%	-	*	-	*	*	35%	30%
	2017	44%	38%	**32%**	*	29%	37%	-	*	-	*	*	27%	23%
At Masters Grade Level	2018	19%	16%	**17%**	*	17%	19%	-	*	-	*	*	14%	13%
	2017	19%	13%	**18%**	*	17%	22%	-	*	-	*	*	15%	13%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**80%**	*	83%	78%	-	*	-	*	*	79%	84%
	2017	79%	79%	**77%**	*	82%	73%	-	*	-	*	*	75%	84%
At Meets Grade Level or Above	2018	50%	49%	**50%**	*	54%	48%	-	*	-	*	*	48%	52%
	2017	46%	44%	**49%**	*	58%	42%	-	*	-	*	*	48%	60%
At Masters Grade Level	2018	24%	21%	**22%**	*	25%	20%	-	*	-	*	*	21%	23%
	2017	22%	19%	**21%**	*	25%	18%	-	*	-	*	*	22%	25%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	**66%**	*	*	*	-	*	-	*	*	*	*
	2017	67%	62%	**57%**	*	*	*	-	-	-	*	*	56%	*
At Meets Grade Level or Above	2018	41%	38%	**36%**	*	*	*	-	*	-	*	*	*	*
	2017	36%	27%	**20%**	*	*	*	-	-	-	*	*	17%	*
At Masters Grade Level	2018	13%	8%	**7%**	*	*	*	-	*	-	*	*	*	*
	2017	11%	7%	**8%**	*	*	*	-	-	-	*	*	9%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**75%**	*	71%	83%	-	-	-	*	*	74%	67%
	2017	79%	77%	**78%**	*	78%	77%	-	-	-	*	*	73%	*
At Meets Grade Level or Above	2018	51%	46%	**38%**	*	39%	41%	-	-	-	*	*	38%	38%
	2017	49%	43%	**37%**	*	30%	45%	-	-	-	*	*	30%	*
At Masters Grade Level	2018	23%	18%	**16%**	*	18%	15%	-	-	-	*	*	13%	15%
	2017	19%	13%	**13%**	*	13%	14%	-	-	-	*	*	13%	*

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 689
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	67	**70**	*	72	61	-	*	-	*	92	66	66
Grade 4 Mathematics	2018	65	70	**80**	*	84	72	-	*	-	*	90	79	83
Grade 5 ELA/Reading	2018	80	79	**81**	*	83	83	-	-	-	*	55	79	78
Grade 5 Mathematics	2018	81	80	**85**	*	84	88	-	-	-	*	88	85	79
All Grades Both Subjects	2018	69	69	**79**	79	81	77	-	*	-	85	79	77	77
All Grades ELA/Reading	2018	69	68	**75**	71	78	73	-	*	-	*	68	73	72
All Grades Mathematics	2018	70	69	**83**	86	84	80	-	*	-	100	89	82	81

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Prior Year and Student Success Initiative

		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	2018	38%	37%	**45%**	*	46%	48%	-	-	-	*	*	45%	40%
	2017	35%	35%	**28%**	*	31%	21%	-	-	-	*	*	30%	32%
Mathematics	2018	47%	48%	**55%**	*	58%	53%	-	-	-	*	*	59%	56%
	2017	43%	41%	**55%**	*	73%	36%	-	-	-	*	*	60%	88%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**76%**	*	78%	83%	-	-	-	*	*	74%	59%
Students Requiring Accelerated Instruction	2018	21%	22%	**24%**	*	22%	17%	-	-	-	*	75%	26%	41%
STAAR Cumulative Met Standard	2018	84%	82%	**77%**	*	80%	83%	-	-	-	*	*	75%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	100%	**100%**	-	100%	*	-	-	-	*	-	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	87%	**88%**	*	96%	81%	-	-	-	*	*	91%	93%
Students Requiring Accelerated Instruction	2018	15%	13%	**12%**	*	*	19%	-	-	-	*	67%	9%	*
STAAR Cumulative Met Standard	2018	90%	93%	**95%**	*	100%	91%	-	-	-	*	*	97%	100%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 689
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	2018	77%	75%	**74%**	68%	-	-	-	68%	*	*	-	*	67%	67%
	2017	75%	73%	**71%**	70%	-	-	-	70%	*	*	-	*	68%	67%
At Meets Grade Level or Above	2018	48%	45%	**43%**	33%	-	-	-	33%	*	*	-	*	33%	32%
	2017	45%	40%	**38%**	31%	-	-	-	31%	*	*	-	*	28%	28%
At Masters Grade Level	2018	22%	18%	**18%**	9%	-	-	-	9%	*	*	-	*	9%	9%
	2017	20%	15%	**17%**	11%	-	-	-	11%	*	*	-	*	9%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**71%**	59%	-	-	-	59%	*	*	-	*	58%	57%
	2017	72%	69%	**66%**	57%	-	-	-	57%	*	*	-	*	56%	55%
At Meets Grade Level or Above	2018	46%	41%	**40%**	23%	-	-	-	23%	*	*	-	*	24%	23%
	2017	44%	38%	**32%**	14%	-	-	-	14%	*	*	-	*	13%	14%
At Masters Grade Level	2018	19%	16%	**17%**	6%	-	-	-	6%	*	*	-	*	6%	6%
	2017	19%	13%	**18%**	6%	-	-	-	6%	*	*	-	*	5%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**80%**	81%	-	-	-	81%	*	*	-	*	81%	81%
	2017	79%	79%	**77%**	85%	-	-	-	85%	*	*	-	*	81%	81%
At Meets Grade Level or Above	2018	50%	49%	**50%**	45%	-	-	-	45%	*	*	-	*	44%	43%
	2017	46%	44%	**49%**	61%	-	-	-	61%	*	*	-	*	56%	56%
At Masters Grade Level	2018	24%	21%	**22%**	16%	-	-	-	16%	*	*	-	*	16%	15%
	2017	22%	19%	**21%**	20%	-	-	-	20%	*	*	-	*	18%	19%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	**66%**	*	-	-	-	*	*	*	-	-	*	*
	2017	67%	62%	**57%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**36%**	*	-	-	-	*	*	*	-	-	*	*
	2017	36%	27%	**20%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	13%	8%	**7%**	*	-	-	-	*	*	*	-	-	*	*
	2017	11%	7%	**8%**	*	-	-	-	*	*	*	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**75%**	*	-	-	-	*	*	*	-	*	*	*
	2017	79%	77%	**78%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**38%**	*	-	-	-	*	*	*	-	*	*	*
	2017	49%	43%	**37%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	23%	18%	**16%**	*	-	-	-	*	*	*	-	*	*	*
	2017	19%	13%	**13%**	*	-	-	-	*	*	*	-	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**79**	71	-	-	-	71	88	88	-	*	73	73

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**75**	63	-	-	-	63	88	88	-	*	67	66
All Grades Mathematics	2018	70	69	**83**	78	-	-	-	78	88	88	-	*	79	80
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**45%**	42%	-	-	-	42%	*	*	-	*	41%	40%
	2017	35%	35%	**28%**	37%	-	-	-	37%	*	*	-	*	35%	32%
Mathematics	2018	47%	48%	**55%**	55%	-	-	-	55%	*	*	-	-	56%	56%
	2017	43%	41%	**55%**	92%	-	-	-	92%	*	*	-	*	86%	88%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 689
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	74%	96%	93%	-	*	-	100%	84%	94%	97%
Not Included in Accountability													
Mobile	4%	6%	**5%**	26%	3%	6%	-	*	-	0%	14%	5%	2%
Other Exclusions	1%	0%	**1%**	0%	1%	1%	-	*	-	0%	2%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	*	-	100%	98%	100%	100%
Included in Accountability	94%	93%	**92%**	83%	93%	93%	-	*	-	78%	90%	91%	89%
Not Included in Accountability													
Mobile	4%	6%	**7%**	17%	6%	6%	-	*	-	22%	8%	8%	8%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 689
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													
2016-17	95.7%	95.2%	**96.2%**	95.6%	97.1%	95.1%	-	*	-	97.1%	95.1%	96.3%	97.2%
2015-16	95.8%	95.5%	**96.3%**	96.2%	97.5%	94.9%	-	*	-	96.7%	94.3%	96.7%	97.6%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 689
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	689	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	29	4.2%	2.2%	4.3%
Kindergarten	108	15.7%	7.1%	6.9%
Grade 1	98	14.2%	7.7%	7.2%
Grade 2	125	18.1%	7.9%	7.3%
Grade 3	120	17.4%	8.3%	7.6%
Grade 4	103	14.9%	7.5%	7.7%
Grade 5	106	15.4%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	20	2.9%	7.3%	12.6%
Hispanic	338	49.1%	35.9%	52.4%
White	308	44.7%	52.6%	27.8%
American Indian	1	0.1%	0.3%	0.4%
Asian	1	0.1%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	21	3.0%	3.2%	2.3%
Economically Disadvantaged	482	70.0%	57.5%	58.8%
Non-Educationally Disadvantaged	207	30.0%	42.5%	41.2%
English Learners (EL)	255	37.0%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	1	0.1%	1.5%	1.3%
At-Risk	468	67.9%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	29.5%	38.4%	43.3%
Students with Physical Disabilities	20	32.8%	18.1%	21.9%
Students with Autism	14	23.0%	19.8%	13.2%
Students with Behavioral Disabilities	**	**	22.7%	20.3%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	96	15.2%	17.1%	16.0%
By Ethnicity:				
African American	3	0.5%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	41	6.5%		
White	48	7.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.6%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	2.5%	2.7%	1.8%	0.0%	9.4%	6.9%
Grade 1	6.8%	5.3%	3.4%	0.0%	15.6%	6.2%
Grade 2	4.5%	3.4%	2.1%	7.7%	5.1%	2.6%
Grade 3	2.9%	4.7%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.0%	1.2%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.7	20.6	18.7
Grade 1	20.3	18.7	18.8
Grade 2	20.5	19.5	18.8
Grade 3	19.4	19.9	19.0
Grade 4	20.1	20.6	19.2
Grade 5	25.5	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	-	16.9	16.7
Foreign Languages	-	16.7	18.6
Mathematics	-	17.1	17.9
Science	-	17.5	19.0
Social Studies	-	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.0	100.0%	100.0%	100.0%
Professional Staff:	44.0	74.6%	58.6%	64.1%
Teachers	38.0	64.4%	45.8%	50.1%
Professional Support	4.0	6.8%	9.3%	9.8%
Campus Administration (School Leadership)	2.0	3.4%	2.9%	3.0%
Educational Aides:	15.0	25.4%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	0.0	n/a	3.0	1,148.0
Total Minority Staff:	22.0	37.3%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.0%	10.4%
Hispanic	13.0	34.2%	12.6%	27.2%
White	25.0	65.8%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	3.0	7.9%	19.1%	23.7%
Females	35.0	92.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	35.0	92.1%	82.6%	74.1%
Masters	3.0	7.9%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.9%	17.7%	8.2%
1-5 Years Experience	14.0	36.8%	24.5%	29.1%
6-10 Years Experience	8.0	21.1%	14.2%	19.1%
11-20 Years Experience	9.0	23.7%	25.8%	28.2%
Over 20 Years Experience	4.0	10.5%	17.8%	15.3%
Number of Students per Teacher	18.1	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.1	6.3
Average Years Experience of Principals with District	2.0	3.1	5.4
Average Years Experience of Assistant Principals	12.0	6.3	5.2
Average Years Experience of Assistant Principals with District	6.0	4.1	4.6
Average Years Experience of Teachers:	8.7	10.4	10.9
Average Years Experience of Teachers with District:	6.4	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,773	$49,822	$47,667
1-5 Years Experience	$48,174	$48,634	$49,663
6-10 Years Experience	$51,717	$50,944	$52,056
11-20 Years Experience	$55,382	$56,072	$55,246
Over 20 Years Experience	$62,960	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$52,152	$53,683	$53,334
Professional Support	$59,930	$63,845	$63,165
Campus Administration (School Leadership)	$79,055	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	251	36.4%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	17	2.5%	4.9%	7.9%
Special Education	61	8.9%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	4.5	11.8%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	31.5	82.9%	81.3%	72.3%
Special Education	2.0	5.3%	5.1%	9.0%
Other	0.0	0.0%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

EDWARD B CANNAN EL

Grades Served: PK - 5
7639 COUNTY LINE RD
WILLIS, TX, 77378

689 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

84 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

73 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

86 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

80 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✕ Academic Achievement in Mathematics
- ✕ Academic Achievement in Science
- ✕ Academic Achievement in English Language Arts/Reading
- ✓ Top 25 Percent: Comparative Academic Growth
- ✕ Postsecondary Readiness
- ✕ Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	86	The higher of Growth or Performance is used.
Relative Performance	77	
Total	**86**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	63	30%
Academic Growth/Graduation Rate	100	50%
English Language Proficiency	100	10%
Student Achievement	56	10%
Total	**80**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Edward B Cannan El District: WILLIS ISD

Campus Number: 170904106 **Total Membership: 676**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,609,093	100.00	5,339	4,314,318	100.00	6,382
Operating-Payroll	3,464,510	95.99	5,125	3,874,586	89.81	5,732
Other Operating	144,583	4.01	214	439,732	10.19	650
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,609,093	100.00	5,339	4,314,318	100.00	6,382
Instruction (11,95) *	2,871,896	79.57	4,248	3,114,024	72.18	4,607
Instructional Res/Media (12) *	31,952	0.89	47	74,051	1.72	110
Curriculum/Staff Develop (13) *	104,837	2.90	155	106,059	2.46	157
Instructional Leadership (21) *	11,971	0.33	18	11,971	0.28	18
School Leadership (23) *	292,223	8.10	432	293,945	6.81	435
Guidance/Counseling Svcs (31) *	122,860	3.40	182	142,722	3.31	211
Social Work Services (32) *	12,350	0.34	18	12,350	0.29	18
Health Services (33) *	58,393	1.62	86	59,405	1.38	88
Food (35) **	0	0.00	0	341,002	7.90	504
Extracurricular (36) *	0	0.00	0	56,178	1.30	83
Plant Maint/Operation (51) * **	102,611	2.84	152	102,611	2.38	152
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	3,506,482	100.00	5,187	3,802,240	100.00	5,625
Regular	2,586,315	73.76	3,826	2,586,315	68.02	3,826
Gifted & Talented	8,368	0.24	12	8,368	0.22	12
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	363,457	10.37	538	425,753	11.20	630
Accelerated Education	256,928	7.33	380	490,390	12.90	725
Bilingual	196,988	5.62	291	196,988	5.18	291
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%	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	94,426	2.69	140	94,426	2.48	140

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
EDWARD B CANNANEL (170904106)

District Name: **WILLIS ISD**
Campus Type: **Elementary**
Total Students: **689**
Grade Span: **PK - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	84
Student Achievement	Met Standard	73
School Progress	Met Standard	86
Closing the Gaps	Met Standard	80

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Comparative Academic Growth

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	96.2%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	2.9%	7.3%	12.6%
Hispanic	49.1%	35.9%	52.4%
White	44.7%	52.6%	27.8%
American Indian	0.1%	0.3%	0.4%
Asian	0.1%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	3.0%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	70.0%	57.5%	58.8%
English Learners	37.0%	15.0%	18.8%
Special Education	8.9%	8.4%	9.1%
Mobility Rate (2016-17)	15.2%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	23.7	20.6	18.7
Grade 1	20.3	18.7	18.8
Grade 2	20.5	19.5	18.8
Grade 3	19.4	19.9	19.0
Grade 4	20.1	20.6	19.2
Grade 5	25.5	22.4	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,382	$8,493	$9,503
Instruction	$4,607	$4,659	$5,338
Instructional Leadership	$18	$27	$149
School Leadership	$435	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

EDWARD B CANNAN EL (170904106)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**74%**	*	74%	77%	-	*	-	*	73%
	2017	75%	73%	**71%**	*	73%	69%	-	*	-	*	69%
Reading	2018	74%	72%	**71%**	*	67%	77%	-	*	-	*	68%
	2017	72%	69%	**66%**	*	65%	68%	-	*	-	*	64%
Mathematics	2018	81%	81%	**80%**	*	83%	78%	-	*	-	*	79%
	2017	79%	79%	**77%**	*	82%	73%	-	*	-	*	75%
Writing	2018	66%	65%	**66%**	*	*	*	-	*	-	*	*
	2017	67%	62%	**57%**	*	*	*	-	-	-	*	56%
Science	2018	80%	77%	**75%**	*	71%	83%	-	-	-	*	74%
	2017	79%	77%	**78%**	*	78%	77%	-	-	-	*	73%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**43%**	*	43%	45%	-	*	-	*	40%
	2017	45%	40%	**38%**	*	39%	38%	-	*	-	*	34%
Reading	2018	46%	41%	**40%**	*	35%	47%	-	*	-	*	35%
	2017	44%	38%	**32%**	*	29%	37%	-	*	-	*	27%
Mathematics	2018	50%	49%	**50%**	*	54%	48%	-	*	-	*	48%
	2017	46%	44%	**49%**	*	58%	42%	-	*	-	*	48%
Writing	2018	41%	38%	**36%**	*	*	*	-	*	-	*	*
	2017	36%	27%	**20%**	*	*	*	-	-	-	*	17%
Science	2018	51%	46%	**38%**	*	39%	41%	-	-	-	*	38%
	2017	49%	43%	**37%**	*	30%	45%	-	-	-	*	30%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**18%**	*	19%	17%	-	*	-	*	15%
	2017	20%	15%	**17%**	*	18%	18%	-	*	-	*	17%
Reading	2018	19%	16%	**17%**	*	17%	19%	-	*	-	*	14%
	2017	19%	13%	**18%**	*	17%	22%	-	*	-	*	15%
Mathematics	2018	24%	21%	**22%**	*	25%	20%	-	*	-	*	21%
	2017	22%	19%	**21%**	*	25%	18%	-	*	-	*	22%
Writing	2018	13%	8%	**7%**	*	*	*	-	*	-	*	*
	2017	11%	7%	**8%**	*	*	*	-	-	-	*	9%
Science	2018	23%	18%	**16%**	*	18%	15%	-	-	-	*	13%
	2017	19%	13%	**13%**	*	13%	14%	-	-	-	*	13%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**79**	79	81	77	-	*	-	85	77
Reading	2018	69	68	**75**	71	78	73	-	*	-	*	73
Mathematics	2018	70	69	**83**	86	84	80	-	*	-	100	82

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**45%**	*	46%	48%	-	-	-	*	45%
	2017	35%	35%	**28%**	*	31%	21%	-	-	-	*	30%
Mathematics	2018	47%	48%	**55%**	*	58%	53%	-	-	-	*	59%
	2017	43%	41%	**55%**	*	73%	36%	-	-	-	*	60%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	78%	**76%**	*	78%	83%	-	-	-	*	74%
Students Requiring Accelerated Instruction												
	2018	21%	22%	**24%**	*	22%	17%	-	-	-	*	26%
STAAR Cumulative Met Standard												
	2018	84%	82%	**77%**	*	80%	83%	-	-	-	*	75%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	87%	**88%**	*	96%	81%	-	-	-	*	91%
Students Requiring Accelerated Instruction												
	2018	15%	13%	**12%**	*	*	19%	-	-	-	*	9%
STAAR Cumulative Met Standard												
	2018	90%	93%	**95%**	*	100%	91%	-	-	-	*	97%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Lucas Middle School

2017-2018 Campus Improvement Plan

Mission Statement

Lynn Lucas Middle School will promote a nurturing environment that fosters a passion for life-long learning and challenges our students to reach their highest potential. We will create an atmosphere that encourages the development of character, respect, responsibility, and productive problem-solving citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lynn Lucas Middle School continues to experience on average a 2.7% growth of the student population from the previous school year.

The student pouplation at Lynn Lucas is broken down as follows: 49% of the students are white, 33% are Hispanic, 11% are African American, roughly 4% are two or more ethnicitic groups, and the rest of the student body consists of Other ethnicities. Economically Disadvantaged students make up approximately 72.4% of the student population, which has been the average for the past 3 years. Our Limited English Proficiency students make up 13% of the population. These numbers have stayed fairly consistent over the past 5 years.

Student Achievement

Student Achievement Summary

Students at Lynn Lucas in grades 6 - 8 participated in the STAAR Assessment. The data reviewed is from the STAAR Cummulative Summary Report and includes grade level results for Reading, Math, Writing, Social Studies and Science.

ELA/Reading

African American	Hispanic	White	Economically Disadvantages
48%	59%	66%	57%

Math

African American	Hispanic	White	Economically Disadvantages
56%	67%	68%	64%

7th Writing

African American	Hispanic	White	Economically Disadvantages
45%	51%	53%	48%

8th Social Studies

African American	Hispanic	White	Economically Disadvantages

23%	41%	63%	43%

8th Science

African American	Hispanic	White	Economically Disadvantages
37%	51%	78%	55%

The results show that we have multiple areas that we need to improve upon. Increasing our students ability to read at or above grade level will not only help to improve scores on the Reading assessment, but will also help them improve on other asssessments as well. Teachers will be using the data to make informed decisions in their own classrooms, to drive instuction

Student Achievement Strengths

The campus made it out of IR, in all 4 index scores. We increased in 3 of the 4 indices. Our largest growth occurred in Index 2 with an increase from the previous year of 4. We had significant growth in all subpops in reading, math, and writing.

School Culture and Climate

School Culture and Climate Summary

School culture and climate has returned to a more healthy state this year. With the new administration and the inception of the campus PBIS team, we have seen a more positive and collaborative school climate. As a school, we aspire to facilitate a healthy environment where we inspire learning.

School Culture and Climate Strengths

Lucas Lynx faculty and staff are committed to the education of our students, their life-long success, and discovering the best ways to assist them in both endeavors. Our teachers are rich in both their commitment to our school and their desire to serve our students as evidenced by the Professional Development opportunities being utilized by our staff. Our campus has logged numerous hours of after school Professional Learning and we won the technology training competition for both semesters. The staff at LLMS is willing to work after hours and weekends if that is what it takes. They also work very well with our campus instructional coaches as well as the district instructional specialists to improve teaching practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

78% of the staff at Willis High School has been teaching for 5 years or more, with over 50% of the staff having more than 10 years experience. Over the last three years there has been a turnover rate around 20%.

Staff Quality, Recruitment, and Retention Strengths

Our staff has proven their commitment to be here for students as evidenced by the number of teachers choosing to continue to work here through the improvement required status.

Parent and Community Engagement

Parent and Community Engagement Summary

Involving all stakeholders in the educational process is vitally important to positive, profound learning experiences for young adults. An integral and irreplaceable component of this, is the role that family and community involvement plays and the deep impact they have on learning outcomes. A synergistic effect creates more highly engaged parents and community partners that are invested in the rigor and depth of the learning that their children experiences. An environment that is conducive to life-long learning hinges upon the importance that these key players and role models place on education while talking to their children. The faculty is acutely aware of these fundamental facts and works continually to build deep relationships with parents through phone and email contact, as well as face-to-face formal and informal meetings. Parents attend certain functions at the campus level, such as organizational or sporting events that their child is involved with. However, increasing the home/school connection through academics helps the students to see the interconnected nature of education and real-life experiences. As such, increasing parent involvement and interface with curricular activities is imperative.

Parent and Community Engagement Strengths

Formally, the campus hosts a schedule pick-up night that has multiple stations from the various departments throughout the district. Club and organization members, such and the Cheerleaders and Dance Team, help parents navigate the building and introduce parents and students to teachers, sponsors, and directors at the booths. This evening is followed after the start of the school year with an Open House night where parents can come see the building and classrooms, as well as meeting the teachers. Parents are welcome and regular visitors at lunch and can visit classrooms during the school day with proper notification. Spanish speaking families are invited to participate and communication assistance is readily facilitated with several bilingual staff members and dual-language flyers and letters home. Students with special needs are served through the ARD, LPAC, 504, and RtI Committee process and parents are extensively connected with these support teams.

Parents also have access to excellent resources that are updated regularly such as our campus webpage, teacher webpages, Parent Link messaging service, the WISD App that links to campus information, and the WISD App new function where grades, attendance, and lunch balances can be easily accessed. Teacher webpages have a subscribe function that informs parents any time that new material has been added to the teacher's page. The district also hosts a Facebook forum to get information out to parents and will include campus information upon request.

Parents and the community are active supporters of athletic programs on campus such as football, basketball, volleyball, tennis, track, and soccer. Clubs and organizations such as the Dance Team, Theater Arts troupe, Cheerleaders, National Junior Honor Society, and Student Council are all supported heavily by parents as well.

Parent conferences by phone and in person are a first line of action when dealing with academic and behavioral concerns. The majority of parents have been very responsive to this approach and have expressed genuine gratitude at having been well informed and included throughout the educational process.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Increase percent of students meeting the state and district assessment standards, attaining advanced academic levels and eliminating achievement gaps.

Evaluation Data Source(s) 1: All students will pass state mandated assessments. Achievement gap between student sub-populations will be eliminated. The percentage of students from all student groups achieving advanced academic performance will increase from prior year by 5%.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Collect data on student achievement as evidenced by state level assessment for all student groups	Principal Assistant Principals Academic Coach Teachers	Needs Assessment and Analysis				
	Funding Sources: Local - 0.00					
2) Analyze results from benchmarks in English Language Arts, Math, Science, and Social Studies to determine remediation strategies.	Principal; Assistant Principals; Academic Coach; Teachers	Benchmark results				
3) Monitor effectiveness of the Special Education Intervention Plan (Stetson)	Principal; Responsibility Teachers	Common Formative Assessment Completion of IEPs				
	Funding Sources: Local - 0.00					
4) Implement and monitor effecctive response to Intervention (RtI) model for the academic and behavioral needs of all student populations.	Campus Administration; Counselors; Academic Coaches; Behavioral Specialist; Teachers	RTI model RTI Procedures RTI Documentation				
	Funding Sources: Local - 0.00					

5) Incorporate STAAR format questions on all common assessments in target areas as identified by benchmark analysis	Principal Assistant Principals District academic coaches Content Teachers	Common assessment review				
6) Achieve 100% passing rate of all students on the Algebra I EOC as well as a 10% increase on Level 3 advanced academic standard.	Administrative Team, Math Teachers; and Academic Coaches	Monitoring of 9 weeks report card grades, anecdotal teacher information, and benchmark data.				
	Funding Sources: Local - 0.00					
System Safeguard Strategy 7) Utilize Comprehension Toolkit and Writers Workshop programs to increase reading and writing student performance in grades 6, 7, and 8	ELAR teachers, Academic coaches, Administrative team	CFA results, benchmark test, STAAR results				
8) Continue to use in-school and after school tutoring to help students needing assistance in completing work, completing homework, finishing assignments, and turning in past due assignments.	Core curriculum teachers, athletic coaches.	Reduced failure rates across grade levels				
9) Double block 6th grade math students and integrate technology curriculum into math curriculum.	Math teachers, Technology coach, Instructional Coaches, Administrative team	Improved scores in CFAs, benchmarks, and STAART test results				
10) Double block 7th grade ELA to increase instructional time for reading and writing.	ELAR teachers, Technology coach, Instructional Coaches, Administrative team	Improved scores in CFAs, benchmarks, and STAART test results				
11) Achieve 1:1 (a tablet for each student) status. Every student will have access to an electronic device at school for instructional purposes.	Principal, Assistant Principals, Teachers, Technology Coach, Academic Coaches	Appropriate use of electronic devices in a variety of settings. Increased academic engagement and increased academic performance in CFAs, Benchmarks, and State assessments.				
12) Increase academic rigor in science and develop systems to ensure the planning and design of instructional experiences for students are conducive to high academic performance.	Principal, Assistant principals, Instructional coaches, technology coach, GT specialist	Improved scores in CFAs, benchmarks, and STAAR test results				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: LLMS faculty will use the TEKS Resource System as the Willis ISD district guide to teach the State of Texas Mandated curriculum. Teachers will follow the scope and sequence as delineated in the TEKS Resource System in order to help students achieve academic success.

Evaluation Data Source(s) 2: 100% participation by core curriculum teachers.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue implementation of the TEKS Resource System in Math, Science, Social Studies, & Language Arts.	Campus Administration	Lesson Plans Walk-throughs				
	Funding Sources: Local - 0.00					
2) Increase the use of digital media in all core classes.	Campus Administration	Lesson Plans Walk-throughs				
	Funding Sources: Local - 0.00					
3) Monitor use of Forethought and the district designed lesson plan template with 100% participation by all staff members.	Principal, Assistant Principals	Lesson plans Walk-throughs				
4) Monitor and evaluate teachers' use of the district designed pacing guides by grading period.	Principal, Assistant Principals Instructional Coaches	Lesson plans and walktrhoughs				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Conduct campus wide opportunities for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Source(s) 1: Increased parental participation in campus activities by 10%.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish a variety of ways to celebrate students, staff, and volunteer accomplishments and establish criteria for recognition.	Principal Leadership Team Positive Behavior Support Committee	Increased participation of all stakeholders				
2) Continue partnership with Hispanic Parent Advisory Committee to encourage Hispanic parents to participate and be an integral part of school, continue providing interpreter services	Principal ESL Coordinator District ELL Coordinator	Committee agendas and sign-in sheets, committee proposals and surveys				
3) Continue campus-based community mentoring programs such as RISE Mentoring	Principal RISE Mentor	Mentors attending lunch and other mentoring sessions with students, mentors attending specialty functions at school with student and family, decreased behavioral incidents with mentored students, increased academic engagement of mentored students				100%
4) Design and implement opportunities to celebrate school spirit and unity such as campus Pep Rallies, Lunch time affirmations, positive announcements, and other suggestions from the Positive Behavior Support Committee.	Principal Assistant Principals Committee Chair Committee Members	Completion of designed activities				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Design and implement opportunities for parents to participate in campus volunteer opportunities that are outside of the normal school day to accommodate family schedules while including parents in campus growth activities.

Evaluation Data Source(s) 2: Increased parent volunteer participation by 5%.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and implement unique parent surveys to gather feedback on how parents perceive opportunities to participate in campus activities.	Principal Assistant Principals Committee chair Committee Technology Applications Teachers	Completion, distribution, and return of parent surveys to gather data about parent perceptions to create growth opportunities of campus activities, Inclusion of the data in SMART goals				
2) Create a system of sign-in sheets to track parent involvement, along with system of placing these into the Parent Community Involvement Committee Binder for analysis at monthly meetings.	Principal Committee Chair Committee Members Front Office Staff	Completion, distribution, and tracking of parent sign-in sheets by committee via the Committee Binder system				
3) Increase the utilization of teacher webpages and the use of tools such as Google Classroom to communicate with students and parents.	Principal Assistant Principals Campus Webmaster Department Chairs Teachers	Weekly teacher webpage reviews by Campus Webmaster, tracking of use of classroom communication tools at PLC with Dept. Chair, collaboration with Dept. members on use of new communication tools in the classroom				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Design, develop and implement professional development programs hiring and orientation based on the schoolâ's focus areas, school improvement processes, and curriculum priorities.

Evaluation Data Source(s) 1: Increased academic performance on state assessments by 10% on the academic areas targeted for staff development.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train teachers on ELPS strategies in order to insure fidelity to ELPS instructions.	ESL Specialist, Administrative team	Improved support for ELS students in all areas of instruction				
2) Plan for all teachers to incorporate a 21st Century technology lesson in at least one unit each grading period.	Principal Assistant principals Technology Coach I nstructional Coaches GT Specialist	Observations Lesson Plans				
3) Continue training for active engagement by student learners such as: The Strategic Six; Balanced Literacy; Balanced Math; Primary Source Documents; and rigorous labs.	Principal Leadership Team PLC Core Teachers Academic Coaches Instructional Coordinators	Agendas Sign in				
4) Use weekly PLC meetings for teachers to share technology tips and student centered instructional practices specific to each discipline.	LLMS Faculty	Agendas				
System Safeguard Strategy 5) Design and facilitate staff development opportunities lead by academic coaches and GT specialist, intended to improve instruction and student academic performance.	Administrative Team, Instructional Coaches, GT specialist	Lesson plans, improved instructional strategies used consistently in classrooms				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: All campus funds will be utilized for programs that ensure the success of every student.

Evaluation Data Source(s) 1: 100% of campus funds will be allocated to improve all campus programs.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review expenditures and make recommendations for future planning.	Principals Assistant Principals Campus Improvement Committee	Campus financial records				100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Lower the number of discipline referrals by 5% from previous year.

Evaluation Data Source(s) 1: Trend data charts will reflect a 10% decline of discipline incidents by all student groups.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve overall classroom management by reviewing and discussing behavior intervention strategies during PLCs and assigning mentors to struggling teachers.	Principal Assistant Principals	Reduction of discipline referrals				
	Funding Sources: Local - 0.00					
2) Develop procedures to follow when dealing with discipline issues before students are referred to the office.	Building Principal, Assistant Principals SRO	Plans developed and implemented				100%
3) Continue implementation of the CHAMPS discipline management system as the campus standard.	Principal Assistant Principals Counselors Dept Chairs Discipline Committee	Documentation of attempted interventions prior to referral to office, discussion of CHAMPS strategies and implementation at PLC's, Decrease in overall minor referrals for specified behaviors				
4) Create and implement new grade level offices for administrator and counselor to work with students within the grade level hallway.	Principal Assistant Principal Counselors	Increased number of positive referrals, decreased number of behavioral referrals via intervention strategies				100%
5) Explore positive referral systems with the Positive Behavior Committee to celebrate and affirm desired behaviors	Principal Assistant Principal Committee Chair Committee Members Counselors	Reduce discipline incidents by 5% during the school year				
6) Review persistent behavior concerns with RtI/ARD/504 Committee to devise more effective management plans for targeted students	Principal Assistant Principals Counselors Diagnostician/LSSP RtI Coordinator	Increased response to intervention strategies by targeted students via behavioral tracking charts, discipline review, journaling from teachers				

100%
= Accomplished
= Continue/Modify
0%
= No Progress
= Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Lower the number assignments to OSS, ISS and DAEP by 5% each.

Evaluation Data Source(s) 2: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total placements.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review persistent behavior concerns with RtI/ARD/504 Committee to devise more effective management plans for targeted students	Principal Assistant Principals Counselors Diagnostician/LSSP RtI Coordinator	Increased response to intervention strategies by targeted students via behavioral tracking charts, discipline review, journaling from teachers				
2) Increase parental involvement of targeted students through parent contact, parent meetings, parent-student behavior contracts, and counseling sessions	Principal Assistant Principals Counselors	Decrease in serious incidents requiring potential removal				
3) Explore mentoring opportunities for students in at-risk situations who have elevated potential of OSS/DAEP assignments	Principal Assistant Principals Counselors Mentor Coordinator	Inclusion of targeted students into mentoring program, decrease in serious incidents				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Create and promote school safety awareness for students and staff to know what to do in times of crisis.

Evaluation Data Source(s) 3: 100% of students and teachers attend safety awareness training as evidenced by sign-in sheets and training certificates.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain the district required number of school staff who are CPI trained	Principal CPI trainers	Evaluate number of training opportunities and available times for staff members to complete CPI training, increase opportunities by exploring training options				100%
2) Create behavioral monitoring and tracking systems for progress monitoring and implementation of effective crisis intervention plans.	Principal Assistant Principals Counselors LSSP/Diagnostician	Implementation of tracking systems that create data to be used to determine readiness for crisis responsiveness.				100%
3) Create Emergency Operations Planning Team that responds to crisis situations and are trained to handle specified crises.	Principal Assistant Principals Safety Coordinator	Design of membership and training of EOPT members				100%
4) Continue to implement school health screenings through the nurses office per local, state, and federal mandates, protocols and guidelines.	Principal Safety Coordinator Campus Nurse District Nurse	Record of all required screenings, health checks, and documentation				100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: Policies and practices in addressing bullying are aligned across the system.

Evaluation Data Source(s) 4: Reduce the number of bullying incidents by 5%

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement district policy for defining bullying and the protocol through consistent Implementation of this policy including reporting and consequences to address and reduce incidents of bullying.	Principal Assistant Principals Counselors	Reduction in incidents				
	Funding Sources: Local - 0.00					
2) Conduct ongoing training for all stakeholders - students, staff and parents in recognizing bullying, reporting requirements and appreciated interventions.	Principal Assistant Principals Counselors	All stakeholders trained				
	Funding Sources: Local - 0.00					
3) Heighten awareness of the CyberBully Hotline as counselors conduct awareness training with students	Principal Assistant Principals Conselors	Monitor trend data for effectiveness of CBH use				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	7	Utilize Comprehension Toolkit and Writers Workshop programs to increase reading and writing student performance in grades 6, 7, and 8
3	1	5	Design and facilitate staff development opportunities lead by academic coaches and GT specialist, intended to improve instruction and student academic performance.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
5	1	1			$0.00
5	4	1			$0.00
5	4	2			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2018 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 815
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	64%	**58%**	*	56%	64%	*	-	-	*	*	55%	46%
	2017	69%	65%	**56%**	*	*	58%	*	*	-	*	*	50%	*
At Meets Grade Level or Above	2018	39%	32%	**28%**	*	22%	35%	*	-	-	*	*	25%	15%
	2017	37%	32%	**23%**	*	*	28%	*	*	-	*	*	18%	*
At Masters Grade Level	2018	19%	15%	**12%**	*	8%	17%	*	-	-	*	*	11%	7%
	2017	18%	12%	**5%**	*	*	9%	*	*	-	*	*	4%	*
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	80%	**73%**	*	71%	*	*	-	-	*	*	70%	*
	2017	76%	77%	**68%**	*	74%	71%	*	*	-	*	*	65%	*
At Meets Grade Level or Above	2018	44%	45%	**33%**	*	25%	*	*	-	-	*	*	31%	*
	2017	43%	44%	**28%**	*	26%	31%	*	*	-	*	*	24%	*
At Masters Grade Level	2018	18%	16%	**6%**	*	6%	*	*	-	-	*	*	6%	*
	2017	18%	20%	**10%**	*	9%	13%	*	*	-	*	*	8%	*
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	71%	**60%**	*	59%	64%	*	*	-	*	*	56%	*
	2017	73%	66%	**54%**	*	51%	58%	*	-	-	*	*	50%	*
At Meets Grade Level or Above	2018	48%	43%	**32%**	*	28%	40%	*	*	-	*	*	25%	*
	2017	42%	31%	**22%**	*	19%	29%	*	-	-	*	*	19%	*
At Masters Grade Level	2018	29%	21%	**14%**	*	12%	17%	*	*	-	*	*	10%	*
	2017	23%	16%	**10%**	*	8%	14%	*	-	-	*	*	8%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	67%	**54%**	*	*	60%	*	*	-	*	*	*	*
	2017	70%	69%	**54%**	*	54%	56%	*	-	-	*	*	54%	*
At Meets Grade Level or Above	2018	40%	30%	**16%**	*	*	20%	*	*	-	*	*	*	*
	2017	40%	41%	**24%**	*	16%	32%	*	-	-	*	*	19%	*
At Masters Grade Level	2018	18%	7%	**5%**	*	*	8%	*	*	-	*	*	*	*
	2017	17%	16%	**5%**	*	6%	5%	*	-	-	*	*	4%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	66%	**57%**	*	*	58%	*	*	-	*	*	51%	*
	2017	70%	63%	**52%**	*	*	*	*	-	-	*	*	48%	*
At Meets Grade Level or Above	2018	43%	37%	**28%**	*	*	33%	*	*	-	*	*	23%	*
	2017	39%	30%	**18%**	*	*	*	*	-	-	*	*	16%	*
At Masters Grade Level	2018	15%	9%	**4%**	*	*	5%	*	*	-	*	*	3%	*
	2017	12%	6%	**3%**	*	*	*	*	-	-	*	*	3%	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	83%	**75%**	*	75%	78%	*	-	-	*	*	72%	*
	2017	86%	83%	**76%**	*	70%	84%	*	-	*	*	*	71%	*
At Meets Grade Level or Above	2018	49%	41%	**35%**	*	33%	38%	*	-	-	*	*	31%	*
	2017	50%	42%	**38%**	*	31%	50%	*	-	*	*	*	32%	*
At Masters Grade Level	2018	27%	21%	**15%**	*	14%	18%	*	-	-	*	*	14%	*
	2017	23%	17%	**15%**	*	11%	23%	*	-	*	*	*	10%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	85%	**72%**	*	*	*	*	-	-	*	*	*	*
	2017	85%	79%	*	*	*	*	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	49%	**24%**	*	*	*	*	-	-	*	*	*	*

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 815
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 & Monitored)
	2017	45%	28%	*	*	*	*	*	-	-	*	*	*	*
At Masters Grade Level	2018	15%	16%	**2%**	*	*	*	*	-	-	*	*	*	*
	2017	13%	3%	*	*	*	*	*	-	-	*	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	74%	**64%**	*	62%	70%	*	-	-	*	*	62%	*
	2017	76%	68%	**61%**	*	51%	78%	*	-	*	*	*	55%	*
At Meets Grade Level or Above	2018	52%	47%	**35%**	*	26%	46%	*	-	-	*	*	31%	*
	2017	48%	35%	**29%**	*	26%	39%	*	-	*	*	*	26%	*
At Masters Grade Level	2018	28%	22%	**17%**	*	10%	25%	*	-	-	*	*	15%	*
	2017	19%	9%	**6%**	*	6%	9%	*	-	*	*	*	3%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	67%	**62%**	*	60%	65%	*	-	-	*	*	61%	*
	2017	63%	56%	**49%**	*	41%	63%	*	-	*	*	*	43%	*
At Meets Grade Level or Above	2018	36%	29%	**29%**	*	23%	35%	*	-	-	*	*	25%	*
	2017	33%	23%	**19%**	*	16%	24%	*	-	*	*	*	17%	*
At Masters Grade Level	2018	21%	14%	**14%**	*	11%	18%	*	-	-	*	*	12%	*
	2017	19%	13%	**11%**	*	11%	12%	*	-	*	*	*	9%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	78%	**100%**	*	100%	100%	-	-	-	*	-	100%	*
	2017	83%	83%	**93%**	*	93%	95%	-	-	*	*	-	93%	*
At Meets Grade Level or Above	2018	55%	49%	**81%**	*	84%	83%	-	-	-	*	-	79%	*
	2017	48%	36%	**49%**	*	59%	49%	-	-	*	*	-	45%	*
At Masters Grade Level	2018	32%	27%	**39%**	*	32%	45%	-	-	-	*	-	34%	*
	2017	26%	13%	**17%**	*	21%	22%	-	-	*	*	-	14%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**65%**	57%	64%	69%	*	*	-	54%	28%	62%	56%
	2017	75%	73%	**61%**	*	58%	66%	*	*	*	64%	17%	56%	53%
At Meets Grade Level or Above	2018	48%	45%	**31%**	25%	26%	37%	*	*	-	23%	20%	27%	19%
	2017	45%	40%	**26%**	*	22%	32%	*	*	*	30%	9%	22%	16%
At Masters Grade Level	2018	22%	18%	**11%**	5%	8%	14%	*	*	-	11%	8%	9%	6%
	2017	20%	15%	**8%**	*	7%	10%	*	*	*	8%	2%	6%	4%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**65%**	52%	63%	70%	*	*	-	50%	35%	61%	52%
	2017	72%	69%	**62%**	*	59%	66%	*	*	*	*	*	57%	53%
At Meets Grade Level or Above	2018	46%	41%	**32%**	23%	27%	38%	*	*	-	28%	25%	27%	20%
	2017	44%	38%	**27%**	*	23%	35%	*	*	*	*	*	23%	17%
At Masters Grade Level	2018	19%	16%	**14%**	8%	11%	17%	*	*	-	14%	12%	12%	8%
	2017	19%	13%	**10%**	*	7%	15%	*	*	*	*	*	7%	5%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**70%**	*	68%	73%	*	*	-	*	*	66%	64%
	2017	79%	79%	**66%**	*	67%	68%	*	*	*	*	*	64%	66%
At Meets Grade Level or Above	2018	50%	49%	**30%**	*	25%	35%	*	*	-	*	*	27%	20%
	2017	46%	44%	**27%**	*	24%	32%	*	*	*	*	*	23%	19%
At Masters Grade Level	2018	24%	21%	**7%**	*	6%	9%	*	*	-	*	*	6%	4%
	2017	22%	19%	**7%**	*	7%	9%	*	*	*	*	*	6%	4%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	**57%**	*	*	58%	*	*	-	*	*	51%	*
	2017	67%	62%	**52%**	*	*	*	*	-	-	*	*	48%	*
At Meets Grade Level or Above	2018	41%	38%	**28%**	*	*	33%	*	*	-	*	*	23%	*
	2017	36%	27%	**18%**	*	*	*	*	-	-	*	*	16%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	13%	8%	**4%**	*	*	5%	*	*	-	*	*	3%	*
	2017	11%	7%	**3%**	*	*	*	*	-	-	*	*	3%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**64%**	*	62%	70%	*	-	-	*	*	62%	*
	2017	79%	77%	**61%**	*	51%	78%	*	-	*	*	*	55%	*
At Meets Grade Level or Above	2018	51%	46%	**35%**	*	26%	46%	*	-	-	*	*	31%	*
	2017	49%	43%	**29%**	*	26%	39%	*	-	*	*	*	26%	*
At Masters Grade Level	2018	23%	18%	**17%**	*	10%	25%	*	-	-	*	*	15%	*
	2017	19%	13%	**6%**	*	6%	9%	*	-	*	*	*	3%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	79%	**62%**	*	60%	65%	*	-	-	*	*	61%	*
	2017	77%	74%	**49%**	*	41%	63%	*	-	*	*	*	43%	*
At Meets Grade Level or Above	2018	53%	48%	**29%**	*	23%	35%	*	-	-	*	*	25%	*
	2017	49%	42%	**19%**	*	16%	24%	*	-	*	*	*	17%	*
At Masters Grade Level	2018	31%	24%	**14%**	*	11%	18%	*	-	-	*	*	12%	*
	2017	27%	20%	**11%**	*	11%	12%	*	-	*	*	*	9%	*

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 815
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	38	**39**	*	40	41	*	-	-	*	44	40	37
Grade 6 Mathematics	2018	56	55	**42**	59	36	44	*	-	-	*	45	43	33
Grade 7 ELA/Reading	2018	76	70	**67**	57	73	63	*	*	-	70	74	64	72
Grade 7 Mathematics	2018	67	61	**56**	61	54	55	*	*	-	64	42	55	57
Grade 8 ELA/Reading	2018	79	84	**84**	95	85	81	*	-	-	90	73	84	84
Grade 8 Mathematics	2018	81	78	**70**	66	67	71	*	-	-	100	61	67	68
End of Course Algebra I	2018	72	70	**87**	*	96	83	-	-	-	*	-	87	100
All Grades Both Subjects	2018	69	69	**61**	62	60	62	88	*	-	64	58	60	57
All Grades ELA/Reading	2018	69	68	**64**	60	65	64	*	*	-	60	65	63	62
All Grades Mathematics	2018	70	69	**59**	63	55	60	*	*	-	69	51	58	52

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Prior Year and Student Success Initiative

		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	2018	38%	37%	**29%**	24%	31%	31%	*	-	-	*	*	29%	24%
	2017	35%	35%	**31%**	27%	30%	32%	*	-	-	42%	8%	29%	23%
Mathematics	2018	47%	48%	**36%**	45%	33%	37%	*	*	-	*	*	29%	33%
	2017	43%	41%	**30%**	28%	35%	27%	*	-	-	*	*	28%	38%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	10%	*	*	*	*	*	-	-	-	*	-	*	*
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	23%	*	*	-	*	*	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	76%	**66%**	62%	62%	72%	*	-	-	55%	*	62%	25%
Students Requiring Accelerated Instruction														
	2018	21%	24%	**34%**	38%	38%	28%	*	-	-	45%	85%	38%	75%
STAAR Cumulative Met Standard														
	2018	85%	83%	**75%**	67%	75%	78%	*	-	-	55%	*	72%	50%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	88%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2018	43%	*	*	*	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	78%	**61%**	62%	58%	64%	*	-	-	*	*	55%	49%
Students Requiring Accelerated Instruction														
	2018	20%	22%	**39%**	38%	42%	36%	*	-	-	60%	93%	45%	51%
STAAR Cumulative Met Standard														
	2018	86%	85%	**72%**	73%	72%	74%	*	-	-	50%	*	66%	62%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	94%	**100%**	*	100%	100%	*	-	-	-	100%	100%	100%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

		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	2018	77%	75%	**65%**	-	-	-	-	-	46%	46%	-	*	46%	44%
	2017	75%	73%	**61%**	-	-	-	-	-	37%	37%	-	*	37%	37%
At Meets Grade Level or Above	2018	48%	45%	**31%**	-	-	-	-	-	9%	9%	-	*	9%	9%
	2017	45%	40%	**26%**	-	-	-	-	-	5%	5%	-	*	5%	6%
At Masters Grade Level	2018	22%	18%	**11%**	-	-	-	-	-	2%	2%	-	*	2%	1%
	2017	20%	15%	**8%**	-	-	-	-	-	2%	2%	-	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**65%**	-	-	-	-	-	*	*	-	*	*	*
	2017	72%	69%	**62%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**32%**	-	-	-	-	-	*	*	-	*	*	*
	2017	44%	38%	**27%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**14%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**10%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**70%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	79%	**66%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	50%	49%	**30%**	-	-	-	-	-	*	*	-	*	*	*
	2017	46%	44%	**27%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	24%	21%	**7%**	-	-	-	-	-	*	*	-	*	*	*
	2017	22%	19%	**7%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	**57%**	-	-	-	-	-	*	*	-	*	*	*
	2017	67%	62%	**52%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	41%	38%	**28%**	-	-	-	-	-	*	*	-	*	*	*
	2017	36%	27%	**18%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	13%	8%	**4%**	-	-	-	-	-	*	*	-	*	*	*
	2017	11%	7%	**3%**	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**64%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	77%	**61%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	51%	46%	**35%**	-	-	-	-	-	*	*	-	*	*	*
	2017	49%	43%	**29%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	23%	18%	**17%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**6%**	-	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	79%	**62%**	-	-	-	-	-	*	*	-	*	*	*
	2017	77%	74%	**49%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	53%	48%	**29%**	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
	2017	49%	42%	**19%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	31%	24%	**14%**	-	-	-	-	-	*	*	-	*	*	*
	2017	27%	20%	**11%**	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**61**	-	-	-	-	-	57	57	-	*	57	56
All Grades ELA/Reading	2018	69	68	**64**	-	-	-	-	-	63	63	-	*	63	61
All Grades Mathematics	2018	70	69	**59**	-	-	-	-	-	52	52	-	*	52	51
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**29%**	-	-	-	-	-	25%	25%	-	*	25%	24%
	2017	35%	35%	**31%**	-	-	-	-	-	23%	23%	-	*	23%	23%
Mathematics	2018	47%	48%	**36%**	-	-	-	-	-	33%	33%	-	*	33%	33%
	2017	43%	41%	**30%**	-	-	-	-	-	38%	38%	-	-	38%	38%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	99%	100%	100%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	93%	**91%**	87%	92%	90%	100%	75%	-	100%	89%	90%	92%
Not Included in Accountability													
Mobile	4%	6%	**9%**	11%	8%	10%	0%	0%	-	0%	11%	9%	7%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	25%	-	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	*	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	86%	94%	91%	100%	*	*	96%	87%	93%	93%
Not Included in Accountability													
Mobile	4%	6%	**7%**	14%	6%	8%	0%	*	*	4%	13%	7%	5%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 815
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													
2016-17	95.7%	95.2%	**94.8%**	95.5%	95.8%	94.0%	*	*	*	94.2%	93.6%	94.8%	96.3%
2015-16	95.8%	95.5%	**95.4%**	96.3%	96.4%	94.7%	*	*	*	94.5%	93.9%	95.3%	97.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	**0.3%**	0.0%	0.5%	0.3%	*	-	*	0.0%	1.2%	0.4%	0.0%
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 815
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	815	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	2.2%	4.3%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.7%	7.2%
Grade 2	0	0.0%	7.9%	7.3%
Grade 3	0	0.0%	8.3%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	259	31.8%	7.7%	7.5%
Grade 7	267	32.8%	7.6%	7.5%
Grade 8	289	35.5%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	72	8.8%	7.3%	12.6%
Hispanic	318	39.0%	35.9%	52.4%
White	380	46.6%	52.6%	27.8%
American Indian	4	0.5%	0.3%	0.4%
Asian	3	0.4%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	38	4.7%	3.2%	2.3%
Economically Disadvantaged	550	67.5%	57.5%	58.8%
Non-Educationally Disadvantaged	265	32.5%	42.5%	41.2%
English Learners (EL)	118	14.5%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	27	3.0%	1.5%	1.3%
At-Risk	423	51.9%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	80			
By Type of Primary Disability				
Students with Intellectual Disabilities	40	50.0%	38.4%	43.3%
Students with Physical Disabilities	*	*	18.1%	21.9%
Students with Autism	**	**	19.8%	13.2%
Students with Behavioral Disabilities	29	36.3%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	182	20.0%	17.1%	16.0%
By Ethnicity:				
African American	28	3.1%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	47	5.2%		
White	101	11.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.7%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	2.7%	1.8%	-	9.4%	6.9%
Grade 1	-	5.3%	3.4%	-	15.6%	6.2%
Grade 2	-	3.4%	2.1%	-	5.1%	2.6%
Grade 3	-	4.7%	1.3%	-	0.0%	1.0%
Grade 4	-	1.2%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	0.4%	2.8%	0.5%	0.0%	0.0%	0.6%
Grade 7	0.4%	0.9%	0.7%	0.0%	0.0%	0.6%
Grade 8	0.0%	3.2%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.6	18.7
Grade 1	-	18.7	18.8
Grade 2	-	19.5	18.8
Grade 3	-	19.9	19.0
Grade 4	-	20.6	19.2
Grade 5	-	22.4	21.2
Grade 6	16.6	17.4	20.3
Secondary:			
English/Language Arts	16.0	16.9	16.7
Foreign Languages	23.4	16.7	18.6
Mathematics	15.7	17.1	17.9
Science	16.0	17.5	19.0
Social Studies	16.5	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.2	100.0%	100.0%	100.0%
Professional Staff:	55.3	86.1%	58.6%	64.1%
Teachers	50.2	78.2%	45.8%	50.1%
Professional Support	2.1	3.3%	9.3%	9.8%
Campus Administration (School Leadership)	3.0	4.7%	2.9%	3.0%
Educational Aides:	8.9	13.9%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	1.0	n/a	3.0	1,148.0
Total Minority Staff:	17.0	26.5%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	5.0	10.0%	3.0%	10.4%
Hispanic	6.0	12.0%	12.6%	27.2%
White	39.2	78.1%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	12.0	23.9%	19.1%	23.7%
Females	38.2	76.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	42.3	84.2%	82.6%	74.1%
Masters	7.9	15.8%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.3	18.5%	17.7%	8.2%
1-5 Years Experience	19.0	37.9%	24.5%	29.1%
6-10 Years Experience	6.0	12.0%	14.2%	19.1%
11-20 Years Experience	9.9	19.7%	25.8%	28.2%
Over 20 Years Experience	6.0	12.0%	17.8%	15.3%
Number of Students per Teacher	16.2	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.1	6.3
Average Years Experience of Principals with District	3.0	3.1	5.4
Average Years Experience of Assistant Principals	10.5	6.3	5.2
Average Years Experience of Assistant Principals with District	6.5	4.1	4.6
Average Years Experience of Teachers:	7.5	10.4	10.9
Average Years Experience of Teachers with District:	5.2	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,911	$49,822	$47,667
1-5 Years Experience	$47,226	$48,634	$49,663
6-10 Years Experience	$47,122	$50,944	$52,056
11-20 Years Experience	$56,482	$56,072	$55,246
Over 20 Years Experience	$60,553	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$51,498	$53,683	$53,334
Professional Support	$65,830	$63,845	$63,165
Campus Administration (School Leadership)	$81,151	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	113	13.9%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	49	6.0%	4.9%	7.9%
Special Education	80	9.8%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	42.1	83.8%	81.3%	72.3%
Special Education	3.4	6.8%	5.1%	9.0%
Other	4.7	9.4%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

LYNN LUCAS MIDDLE

Grades Served: 6 - 8
1304 N CAMPBELL ST
WILLIS, TX, 77378

815 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

68 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

67 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

69 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

64 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	59	The higher of Growth or Performance is used.
Relative Performance	69	
Total	**69**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	10	30%
Academic Growth/Graduation Rate	10	50%
English Language Proficiency	100	10%
Student Achievement	0	10%
Total	**64**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Lynn Lucas Middle District: WILLIS ISD

Campus Number: 170904042 Total Membership: 796

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,803,699	100.00	6,035	5,373,548	100.00	6,751
Operating-Payroll	4,550,772	94.73	5,717	4,818,569	89.67	6,053
Other Operating	244,480	5.09	307	546,532	10.17	687
Non-Operating(Equipt/Supplies)	8,447	0.18	11	8,447	0.16	11
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,795,252	100.00	6,024	5,365,101	100.00	6,740
Instruction (11,95) *	3,347,975	69.82	4,206	3,407,503	63.51	4,281
Instructional Res/Media (12) *	55,340	1.15	70	58,300	1.09	73
Curriculum/Staff Develop (13) *	106,419	2.22	134	110,475	2.06	139
Instructional Leadership (21) *	19,812	0.41	25	19,812	0.37	25
School Leadership (23) *	463,007	9.66	582	463,007	8.63	582
Guidance/Counseling Svcs (31) *	270,343	5.64	340	303,683	5.66	382
Social Work Services (32) *	57,035	1.19	72	57,035	1.06	72
Health Services (33) *	63,809	1.33	80	63,809	1.19	80
Food (35) **	0	0.00	0	379,900	7.08	477
Extracurricular (36) *	131,600	2.74	165	221,665	4.13	278
Plant Maint/Operation (51) * **	277,094	5.78	348	277,094	5.16	348
Security/Monitoring (52) * **	2,818	0.06	4	2,818	0.05	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,383,740	100.00	5,507	4,476,608	100.00	5,624
Regular	3,261,735	74.41	4,098	3,261,735	72.86	4,098
Gifted & Talented	26,554	0.61	33	26,554	0.59	33
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	866,136	19.76	1,088	959,004	21.42	1,205
Accelerated Education	227,169	5.18	285	227,169	5.07	285
Bilingual	2,146	0.05	3	2,146	0.05	3
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%	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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
LYNN LUCAS MIDDLE (170904042)

District Name: **WILLIS ISD**
Campus Type: **Middle School**
Total Students: **815**
Grade Span: **06 - 08**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	68
Student Achievement	Met Standard	67
School Progress	Met Standard	69
Closing the Gaps	Met Standard	64

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	94.8%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	8.8%	7.3%	12.6%
Hispanic	39.0%	35.9%	52.4%
White	46.6%	52.6%	27.8%
American Indian	0.5%	0.3%	0.4%
Asian	0.4%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	4.7%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	67.5%	57.5%	58.8%
English Learners	14.5%	15.0%	18.8%
Special Education	9.8%	8.4%	9.1%
Mobility Rate (2016-17)	20.0%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	16.6	17.4	20.3
Secondary			
English/Language Arts	16.0	16.9	16.7
Foreign Languages	23.4	16.7	18.6
Mathematics	15.7	17.1	17.9
Science	16.0	17.5	19.0
Social Studies	16.5	18.5	19.3

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,740	$8,493	$9,503
Instruction	$4,281	$4,659	$5,338
Instructional Leadership	$25	$27	$149
School Leadership	$582	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

LYNN LUCAS MIDDLE (170904042)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**65%**	57%	64%	69%	*	*	-	54%	62%
	2017	75%	73%	**61%**	*	58%	66%	*	*	*	64%	56%
Reading	2018	74%	72%	**65%**	52%	63%	70%	*	*	-	50%	61%
	2017	72%	69%	**62%**	*	59%	66%	*	*	*	*	57%
Mathematics	2018	81%	81%	**70%**	*	68%	73%	*	*	-	*	66%
	2017	79%	79%	**66%**	*	67%	68%	*	*	*	*	64%
Writing	2018	66%	65%	**57%**	*	*	58%	*	*	-	*	51%
	2017	67%	62%	**52%**	*	*	*	*	-	-	*	48%
Science	2018	80%	77%	**64%**	*	62%	70%	*	-	-	*	62%
	2017	79%	77%	**61%**	*	51%	78%	*	-	*	*	55%
Social Studies	2018	78%	79%	**62%**	*	60%	65%	*	-	-	*	61%
	2017	77%	74%	**49%**	*	41%	63%	*	-	*	*	43%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**31%**	25%	26%	37%	*	*	-	23%	27%
	2017	45%	40%	**26%**	*	22%	32%	*	*	*	30%	22%
Reading	2018	46%	41%	**32%**	23%	27%	38%	*	*	-	28%	27%
	2017	44%	38%	**27%**	*	23%	35%	*	*	*	*	23%
Mathematics	2018	50%	49%	**30%**	*	25%	35%	*	*	-	*	27%
	2017	46%	44%	**27%**	*	24%	32%	*	*	*	*	23%
Writing	2018	41%	38%	**28%**	*	*	33%	*	*	-	*	23%
	2017	36%	27%	**18%**	*	*	*	*	-	-	*	16%
Science	2018	51%	46%	**35%**	*	26%	46%	*	-	-	*	31%
	2017	49%	43%	**29%**	*	26%	39%	*	-	*	*	26%
Social Studies	2018	53%	48%	**29%**	*	23%	35%	*	-	-	*	25%
	2017	49%	42%	**19%**	*	16%	24%	*	-	*	*	17%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**11%**	5%	8%	14%	*	*	-	11%	9%
	2017	20%	15%	**8%**	*	7%	10%	*	*	*	8%	6%
Reading	2018	19%	16%	**14%**	8%	11%	17%	*	*	-	14%	12%
	2017	19%	13%	**10%**	*	7%	15%	*	*	*	*	7%
Mathematics	2018	24%	21%	**7%**	*	6%	9%	*	*	-	*	6%
	2017	22%	19%	**7%**	*	7%	9%	*	*	*	*	6%
Writing	2018	13%	8%	**4%**	*	*	5%	*	*	-	*	3%
	2017	11%	7%	**3%**	*	*	*	*	-	-	*	3%
Science	2018	23%	18%	**17%**	*	10%	25%	*	-	-	*	15%
	2017	19%	13%	**6%**	*	6%	9%	*	-	*	*	3%
Social Studies	2018	31%	24%	**14%**	*	11%	18%	*	-	-	*	12%
	2017	27%	20%	**11%**	*	11%	12%	*	-	*	*	9%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**61**	62	60	62	88	*	-	64	60
Reading	2018	69	68	**64**	60	65	64	*	*	-	60	63
Mathematics	2018	70	69	**59**	63	55	60	*	*	-	69	58

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**29%**	24%	31%	31%	*	-	-	*	29%
	2017	35%	35%	**31%**	27%	30%	32%	*	-	-	42%	29%
Mathematics	2018	47%	48%	**36%**	45%	33%	37%	*	*	-	*	29%
	2017	43%	41%	**30%**	28%	35%	27%	*	-	-	*	28%
Students Success Initiative												
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	76%	**66%**	62%	62%	72%	*	-	-	55%	62%
Students Requiring Accelerated Instruction												
	2018	21%	24%	**34%**	38%	38%	28%	*	-	-	45%	38%
STAAR Cumulative Met Standard												
	2018	85%	83%	**75%**	67%	75%	78%	*	-	-	55%	72%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	80%	78%	**61%**	62%	58%	64%	*	-	-	*	55%
Students Requiring Accelerated Instruction												
	2018	20%	22%	**39%**	38%	42%	36%	*	-	-	60%	45%
STAAR Cumulative Met Standard												
	2018	86%	85%	**72%**	73%	72%	74%	*	-	-	50%	66%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Meador Elementary

2017-2018 Campus Improvement Plan

Mission Statement

Our mission is to perpetuate life-long learning in a safe and engaging environment, while instilling the values of productive citizenshipt.

Vision

William Lloyd Meador Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Value Statement

Reach every student, every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Through the collaborative effort of the grade level teams, Team Leaders and CEIC members, this Campus Improvement Plan was created to address specific areas identified as those in need of improvement, as well as maintain the successful supports we have in place. The staff at William Lloyd Elementary continues to work collaboratively to successfully meet the individual needs of all students. The Texas Education Agency Accountability Summary deemed William Lloyd Meador Elementary as having Met Standard for the 2016-2017 school year. We also received a distinction in the area of Top 25% Closing Performance Gaps. This plan was built to ensure that this goal is met again this year and significant movement is made in the areas of improving reading skills, improving student attendance and pushing all students to meet their individual progress measures.

Through the examination of all pieces of data reflected in this needs assessment, we have discovered the schoolwide deficits we have in reading. We will continue to use LLI as a Tier 3 intervention and a Tier 2 intervention in grades K-2, as well as, SSI to support our ELL students. We plan to implement it in Tier 2 interventions in the 3rd grade this year. Cross curricular work will be done at all grade levels bringing reading into Social Studies and Science. Our literacy coach will be conducting bi-weekly professional development opportunities for all teachers to reinforce basic literacy skills in all contents.

The 2017-2018 school year will challenge William Lloyd Meador Elementary to continue to experiment with ways to bring parents into our school and to work with them to build a clear understanding of the expectations of good attendance and how that correlates to the academic success of their child. A 5th Grade Orientation will be introduced to explain the importance of a successful year and the SSI requirements that come with the state assessment.

Feedback from parents supports the feeling of accomplishment and success of the formal organizations we currently have on campus. Other feedback brought ideas for offering specific evenings geared toward teaching parents how to support their students at home. We will continue to foster a welcoming environment by hosting additional family activity nights and use all media types to keep our parents and community involved and aware of the hard work and learning that is taking place at William Lloyd Elementary.

Demographics

Demographics Summary

The demographic groups at William Lloyd Meador have remained stable for the last three years. We vary in each catagory a few students, but none are over a 10% change from last year. Our economically disadvantaged group has dropped to 43% for this school year but we anticipate that increasing as we continue to collect lunch applications.

Despite our efforts with an incentive program, our attendance rate only slightly increased from 95.90 to 95.93. We are still frustrated at the low rate. We will implement Kona Ice Days for perfect attendance each nine weeks and will start rewards the grade level class with the highest attendance for the month. We are also planning to blanket all of our communication avenues to the parents with information about the importance of daily attendance.

Demographics Strengths

Consistent subpopulation numbers

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase average daily attendance **Root Cause**: Higher attendance issues in the lower grades

Problem Statement 2: Supporting new students to our campus as they adjust to our expectations **Root Cause**: Mid-year transfers

Student Achievement

Student Achievement Summary

The overall student achievement on the STAAR tests saw only growth in Math at 3rd, 4th and 5th grades. Reading achievement decreased tremendously across all grade levels. When looking longitudinally we saw gains in 4th grade math with 100% Approaches and 4th grade math with an increase from 25 to 40% masters. One of the interesting finds was the diffeerence in achievement between our boys and our girls. This is something we will address this year.

Our EOY DRA data showed that we are decreasing the gaps in reading below grade level as the students progress to the upper grades. Our 3rd grade made great strides moving from55% below grade level in 2nd grade EOY DRA to 21% EOY DRA this year.

Our TELPAS results showed that 56% of our students made progress, 37% stayed the same and <1% digressed from their scores last year. This data reflects an increase in progress made and decrease in the number of students that remained the same from our data from last year. However, after looking more closely at the students, there were more in our bilingual classes than our ESL classes that did not make progress.

Our Special Populations continued to struggle with reading, but did make some gains in math, especially in the 5th grade. We struggle with making decisions about the online test versus paper for these students.

It is our goal this year to reconcentrate efforts to all groups to ensure that no student falls through the cracks. We will continue to work collaboratively in grade level teams to identify struggling learners and work to document progress made to bring all needed supports to them.

Student Achievement Strengths

- Distinction earned in Top 25% Closing Performance Gaps
- Gains in all grade levels for Math
- Gains were made across all populations in percent passing of 5th grade Science

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading achievement across the board even on the TELPAS **Root Cause**: Not doing a good enough job of building their skills

Problem Statement 2: Continue progressive interventions through the RtI process **Root Cause**: Progress monitoring

Problem Statement 3: Unacceptable percentage of LEP students not making progress **Root Cause**: Progress monitoring

Problem Statement 4: Correct supports in place for SPED students **Root Cause**: SPED Continuum

Problem Statement 5: Subjectivity of DRA **Root Cause**: Clarity of the process

School Culture and Climate

School Culture and Climate Summary

A goal for our school this year is positivity. Several staff members attended PBIS conferences this summer and are implementing some of the strategties, We plan to fully implement in the 2018-19 school year. As we are in transition, we will continue with C.H.A.M.P.S. in the common areas of our school, where we have been able to teach the students correct voice levels and behaviors in the halls, cafeteria and playground. We have also implemented Class Dojo during lunch and transition times.

Staff members have created three strategies to reinforce positive attitudes among the staff. We will be implementing Smile Folders, a Make My Day binder and a Just Want to Thank You binder. Monthly activities will embrace the positive attitude on campus.

Each time we have a substitute on our campus we ask them to fill out a feedback form giving us valuable data that applies to the climate and culture of the school. We strive to continue the trend of positive feedback and will immediately address any issues that are brought to our attention.

One challenge we have is to create a survey that will give us meaningful data on the true climate and culture of our campus. Conversations give a us a glance, but unbiased opinions come from anonymity. We will implement this process this school year.

School Culture and Climate Strengths

- Implementatin of Whole Brain Learning in each classroom
- Continuation of C.H.A.M.P.S. in the common areas of the school
- Positive attitude activities for staff
- Positive feedback from parents about the welcoming atmosphere of the campus
- Positive feedback from substitue teachers on the welcoming atmosphere and behavior of our students
- Proactive behavioral charts and check-ins for behaviorally challenging students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Positive behavior strategies for students **Root Cause**: TEACHING good behavior choicesinstead of thinking they should come with it

Problem Statement 2: Create an effective culture and climate survey for staff and parents **Root Cause**: Lack of knowledge base to create one

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district's Human Resources department does an outstanding job of clarifying the recommendation process of screening candidates before a position is offered to a potential employee. Each person placed in a position is highly qualified. A continual challenge is finding qualified bilingual teachers, but through the implementation of the District of Innovation policies we were able to fill a bilingual position with a candidate with good potential.

An administrative challenge this year is to more effectively implement the T-TESS process. Feedback from the teachers brought to light a need to build consistency between appraisers and a need to find ways to deliver more meaningful feedback throughout the year. All stakeholders in this process are still learning and we must keep the process in the forfront of PLC meetings and faculty meetings. Multiple touches will grow our understanding and will provide for valuable conversations and meaningful feedback to the teachers.

Staff Quality, Recruitment, and Retention Strengths

- Human Resources screening process
- Weekly Walk-through schedule

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Ways to bring effective feedback for teachers through T-TESS **Root Cause**: Time

Problem Statement 2: Creating inter-rater reliability among appraisers **Root Cause**: Lack of team walk-throughs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A team of fourteen staff members from our school attended a TEKS Resource Conference this summer and brought back a much clearer understanding of the value of the planning resources offered through the TEKS Resource System. Though the Enhanced TEKS, YAG and Pacing Guides were used weekly to plan lessons in grade level planning meetings, the grade levels are now using two identified strategies to dig deep into the TEKS that are expected to be taught in a unit. The conversations in the planning sessions are much richer and targeted to student expectations.

Another valuable tool was opened for the teachers by the district. Our teachers are now creating common assessments and end of unit assessments. Through the conversations shared using this tool, the collaborative process enriches the teacher understanding of how a concept should be assessed and the data for all students in a grade level can be equally compared.

Our literacy and math coaches support the teachers with planning and provide real time coaching in the classrooms and our PLCs continue to collaborate on planning, best practice instructional strategies, assessment and targeted interventions.

We feel we need to continue to refine the effective level of implementation of our writing curriculum. There is a need to provide modeling and support to classroom teachers at all grade levels to show a good example of how it should partner seamlessly with reading.

We also need to review and implement ELPS to support the ELL population. At 37% showing stagnant progress, we must address what supports we are not providing effectively.

Curriculum, Instruction, and Assessment Strengths

- Use of all aspects of the TEKS Resource System
- Strategies are used by all team members to plan lessons that reach a more in depth level
- Pacing Guides provided by the district content coaches
- Campus Coaches for Literacy and Math
- Common assessments designed by the teachers
- Effective implementation of Daily Math Review

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Implementation of the ELPS **Root Cause**: Lack of knowledge

Problem Statement 2: Fidelity of successful writing program **Root Cause**: Lucy Calkins vs STAAR

Problem Statement 3: Creating high expectations for assessment **Root Cause**: Too many multiple choice questions

Problem Statement 4: Effective progress monitoring **Root Cause**: Time consuming

Parent and Community Engagement

Parent and Community Engagement Summary

We are proud of the very successful Watch D.O.G.S. (Dads of Great Students) program and the Meador M.O.M.S. (Moms of Magnificent Students) program, we have at our school. These programs and an active PTO have been the vehicles to gain trust with our parents and increase involvement.

Last year we hosted our first Literacy Night and Math Night for our parents. We were disappointed in the level of participation. We will repeat these family nights this year, but will work hard to publicize them earlier and through social media too.

Another challenge is to continue to find ways to involve others especially our Hispanic parents. We will work in partnership with our PTO to plan parent information activites to welcome them to our campus.

We will be hosting our first 5th Grade Orientation this year to discuss SSI and the importance of academic success. We will offer information about supportive strategies they can use at home to help their children and tutorials that will be offered.

Parent and Community Engagement Strengths

- Watch D.O.G.S. (parent organization for male role models)
- Meador M.O.M.S. (parent involvement opportunity)
- PTO volunteers
- All communications from school are translated to Spanish
- Math and Literacy Family Nights
- 5th Grade Orientation

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase the number of ways we deliver the same information to parents and advertise those ways **Root Cause**: Some like paper, some like email, some like phone calls, some like texts, some like social media

Problem Statement 2: Implement the use of content specific "family nights" to bolster the understanding of parent support **Root Cause**: Building parent efficacy in a short period of time

School Context and Organization

School Context and Organization Summary

Several structures are in place to ensure regular input from staff and community members when it comes to the campus decision making progress. Teachers and staff are empowered and encouraged to bring ideas to the administration. Few decisions are made without the input from all stakeholders affected and each decision is tackled from the perspective of what is right for kids.

With our daily, dedicated intervention period grade levels and individual teachers are able to target specific interventions to the needs of the students. Interventions are revised after each district assessment to ensure that the targeted focus is still applicable and to add any other supports needed as determined by the data produced. RtI data is continually gathered and reviewed monthly to ensure the correct level of support is being provided to our students.

School Context and Organization Strengths

- Team Leader Meetings held bi-weekly
- Instructional Team Meetings held weekly
- Campus Educational Improvement Committee Meetings held four times a year
- Dedicated intervention/extension period for each grade level
- Intentional Learning Summitt intervention schedules second semester in grades 3-5
- Weekly PLC time available for grade level collaboration and planning
- Use of plan4learning alerts to review progress being made on identified goals in the Campus Improvement Plan

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Systematic process for monitoring student progress **Root Cause**: the current process is cumbersome and time consuming

Technology

Technology Summary

Increasing technology has been a goal of our school and our district for the past four years. We now have six complete classroom carts of tablets that are used for research, intervention and extension of learning. Our goal is to purchase a full cart each year until we have one to float through classrooms in each grade level. Our district also purchased six iPads and an Apple TV for each classroom in grades Pre-K through 2nd.

To support the integration of technology in the classrooms, we have an iCoach on our campus fulltime, which is an effective support for the teachers. Our iCoach is involved in all instructional aspects of the school and provides much needed support to teachers with the eBeams in their classrooms and real time coaching with feedback. The active involvement of our iCoach on the school leadership team and in PLCs results in enriched learning for our students and teachers.

Technology Strengths

- iPads and Apple TV in Pre-K - 2nd grade
- Six complete classroom sets of tablets
- Fulltime iCoach on campus
- Weekly technology training offered by iCoach
- eBeam technology in each classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: Students becoming creators of technology instead of just consumers **Root Cause**: Enhancing teacher skills to see the opportunities

Problem Statement 2: Increasing the technology skills of more teachers **Root Cause**: time and interest

Problem Statement 3: Supporting teachers with the implementation of the single sign on **Root Cause**: Teacher knowledge and understanding

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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
- 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
- Local benchmark or common assessments data

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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Obj 4: To ensure that the instructional strategies and materials used in every classroom are engaging, aligned and rigorous, the administrative team of William Lloyd Meador Elementary will monitor and support the staff to foster the culture of high expectations.

Evaluation Data Source(s) 1: Impact will be determined by the increase in positive data collected during classroom visits.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The administrative team will use formal and informal observations to monitor instruction	2.0, 3.0, 4.0, 5.0	Principal and Assistant Principal	Data Driven Decision making conversations with outcomes documented	66%			
2) Specific and timely feedback will be given to the teachers through the use of Strive		Principal and Assistant Principal	Documentation in Eduphoria	33%			
3) Each administrator will complete at least 20 walk throughs in the classrooms and provide feedback to the teacher	2.0, 3.0, 4.0, 5.0	Principal and Assistant Principal	Documentation in Eduphoria	✗	✗	✗	
4) Administrative team will meet weekly to review data collected and identify strategies to address areas of concern	1.0, 2.0, 3.0, 4.0, 5.0	Principal, Assistant Principal, Counselor and Coaches	Documented interventions with teachers	100%	100%	100%	
5) A system for monitoring weekly lesson plans will be implemented with a process established for feedback	2.0, 3.0	Principal, Assistant Principal, Counselor and Coaches	Effective lesson plans aligned to the YAG	33%			
6) The administrative team will be active, collaborative members of the PLCs	1.0, 4.0	Principal, Assistant Principal, Counselor and Coaches	Sign in sheets	100%	100%	100%	
7) The administrative team will be active participants in all professional development provided to ensure an instructional common language	2.0, 3.0, 4.0	Principal, Assistant Principal, Counselor and Coaches	Sign in sheets	100%	100%	100%	

8) The administrative team will identify exemplars in the classrooms and celebrate successes through the use of the Brag Board	2.0, 3.0, 4.0, 5.0	Principal, Assistant Principal, Counselor and Coaches	Visual checks of the board	33%			
9) The administrative team will attend content planning meetings	2.0, 3.0, 4.0	Principal, Assistant Principal, Coaches	Effective implementation of all TEKS resources	33%			
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: At the end of 2017-1018 90% of the students at Meador Elementary will have achieved progress as measured by the STAAR, TELPAS or TPRI results.

Evaluation Data Source(s) 2: Impact will be determined by the data gathered from the STAAR, TELPAS and TPRI results.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation of daily Kim Sutton Fact Fluency	2.0, 3.0, 7.0, 8.0, 9.0	Teachers, Administrators	Increase in successful answers				
2) Interactive use of the number line	2.0, 3.0, 7.0, 9.0	Teachers, Administrators	Increase in student outcomes				
3) Use of hands on manipulatives	2.0, 9.0	Teachers, Administrators	Increase in successful answers				
4) Daily spiral of objectives through the use of Daily Math Review	2.0, 9.0	Teachers, Administrators	Increase in successful answers				
5) Daily use of TEKS resource documents		Teachers, Administrators	Aligned scope and sequence				
6) Minimum of 90 minutes dedicated to Balanced Literacy	2.0, 9.0	Teachers, Administrators	Increased DRA scores				
7) Targeted instruction through the use of small groups	2.0, 9.0	Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments.				
8) Incorporate chapter books and read alouds to improve fluency and comprehension	2.0, 3.0, 9.0	Teachers, Administrators	Increased DRA scores				
9) Weekly use of Comprehension Toolkit in every classroom	2.0, 8.0, 9.0	Teachers, Administrators	Increase in student outcomes				
10) Weekly use of Lucy Calkins Writing program	2.0, 8.0, 9.0	Teachers, Administrators	Increase in student outcomes				
11) Implementation of Leveled Literacy Intervention in kindergarten and grades 1 and 2		Teachers, Administrators	Increase in student comprehension				
12) Implement the use of math carpets in grades k-3	2.0, 8.0, 9.0	Teachers, Administrators	Increase in student outcomes				
13) Continue to support and enrich student learning through the use of technology devices in the classroom	2.0, 8.0, 9.0	Teachers, Administrators					

14) Tier 1 interventions in the classroom for every student, every day	2.0, 7.0, 9.0	Teachers, Administrators	increase in student outcomes				
15) Centers/stations created to reinforce the building of necessary skills for student success		Teachers, Administrators	Increase in student outcomes				
16) Math flashcards posted at each restroom for reinforcement during wait times	2.0, 7.0, 9.0	Teachers, Administrators	Increase in successful answers				
17) Implementation of a dedicated intervention period at every grade level, every day	2.0, 8.0, 9.0	Teachers, Administrators, Interventionists	Increase in student outcomes				
18) Use of district benchmarks to target interventions		Teachers	Progress made on the following assessement				
19) Use Eduphoria, TPRI, TEMI, DRA and TEAMS as resources for student data reports		Teachers, Administrators	Effective intervention groupings				
20) Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies	2.0, 7.0, 8.0, 9.0	Teachers, Administrators	Increase in collaborative problem solving				
21) Use of ELPS to target instruction for the LEP students	2.0, 7.0, 9.0	Teachers, Administrators	Increase in student outcomes				
22) Research based programs will be implemented during Tier 3 pull out interventions.	2.0, 7.0, 8.0	Interventionists, Administrators	Increase in student outcomes				
23) A Learning Summit will be implemented three weeks prior to all state assessments providing targeted interventions for all students.		Teachers, Administrators	Increase in student outcomes				
24) Provide home reading material to reinforce reading skills	2.0, 7.0, 8.0	Teachers, Administration	Progress measured through guided reading group data				
25) Interventions across grade levels targeting specific needs of the students	2.0, 7.0, 8.0	Teachers, Coaches, Administrators	Increase in student achievement				
26) before and after school tutorials	2.0, 7.0, 8.0	Teachers	Attendance logs and increase in student outcomes				
27) Use of grade level common end of unit performance assessments	2.0, 3.0, 4.0	Teachers	Guaranteed and viable curriculum across the grade level				
28) Common planning with the use of identified strategies to dig deep into the TEKS	2.0, 3.0, 4.0	Teachers, Coaches	Clear understanding of student expectations				
29) Use of authentic text to model thinking and reading strategies	2.0, 3.0, 4.0	Teachers	Increase in student comprehension				
30) Concentrate on the use of open ended questions	2.0, 3.0, 4.0	Teachers	Practice on higher level thinking skills				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: To ensure that all parents are active members of the school community and equal partners in the academic success of their children, William Lloyd Meador Elementary will communicate with and actively solicit input and involvement from the staff, students, parents and community.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in parent participation in involvement opportunities.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue the Watch D.O.G.S. program on campus (Dads of Great Students)	2.0, 6.0	Principal and Assistant Principals	Increased visibility of Dads on campus				
2) Parent/teacher conferences can be initiated by either party with the focus being a solutions based conversation to identify supports for the concerns brought forth	6.0, 8.0, 9.0	Principal and campus staff	Increased number of conferences initiated by parents to address concerns				
3) Conference with and provide information to students and parents concerning SSI initiatives and STAAR requirements (SSI letters and brochures)	6.0, 8.0	Principal, Counselor and campus staff grades 3-5	Parental feedback stating an understanding of the expectations of the STAAR assessment process				
4) Establish and maintain a tutoring program for students ensuring tutors in both English and Spanish	6.0, 9.0	Principal, TLM members and volunteers	Increase in student interest and success				
5) Communication extending invitations to participate in upcoming events will be displayed on the school website, district app, notes home, social media and the message board on the campus grounds	6.0	Principal	Positive public relations and increased parent participation				
6) The phone system will be used to communicate important information and invitations to participate in important school events in both English and Spanish	6.0	Principal	Positive public relations and increased parent participation				
7) Parent information nights will be offered to share program awareness, homework help, LPAC committee information and assessment information	6.0, 7.0	Principal	Positive public relations and increased parent participation				

8) Student organizational planners will be used in 4th and 5th grades to keep parents informed of behavioral and academic progress on a daily basis. Pre-Kindergarten - 2nd grade will use Monday folders	2.0, 6.0	Campus staff	Two way communication with parents				
9) Each teacher will maintain a classroom website accessible to parents	6.0	Assistant Principal and campus staff	Positive public relations and increased parent participation				
10) Parents will be represented on the CEIC	1.0, 6.0, 10.0	Principal	Collaborative problem solving				
11) A calendar of activities will be sent home monthly as well as a school newsletter every nine weeks with happenings for the past, present and future	6.0, 7.0	Principal	Positive public relations and increased parent participation				
12) Information for off-site resources (counseling, district parent center, community donors) will be available to all parents	6.0, 7.0, 10.0	Counselor	Positive parent relations				
13) Family nights will be held for reading, math and will provide strategies to improve literacy and enrichment and extension of the skills learned in math and reading classes	6.0, 7.0	Principal	Positive public relations and increased parent participation				
14) A parent survey will be conducted to gather input on the climate of the school	1.0, 6.0, 7.0	Principal	Changes in the efficiency or effectiveness of school programs and policies				
15) Flexible working hours of the para-professional staff will ensure that there is a Spanish speaker available to answer phones and greet parents in the front office	6.0, 7.0	Principal	Positive public relations				
16) Continue the Meador M.O.M.S. program to increase the opportunity for parental involvement on the campus	6.0	Principal, Assistant Principal	Increased visibility of MOMS on campus				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: To ensure that all parents are equal partners in the academic success of their children, William Lloyd Meador Elementary will communicate high expectations for student attendance.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in student attendance.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) After 2 consecutive absences each parent/guardian will receive a phone call or a note regarding attendance concerns	6.0, 7.0	Registrar and campus staff	Parent contacts the school				
2) After 2 unexcused absences in a 4 week period, a letter quoting the state compulsory attendance law will be sent home to the student's parent/guardian.	6.0, 7.0, 9.0, 10.0	Registrar	Parent contacts the school				
3) After 8 unexcused absences, a second letter quoting the state compulsory attendance law will be sent home to the student's parent/guardian and truancy prevention measures will be created between the administrator and the parent/guardian	6.0, 7.0, 9.0, 10.0	Registrar	Parent contacts the school				
4) With a truancy plan in place but with no improvement, the child's case will be referred to the court system.	7.0, 9.0, 10.0	Registrar	Parent contacts the school				
5) Short term incentive programs will be created for individual classrooms	1.0, 2.0, 6.0, 9.0		Increased attendance				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: To ensure that all staff members are familiar with the academic goals William Lloyd Meador Elementary will work collaboratively to build common goals and understanding of the expectations held for all students.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in conversations with staff and students focused on academic goals.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All instructional staff including paraprofessionals will attend campus and district professional development	2.0, 3.0, 4.0	Principal	Common language				
2) To establish a common language about instruction, all staff including custodial and kitchen personnel will be included in informational emails	1.0, 2.0	Principal	Common language				
3) Collaborative meetings will be held to discuss monthly focuses of the campus (character education and Healthy Me!)	1.0, 2.0, 10.0	Principal	Common vision and language				
4) Monthly school calendars will be given to the custodial and kitchen staff to inform them of the happenings in the school that may affect them such as field trips or outside activities	1.0, 2.0	Principal	Common vision and language				
5) Monthly school calendars will be given to bus drivers to inform them of the happenings in the school lives of their riders	1.0, 2.0	Assistant Principal	Common vision and language				
6) Weekly calendars will be shared with the Constable to collaboratively work to address possible traffic issues	1.0, 2.0	Principal	Common vision and language				
7) Teachers will work collaboratively with their T-TESS appraiser and the campus coaches to reflect on their own practice	2.0, 4.0	Campus Coaches, Principal	Increase in coaching/modeling sessions				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: To ensure student success, William Lloyd Meador Elementary will recruit and retain a highly qualified staff and will continue to build their skills through research based professional development.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in student's scores on common assessments.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work collaboratively with the Human Resources department to identify and recruit highly qualified candidates when there are staff openings	5.0	Principal	Highly Qualified Staff				
2) Support will be given to new staff members through the use of the district mentor program	4.0, 5.0	Principal	Feedback given that reflects full orientation to the campus and expectations				
3) To continue and extend new teacher staff development, they will meet with the principal monthly to share challenges and concerns and identify supports to address them	4.0, 5.0	Principal	Supportive environment				
4) Training will be provided to the staff to review the use of ELPS when planning lessons	3.0, 4.0	Administrators, Coaches	Sign in sheets				
5) Training will be provided as needed to build skills in the use of Eduphoria and TEAMS	2.0, 4.0, 8.0	Administrators	Documented use of Aware, Forethought and PDAS				
6) Modeling and coaching will be provided by the campus coaches to ensure effective implementation of Balanced Literacy and Balanced Math	2.0, 3.0, 4.0	District Instructional Specialists, Campus Coaches	Increase in DRA scores and Common Assessment				
7) Professional Learning Communities will meet weekly to collaboratively lesson plan, review data and identify interventions to support their struggling learners	2.0, 3.0, 4.0, 5.0, 8.0, 9.0	Principal	Guaranteed and viable curriculum				
8) When available, Webinars will be ordered for the staff on instructional topics that would be of benefit to themselves and their students	1.0, 2.0, 3.0, 4.0, 5.0, 9.0	Principal	Additional support identified and implemented for the success of students				
9) Opportunities will be provided for staff to attend off-site professional development	2.0, 3.0, 4.0, 5.0	Principal	Registration documentation				
10) A professional library will be created to provide extra resources for the staff	2.0, 3.0, 5.0	Principal	Identified area in the library				

11) A book study of What Great Teachers Do Differently will be conducted to establish a clear understanding of all aspects of the needs of students	2.0, 3.0, 4.0, 5.0	Principal	Documentation through reflection sheets provided				
12) Monthly activities will be held to celebrate the hard work and accomplishments of the campus staff	5.0	Principal	Positive culture				
13) Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice	2.0, 4.0	Campus Coaches, Administrators	Increase in coaching/modeling sessions				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: To ensure that funds are spent appropriately, William Lloyd Meador Elementary will adhere to the guidelines set by the state and the district.

Evaluation Data Source(s) 1: Impact will be determined by positive results from periodic audits.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus improvement and identify solutions to areas of concern	1.0	CEIC	Feedback gathered from all stakeholders				
2) The purchasing procedure for William Lloyd Meador elementary will follow the district guidelines	10.0	Principal	Correct accounting procedures				
3) Title funds will be monitored and will follow the district guidelines	10.0	Principal and district accounting	Correct accounting procedures				
4) Activity funds will be monitored and dispersed through the year for a variety of school wide activities following the district guidelines	10.0	Principal and district accounting	Correct accounting procedures				
5) The Team Leaders will meet bi-monthly to discuss campus issues for site-based decision making	1.0	Principal and Team Leaders	Feedback generated leading to improvements				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: To ensure that all students are being educated on a safe, effective and innovative campus, William Lloyd Meador Elementary will review safety procedures, identify and prioritize capital improvement needs and involve staff and community in the planning and reallocation of resources to meet the future educational needs of all students.

Evaluation Data Source(s) 1: Impact will be determined by the lack of incidents on campus.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School wide safety rules reviewed, enforced and posted: playground rules, cafeteria rules, student car rider policy, bus discipline policy, visitor tags, and medication policy	7.0, 10.0	Assistant Principal and campus staff	Decrease in incidents				
2) Review the crisis response team and crisis management procedures, assign roles and update all staff two times a year	7.0, 10.0	Assistant Principal	Roles successfully filled in drills				
3) Require that all visitors wear ID badges and staff will monitor and report suspicious situations and/or unauthorized people in the building	7.0, 10.0	Assistant Principal	100% of adults in building identified				
4) Monthly fire and/or tornado drills will be practiced by students and staff to ensure their safety	7.0, 10.0	Assistant Principal	Successful drills				
5) Review lock down procedures with the full staff	7.0, 10.0	Assistant Principal and Constables	Successful procedure if necessary				
6) A daily walk of the building will be done to ensure that all perimeter doors of the building are locked and exits are free from obstruction	7.0, 10.0	Principal, Assistant Principal, Custodial Lead and Constables	All children safely behind locked doors				
7) Internal doors to all classrooms will be locked at all times when students are present	7.0, 10.0	Principal, Assistant Principal, Custodial Lead and Constables	All children safely behind locked doors				
8) Discipline referrals will be addressed immediately and will be tracked and monitored through TEAMS online program		Principal and Assistant Principal	Decline in number of referrals				

9) The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus improvement and identify solutions to areas of concern	1.0	CEIC	Feedback gathered from all stakeholders				
10) The purchasing procedure for William Lloyd Meador elementary will follow the district guidelines	10.0	Principal	Correct accounting procedures				
11) Title funds will be monitored and will follow the district guidelines	10.0	Principal and district accounting	Correct accounting procedures				
12) Activity funds will be monitored and dispersed through the year for a variety of school wide activities following the district guidelines	10.0	Principal and district accounting	Correct accounting procedures				
13) The Team Leaders will meet bi-monthly to discuss campus issues for site-based decision making	1.0	Principal and Team Leaders	Feedback generated leading to improvements				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Title I Components

Schoolwide Program Plan

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 768
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	77%	**84%**	*	83%	85%	-	-	-	*	*	78%	81%
	2017	73%	68%	**67%**	*	59%	71%	-	-	-	*	50%	57%	*
At Meets Grade Level or Above	2018	43%	41%	**41%**	*	32%	50%	-	-	-	*	*	38%	36%
	2017	45%	40%	**43%**	*	36%	46%	-	-	-	*	50%	38%	*
At Masters Grade Level	2018	25%	23%	**26%**	*	15%	33%	-	-	-	*	*	22%	14%
	2017	29%	24%	**30%**	*	23%	31%	-	-	-	*	42%	25%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	77%	**82%**	*	84%	82%	-	-	-	*	*	77%	*
	2017	77%	77%	**83%**	*	77%	87%	-	-	-	*	*	79%	*
At Meets Grade Level or Above	2018	47%	45%	**49%**	*	45%	57%	-	-	-	*	*	45%	*
	2017	49%	52%	**57%**	*	51%	62%	-	-	-	*	*	50%	*
At Masters Grade Level	2018	23%	19%	**15%**	*	13%	20%	-	-	-	*	*	13%	*
	2017	26%	24%	**24%**	*	21%	25%	-	-	-	*	*	22%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	71%	**71%**	*	56%	77%	-	-	-	*	*	66%	*
	2017	70%	68%	**74%**	*	64%	81%	*	*	-	*	*	65%	*
At Meets Grade Level or Above	2018	46%	45%	**46%**	*	35%	49%	-	-	-	*	*	38%	*
	2017	44%	37%	**45%**	*	42%	53%	*	*	-	*	*	38%	*
At Masters Grade Level	2018	24%	24%	**24%**	*	18%	27%	-	-	-	*	*	17%	*
	2017	24%	17%	**19%**	*	11%	27%	*	*	-	*	*	13%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	83%	**83%**	*	69%	89%	-	-	-	*	*	78%	*
	2017	76%	78%	**86%**	*	84%	87%	*	*	-	*	*	84%	79%
At Meets Grade Level or Above	2018	49%	55%	**64%**	*	54%	68%	-	-	-	*	*	60%	*
	2017	47%	52%	**62%**	*	56%	69%	*	*	-	*	*	56%	48%
At Masters Grade Level	2018	27%	26%	**32%**	*	26%	36%	-	-	-	*	*	26%	*
	2017	27%	29%	**42%**	*	40%	48%	*	*	-	*	*	35%	34%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	**69%**	*	*	70%	-	-	-	*	*	65%	*
	2017	65%	61%	**74%**	*	*	69%	*	*	-	*	*	72%	*
At Meets Grade Level or Above	2018	39%	39%	**41%**	*	*	45%	-	-	-	*	*	36%	*
	2017	34%	25%	**38%**	*	*	45%	*	*	-	*	*	34%	*
At Masters Grade Level	2018	11%	8%	**9%**	*	*	12%	-	-	-	*	*	8%	*
	2017	11%	7%	**9%**	*	*	15%	*	*	-	*	*	10%	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**87%**	*	87%	89%	*	-	-	*	*	82%	81%
	2017	82%	78%	**86%**	*	79%	88%	*	*	-	*	*	81%	*
At Meets Grade Level or Above	2018	54%	47%	**57%**	*	44%	69%	*	-	-	*	*	47%	42%
	2017	48%	43%	**46%**	*	42%	45%	*	*	-	*	*	41%	*
At Masters Grade Level	2018	26%	20%	**26%**	*	20%	36%	*	-	-	*	*	22%	16%
	2017	25%	20%	**19%**	*	13%	22%	*	*	-	*	*	14%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	92%	**96%**	*	95%	95%	*	-	-	*	*	94%	97%
	2017	87%	91%	**93%**	*	95%	93%	*	*	-	*	*	92%	*
At Meets Grade Level or Above	2018	58%	64%	**74%**	*	80%	77%	*	-	-	*	*	69%	73%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	53%	**48%**	*	50%	45%	*	*	-	*	*	51%	*
At Masters Grade Level	2018	30%	32%	**38%**	*	30%	49%	*	-	-	*	*	33%	30%
	2017	24%	22%	**21%**	*	24%	20%	*	*	-	*	*	21%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	72%	**75%**	*	*	88%	*	-	-	*	*	65%	*
	2017	74%	72%	**83%**	*	*	85%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	33%	**37%**	*	*	53%	*	-	-	*	*	24%	*
	2017	42%	35%	**38%**	*	*	38%	*	*	-	*	*	*	*
At Masters Grade Level	2018	17%	12%	**13%**	*	*	20%	*	-	-	*	*	8%	*
	2017	18%	12%	**10%**	*	*	9%	*	*	-	*	*	*	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**81%**	79%	77%	84%	*	-	-	*	46%	76%	75%
	2017	75%	73%	**81%**	82%	76%	83%	*	*	-	89%	44%	76%	74%
At Meets Grade Level or Above	2018	48%	45%	**51%**	39%	43%	58%	*	-	-	*	32%	45%	41%
	2017	45%	40%	**47%**	40%	43%	50%	*	*	-	47%	21%	42%	43%
At Masters Grade Level	2018	22%	18%	**23%**	13%	16%	29%	*	-	-	*	19%	19%	13%
	2017	20%	15%	**22%**	18%	18%	24%	*	*	-	26%	12%	19%	14%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**81%**	*	77%	83%	*	-	-	*	*	76%	75%
	2017	72%	69%	**76%**	80%	67%	80%	*	*	-	*	41%	67%	65%
At Meets Grade Level or Above	2018	46%	41%	**48%**	*	37%	56%	*	-	-	*	*	41%	35%
	2017	44%	38%	**45%**	45%	40%	48%	*	*	-	*	25%	39%	39%
At Masters Grade Level	2018	19%	16%	**25%**	*	17%	32%	*	-	-	*	*	20%	13%
	2017	19%	13%	**22%**	30%	16%	27%	*	*	-	*	16%	18%	11%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**87%**	*	84%	89%	*	-	-	*	45%	83%	85%
	2017	79%	79%	**87%**	*	85%	89%	*	*	-	*	56%	85%	81%
At Meets Grade Level or Above	2018	50%	49%	**62%**	*	59%	68%	*	-	-	*	32%	58%	58%
	2017	46%	44%	**56%**	*	52%	58%	*	*	-	*	22%	52%	55%
At Masters Grade Level	2018	24%	21%	**28%**	*	21%	35%	*	-	-	*	23%	24%	19%
	2017	22%	19%	**29%**	*	29%	31%	*	*	-	*	16%	26%	23%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	**69%**	*	*	70%	-	-	-	*	*	65%	*
	2017	67%	62%	**74%**	*	*	69%	*	*	-	*	*	72%	*
At Meets Grade Level or Above	2018	41%	38%	**41%**	*	*	45%	-	-	-	*	*	36%	*
	2017	36%	27%	**38%**	*	*	45%	*	*	-	*	*	34%	*
At Masters Grade Level	2018	13%	8%	**9%**	*	*	12%	-	-	-	*	*	8%	*
	2017	11%	7%	**9%**	*	*	15%	*	*	-	*	*	10%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**75%**	*	*	88%	*	-	-	*	*	65%	*
	2017	79%	77%	**83%**	*	*	85%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**37%**	*	*	53%	*	-	-	*	*	24%	*
	2017	49%	43%	**38%**	*	*	38%	*	*	-	*	*	*	*
At Masters Grade Level	2018	23%	18%	**13%**	*	*	20%	*	-	-	*	*	8%	*
	2017	19%	13%	**10%**	*	*	9%	*	*	-	*	*	*	*

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 768
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	67	**64**	*	56	68	-	-	-	*	63	64	53
Grade 4 Mathematics	2018	65	70	**70**	100	63	72	-	-	-	*	56	67	64
Grade 5 ELA/Reading	2018	80	79	**80**	80	78	81	*	-	-	*	81	83	78
Grade 5 Mathematics	2018	81	80	**79**	64	80	83	*	-	-	*	100	81	83
All Grades Both Subjects	2018	69	69	**74**	74	71	75	*	-	-	*	72	74	72
All Grades ELA/Reading	2018	69	68	**72**	74	69	74	*	-	-	*	72	74	68
All Grades Mathematics	2018	70	69	**75**	74	73	77	*	-	-	*	71	74	75

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 768
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	2018	38%	37%	**46%**	*	45%	46%	*	-	-	-	*	46%	41%
	2017	35%	35%	**36%**	*	30%	39%	-	-	-	*	*	27%	*
Mathematics	2018	47%	48%	**44%**	*	58%	*	-	-	-	-	*	50%	63%
	2017	43%	41%	**54%**	*	45%	59%	-	-	-	-	*	54%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**85%**	80%	84%	87%	*	-	-	*	*	78%	61%
Students Requiring Accelerated Instruction	2018	21%	22%	**15%**	*	16%	13%	*	-	-	*	*	22%	39%
STAAR Cumulative Met Standard	2018	84%	82%	**88%**	87%	87%	90%	*	-	-	*	*	82%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	100%	**100%**	-	*	*	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	87%	**93%**	100%	89%	97%	*	-	-	*	*	89%	76%
Students Requiring Accelerated Instruction	2018	15%	13%	**7%**	*	11%	*	*	-	-	*	*	11%	*
STAAR Cumulative Met Standard	2018	90%	93%	**97%**	100%	95%	97%	*	-	-	*	*	94%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	96%	94%	*	-	-	*	-	-	-	-	-	*	-

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 768
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	2018	77%	75%	**81%**	68%	-	-	-	68%	*	*	-	*	64%	64%
	2017	75%	73%	**81%**	65%	-	-	-	65%	65%	65%	-	*	65%	65%
At Meets Grade Level or Above	2018	48%	45%	**51%**	28%	-	-	-	28%	*	*	-	*	27%	28%
	2017	45%	40%	**47%**	31%	-	-	-	31%	38%	38%	-	*	33%	33%
At Masters Grade Level	2018	22%	18%	**23%**	8%	-	-	-	8%	*	*	-	*	8%	7%
	2017	20%	15%	**22%**	6%	-	-	-	6%	14%	14%	-	*	8%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**81%**	*	-	-	-	*	*	*	-	*	*	*
	2017	72%	69%	**76%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**48%**	*	-	-	-	*	*	*	-	*	*	*
	2017	44%	38%	**45%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**25%**	*	-	-	-	*	*	*	-	*	*	*
	2017	19%	13%	**22%**	*	-	-	-	*	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**87%**	81%	-	-	-	81%	*	*	-	*	78%	77%
	2017	79%	79%	**87%**	76%	-	-	-	76%	*	*	-	*	75%	74%
At Meets Grade Level or Above	2018	50%	49%	**62%**	45%	-	-	-	45%	*	*	-	*	43%	43%
	2017	46%	44%	**56%**	42%	-	-	-	42%	*	*	-	*	46%	46%
At Masters Grade Level	2018	24%	21%	**28%**	11%	-	-	-	11%	*	*	-	*	12%	12%
	2017	22%	19%	**29%**	13%	-	-	-	13%	*	*	-	*	17%	19%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	**69%**	*	-	-	-	*	*	*	-	-	*	*
	2017	67%	62%	**74%**	*	-	-	-	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**41%**	*	-	-	-	*	*	*	-	-	*	*
	2017	36%	27%	**38%**	*	-	-	-	*	*	*	-	*	*	*
At Masters Grade Level	2018	13%	8%	**9%**	*	-	-	-	*	*	*	-	-	*	*
	2017	11%	7%	**9%**	*	-	-	-	*	*	*	-	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**75%**	*	-	-	-	*	*	*	-	*	*	*
	2017	79%	77%	**83%**	*	-	-	-	*	*	*	-	-	*	*
At Meets Grade Level or Above	2018	51%	46%	**37%**	*	-	-	-	*	*	*	-	*	*	*
	2017	49%	43%	**38%**	*	-	-	-	*	*	*	-	-	*	*
At Masters Grade Level	2018	23%	18%	**13%**	*	-	-	-	*	*	*	-	*	*	*
	2017	19%	13%	**10%**	*	-	-	-	*	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**74**	79	-	-	-	79	71	71	-	*	76	75

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**72**	81	-	-	-	81	75	75	-	*	79	80
All Grades Mathematics	2018	70	69	**75**	78	-	-	-	78	67	67	-	*	74	72
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**46%**	50%	-	-	-	50%	*	*	-	-	41%	41%
	2017	35%	35%	**36%**	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2018	47%	48%	**44%**	*	-	-	-	*	*	*	-	-	63%	63%
	2017	43%	41%	**54%**	*	-	-	-	*	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 768
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	-	-	95%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	85%	97%	93%	67%	-	-	82%	97%	92%	99%
Not Included in Accountability													
Mobile	4%	6%	**7%**	15%	3%	7%	33%	-	-	14%	3%	7%	1%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	-	-	5%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	-	-	5%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	85%	95%	95%	100%	100%	-	61%	88%	90%	96%
Not Included in Accountability													
Mobile	4%	6%	**7%**	15%	5%	5%	0%	0%	-	39%	12%	10%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 768
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													
2016-17	95.7%	95.2%	**96.1%**	97.4%	96.4%	95.8%	*	*	-	94.9%	95.4%	95.8%	96.7%
2015-16	95.8%	95.5%	**96.0%**	95.6%	96.8%	95.5%	*	*	-	96.5%	94.3%	95.9%	97.5%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 768
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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 768
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	768	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	19	2.5%	2.2%	4.3%
Kindergarten	115	15.0%	7.1%	6.9%
Grade 1	125	16.3%	7.7%	7.2%
Grade 2	122	15.9%	7.9%	7.3%
Grade 3	133	17.3%	8.3%	7.6%
Grade 4	122	15.9%	7.5%	7.7%
Grade 5	132	17.2%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	49	6.4%	7.3%	12.6%
Hispanic	285	37.1%	35.9%	52.4%
White	417	54.3%	52.6%	27.8%
American Indian	2	0.3%	0.3%	0.4%
Asian	3	0.4%	0.6%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	12	1.6%	3.2%	2.3%
Economically Disadvantaged	443	57.7%	57.5%	58.8%
Non-Educationally Disadvantaged	325	42.3%	42.5%	41.2%
English Learners (EL)	142	18.5%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	1	0.1%	1.5%	1.3%
At-Risk	268	34.9%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	67			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	25.4%	38.4%	43.3%
Students with Physical Disabilities	22	32.8%	18.1%	21.9%
Students with Autism	23	34.3%	19.8%	13.2%
Students with Behavioral Disabilities	5	7.5%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	112	16.2%	17.1%	16.0%
By Ethnicity:				
African American	14	2.0%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	39	5.7%		
White	46	6.7%		
American Indian	3	0.4%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	10	1.4%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	3.0%	2.7%	1.8%	25.0%	9.4%	6.9%
Grade 1	7.8%	5.3%	3.4%	37.5%	15.6%	6.2%
Grade 2	5.4%	3.4%	2.1%	16.7%	5.1%	2.6%
Grade 3	7.2%	4.7%	1.3%	0.0%	0.0%	1.0%
Grade 4	1.7%	1.2%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.2	20.6	18.7
Grade 1	17.7	18.7	18.8
Grade 2	20.3	19.5	18.8
Grade 3	18.9	19.9	19.0
Grade 4	19.7	20.6	19.2
Grade 5	21.8	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	-	16.9	16.7
Foreign Languages	-	16.7	18.6
Mathematics	-	17.1	17.9
Science	-	17.5	19.0
Social Studies	-	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	66.5	100.0%	100.0%	100.0%
Professional Staff:	53.5	80.4%	58.6%	64.1%
Teachers	46.5	69.9%	45.8%	50.1%
Professional Support	4.0	6.0%	9.3%	9.8%
Campus Administration (School Leadership)	3.0	4.5%	2.9%	3.0%
Educational Aides:	13.0	19.6%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	0.0	n/a	3.0	1,148.0
Total Minority Staff:	15.0	22.5%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.0%	10.4%
Hispanic	9.0	19.3%	12.6%	27.2%
White	36.5	78.5%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.2%	0.5%	1.1%
Males	3.0	6.5%	19.1%	23.7%
Females	43.5	93.5%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	41.5	89.2%	82.6%	74.1%
Masters	5.0	10.8%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	15.0%	17.7%	8.2%
1-5 Years Experience	12.5	26.9%	24.5%	29.1%
6-10 Years Experience	7.0	15.0%	14.2%	19.1%
11-20 Years Experience	10.0	21.5%	25.8%	28.2%
Over 20 Years Experience	10.0	21.5%	17.8%	15.3%
Number of Students per Teacher	16.5	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.1	6.3
Average Years Experience of Principals with District	5.0	3.1	5.4
Average Years Experience of Assistant Principals	4.5	6.3	5.2
Average Years Experience of Assistant Principals with District	2.0	4.1	4.6
Average Years Experience of Teachers:	10.4	10.4	10.9
Average Years Experience of Teachers with District:	6.4	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,287	$49,822	$47,667
1-5 Years Experience	$49,436	$48,634	$49,663
6-10 Years Experience	$52,060	$50,944	$52,056
11-20 Years Experience	$54,738	$56,072	$55,246
Over 20 Years Experience	$62,382	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$53,585	$53,683	$53,334
Professional Support	$58,497	$63,845	$63,165
Campus Administration (School Leadership)	$73,321	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	125	16.3%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	46	6.0%	4.9%	7.9%
Special Education	67	8.7%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	4.3%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	42.8	92.2%	81.3%	72.3%
Special Education	1.6	3.5%	5.1%	9.0%
Other	0.0	0.0%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

W LLOYD MEADOR EL

Grades Served: PK - 5
10020 FM 830
WILLIS, TX, 77318

768 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

86 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

79 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

82 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

94 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	79	The higher of Growth or Performance is used.
Relative Performance	82	
Total	**82**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	94	30%
Academic Growth/Graduation Rate	100	50%
English Language Proficiency	100	10%
Student Achievement	90	10%
Total	**94**	**100%**

School Campus: W Lloyd Meador El District: WILLIS ISD

Campus Number: 170904107 Total Membership: 765

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,364,331	100.00	5,705	5,212,283	100.00	6,813
Operating-Payroll	4,195,617	96.13	5,484	4,753,536	91.20	6,214
Other Operating	168,714	3.87	221	458,747	8.80	600
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,364,331	100.00	5,705	5,212,283	100.00	6,813
Instruction (11,95) *	3,461,514	79.31	4,525	3,834,355	73.56	5,012
Instructional Res/Media (12) *	9,015	0.21	12	65,103	1.25	85
Curriculum/Staff Develop (13) *	130,925	3.00	171	133,331	2.56	174
Instructional Leadership (21) *	16,812	0.39	22	16,812	0.32	22
School Leadership (23) *	362,627	8.31	474	364,716	7.00	477
Guidance/Counseling Svcs (31) *	143,990	3.30	188	149,713	2.87	196
Social Work Services (32) *	15,804	0.36	21	15,804	0.30	21
Health Services (33) *	65,265	1.50	85	66,314	1.27	87
Food (35) **	0	0.00	0	352,343	6.76	461
Extracurricular (36) *	0	0.00	0	55,413	1.06	72
Plant Maint/Operation (51) * **	158,379	3.63	207	158,379	3.04	207
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	4,205,952	100.00	5,498	4,629,600	100.00	6,052
Regular	3,186,734	75.77	4,166	3,186,734	68.83	4,166
Gifted & Talented	17,563	0.42	23	17,563	0.38	23
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	587,495	13.97	768	813,097	17.56	1,063
Accelerated Education	302,625	7.20	396	500,671	10.81	654
Bilingual	72,364	1.72	95	72,364	1.56	95
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%	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	39,171	0.93	51	39,171	0.85	51

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
W LLOYD MEADOR EL (170904107)

District Name: **WILLIS ISD**
Campus Type: **Elementary**
Total Students: **768**
Grade Span: **PK - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	86
Student Achievement	Met Standard	79
School Progress	Met Standard	82
Closing the Gaps	Met Standard	94

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Comparative Closing the Gaps	Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	96.1%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	6.4%	7.3%	12.6%
Hispanic	37.1%	35.9%	52.4%
White	54.3%	52.6%	27.8%
American Indian	0.3%	0.3%	0.4%
Asian	0.4%	0.6%	4.4%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.6%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	57.7%	57.5%	58.8%
English Learners	18.5%	15.0%	18.8%
Special Education	8.7%	8.4%	9.1%
Mobility Rate (2016-17)	16.2%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.2	20.6	18.7
Grade 1	17.7	18.7	18.8
Grade 2	20.3	19.5	18.8
Grade 3	18.9	19.9	19.0
Grade 4	19.7	20.6	19.2
Grade 5	21.8	22.4	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,813	$8,493	$9,503
Instruction	$5,012	$4,659	$5,338
Instructional Leadership	$22	$27	$149
School Leadership	$477	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**81%**	79%	77%	84%	*	-	-	*	76%
	2017	75%	73%	**81%**	82%	76%	83%	*	*	-	89%	76%
Reading	2018	74%	72%	**81%**	*	77%	83%	*	-	-	*	76%
	2017	72%	69%	**76%**	80%	67%	80%	*	*	-	*	67%
Mathematics	2018	81%	81%	**87%**	*	84%	89%	*	-	-	*	83%
	2017	79%	79%	**87%**	*	85%	89%	*	*	-	*	85%
Writing	2018	66%	65%	**69%**	*	*	70%	-	-	-	*	65%
	2017	67%	62%	**74%**	*	*	69%	*	*	-	*	72%
Science	2018	80%	77%	**75%**	*	*	88%	*	-	-	*	65%
	2017	79%	77%	**83%**	*	*	85%	*	*	-	*	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**51%**	39%	43%	58%	*	-	-	*	45%
	2017	45%	40%	**47%**	40%	43%	50%	*	*	-	47%	42%
Reading	2018	46%	41%	**48%**	*	37%	56%	*	-	-	*	41%
	2017	44%	38%	**45%**	45%	40%	48%	*	*	-	*	39%
Mathematics	2018	50%	49%	**62%**	*	59%	68%	*	-	-	*	58%
	2017	46%	44%	**56%**	*	52%	58%	*	*	-	*	52%
Writing	2018	41%	38%	**41%**	*	*	45%	-	-	-	*	36%
	2017	36%	27%	**38%**	*	*	45%	*	*	-	*	34%
Science	2018	51%	46%	**37%**	*	*	53%	*	-	-	*	24%
	2017	49%	43%	**38%**	*	*	38%	*	*	-	*	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**23%**	13%	16%	29%	*	-	-	*	19%
	2017	20%	15%	**22%**	18%	18%	24%	*	*	-	26%	19%
Reading	2018	19%	16%	**25%**	*	17%	32%	*	-	-	*	20%
	2017	19%	13%	**22%**	30%	16%	27%	*	*	-	*	18%
Mathematics	2018	24%	21%	**28%**	*	21%	35%	*	-	-	*	24%
	2017	22%	19%	**29%**	*	29%	31%	*	*	-	*	26%
Writing	2018	13%	8%	**9%**	*	*	12%	-	-	-	*	8%
	2017	11%	7%	**9%**	*	*	15%	*	*	-	*	10%
Science	2018	23%	18%	**13%**	*	*	20%	*	-	-	*	8%
	2017	19%	13%	**10%**	*	*	9%	*	*	-	*	*
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**74**	74	71	75	*	-	-	*	74
Reading	2018	69	68	**72**	74	69	74	*	-	-	*	74
Mathematics	2018	70	69	**75**	74	73	77	*	-	-	*	74

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**46%**	*	45%	46%	*	-	-	-	46%
	2017	35%	35%	**36%**	*	30%	39%	-	-	-	*	27%
Mathematics	2018	47%	48%	**44%**	*	58%	*	-	-	-	-	50%
	2017	43%	41%	**54%**	*	45%	59%	-	-	-	-	54%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	78%	**85%**	80%	84%	87%	*	-	-	*	78%
Students Requiring Accelerated Instruction												
	2018	21%	22%	**15%**	*	16%	13%	*	-	-	*	22%
STAAR Cumulative Met Standard												
	2018	84%	82%	**88%**	87%	87%	90%	*	-	-	*	82%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	87%	**93%**	100%	89%	97%	*	-	-	*	89%
Students Requiring Accelerated Instruction												
	2018	15%	13%	**7%**	*	11%	*	*	-	-	*	11%
STAAR Cumulative Met Standard												
	2018	90%	93%	**97%**	100%	95%	97%	*	-	-	*	94%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Parmley Elementary

2017-2018 Campus Improvement Plan

Mission Statement

Mel Parmley Elementary School will educate, inspire, and love our students today for a successful tomorrow.

Vision

Parmley Elementary will provide a collaborative environment among parents, staff, students and community. We will create an engaging environment where students develop a passion for lifelong learning. Students will maximize their individual potential to become responsible and productive members of society.

Core Beliefs

WISD Believes:

We believe every child counts; every child learns.

We believe the education of all children is the responsibility of the family school district, and community.

We believe each employee is valuable and has a profound impact on student learning.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

It is the goal of Parmley Elementary to have all student groups passing the STAAR(State of Texas Assessments of Academic Readiness) by the 2016 administration at or above state average. As plans are made for the 2016-2017 school year, it appears that additional attention to increase the rigor of instruction and student achievement in all areas is warranted.

Based upon our observations, DRA assessment data, district benchmark data, and 2016 STAAR exams, additional emphasis is required for the African American and Two or More Races student groups in Reading, the African American and LEP groups in Science and the Hispanic and ELL groups in Writing. Also, the STEMscope science curriculum will provide hands-on inquiry based learning opportunities to supplement the existing TEKS Resource curriculum. Students served in Special Education will also be monitored closely to help ensure academic progress.

Attendance rates over the last year has increased from 95%-96%. With the state mandate regarding school starting dates, the campus committee will analyze the current school calendar and develop a plan to prevent potential attendance declines(i.e.:Thanksgiving break, Winter break, Friday incentives).

We identified on-going staff development in implementing the vertically aligned curriculum,TEKS Resource. Teachers will continue to need training on Science workstations. Additionally, staff development to promote vocabulary, questioning strategies and Bloom's Taxonomy. Teachers will receive ongoing training from PBIS Team.

With a continual emphasis on staff attendance, we support the idea of developing team incentives to promote attendance and participation in on-going staff development. In order to ensure that all staff meet the "highly qualified" criteria, teachers and paraprofessionals will be provided with opportunities to attend relevant trainings in their specific fields.

Campus faculty survey results indicate a need for consistency with our yearly calendar and campus-wide communication. They would also like to have more technology in their classrooms and technology training. Faculty and staff indicated a need for additional feedback on their classroom walk-throughs.

Demographics

Demographics Summary

Parmley Elementary, located in Willis, Texas, is an urban school located in Willis ISD. Parmley Elementary and staff is committed to providing a safe, positive leanring environment for all students and staff.

The staff at Parmley Elementary School includes 53 certified teachers and staff, 23 paraprofessionals, 2 nurses and 4 administrators/counselor.

Parmley Elementary services 726 students, grades EE-5.

Female	47%
Male	53%
Hispanic	25%
A. Indian/Alaskan	0.79%
African American	11%
White	60%
2 or More	3%
Econ. Disadvantaged	67.33%
LEP	4%
Special Ed.	14%
Gifted & Talented	3%

2016-2017 attendance rate was 96.1%.

Campus Enrollment

EE/PreK/PPCD/LIDS- 100

Kindergarten- 106

1st Grade- 107

2nd Grade- 98

3rd Grade- 123

4th Grade- 93

5th Grade- 99

TOTAL- 726

Demographics Strengths

Parmley Elementary's student body consists of a diverse population. Teachers and staff strive to maintain close relationships with students and family members. Several of the Parmley students live with extended family members, who are able to provide campus support and attend family and academic nights/events. Parmley Elementary has a campus counselor that routinely meets with students(class, small group and individually) to address social and emotinal needs through guidance counseling services. Demonstrating an increase from recent years, all sub-population groups in 3rd and 5th grade scored above the 60th percentile in reading and math. Special Educaiton students showed progress on all tests.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parmley Elementary has one of the highest mobility rates in the district which causes our attendance and enrollment to fluctuate.
Root Cause: Economically disadvantaged families seem to move a lot during the school year.

Student Achievement

Student Achievement Summary

Parmley earned an accountability rating of Met Standard for the 2016-2017 school year.

	Parmley Elementary	State
Index 1	68	60
Index 2	38	32
Index 3	36	28

Based on STAAR data, Parmley Elementary Met Standard in Index 1, Index 2 and Index 3.

64% passed STAAR Reading, 72% passed STAAR Math, 47% passed STAAR Writing and 61% passed STAAR Science.

Our lowest performing subpops were African Americans, Hispanic and English Language Learners.

3rd-5th STAAR results increased in math compared to last year's results.

4th grade results decreased drastically from the previous year.

- 68% in Reading to 63%
- 47% passed STAAR Writing

Our students in Special Education continue to struggle to meet state standards on STAAR, district benchmarks and CBAs.

Student Achievement Strengths

Parmley Elementary earned one Distinction Designation in the area of Academic Achievement in Reading/ELA.

Teachers consistently taught reading using Guided Reading, Leveled Literacy Intervention and the Comprehension Toolkit.

Although the majority of our students have a strong foundation of reading to build upon, our teachers will continue to monitor, target small groups in reading

and deliver targeted data-driven instruction.

Teachers use TPRI(Texas Primary Reading Inventory) grades K-2, DRA (Developmental Reading Assessment) and Formative assessments to determine students' reading skills to measure student performance.

District developed CBAs(Curriculum-Based Assessments), teacher tests, teacher observations, checklists and performance-based assessments are used to measure student performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th grade scores were significantly lower than the state scores in reading, math and writing. **Root Cause**: Ineffective instructional strategies in the classroom.

Problem Statement 2: 3rd-5th grade passing rates in ELA dropped significantly. **Root Cause**: Mobility of students who move in and out of Parmley and endurance. We noticed that most of the missed answers were at the end of the test.

School Culture and Climate

School Culture and Climate Summary

Parmley Elementary strives to provide a positive experience to each and every person who enters our building. We implement programs and events to esablish trusting relationships among staff members, parents and students.

Our parent and community survey praised our efforts to meet the needs of parents, students and staff members.

Parmley Elementary is committed to :

1. Review/revise shared vision for the school.
2. Provide "response to Intervention" and professional development for ALL staff members.
3. Include paraprofessionals at all relevant staff meetings.
4. Provide parents with updated communication via campus website, call-outs, email, marquee, monthly newsletters, and the Willis App.
5. Provide all staff memebers with weekly faculty meetings from administartion or team leaders.
6. Provide academic nights and events to represent all members of the educaitonal community.

School Culture and Climate Strengths

Parmley administration and staff leaders meet regularly to evaluate campus/community climate and culture. Staff and community representatives have shared that professionals and paraprofessionals now feel they are contributing, valued team members inclued in relevant professional development and staff meetings. Instructional staff and team leaders appreciate having input to campus decisions. Parents and guardians have expressed appreciation regarding updated communication they are receiving and the campus/community events being held. The campus offers on-going implementation of instructional systems, weekly planning meetings and weekly Professional Learning Community meetings.

Parmley Elementary is a strong PBIS campus. We have implemented PBIS Matrix REAL-Responsible, Emgaged.Accountable, Leader.

The Teacher Survey results reported that teachers feel Parmley is a positive place to work.

Parent surveys also report that Parmley is friendly and supportive to them.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Parmley Elementary has 95 staff members. 36 homeroom teachers, 19 additional certified staff, 18 paraprofessionals, 3 administrators and 1 counselor.

We have 11 new teachers and 7 new paraprofessional staff.

All instructional staff members are Highly Qualified and/or NCLB Certified. In order to ensure staff quality, the following efforts are implemented:

Continued Professional Learning Communities that focus on the following:

1. Math TEKS and Guided Math(DMR, Kim Suttonfluency and Problem Solving)
2. Reading Comprehension(Comprehension Toolkit, Balanced Literacy through guided reading, Reader's Theatre, Benchmark Reading and Reader's Workshop Model
3. Writing Workshop(Lucy Calkins, writing conferences, editing and revising, and narrative/expository writing)
4. Science TEKS with lab experiences an djournal entries/reflections and Fourde-Ferrier science vocabulary/questioning)
5. RTI meetings that are driven by Tier 2 and Tier 3 data.

Promote teacher collaboration for lesson-planning in all subject areas, to include Special Education and Administration in planning time.

Promote teacher attendance and retention by offering incentives and recognizing staff at awards ceremonies held each 9 weeks.

Staff Quality, Recruitment, and Retention Strengths

100% of the Parmley staff is considered Highly Qualified by the Texas Education Agency.

Parmley has a mentor program for all new staff where they are provided mentroing services with experienced teachers.

We provided staff development to help staff learn our reading programs, provided substitutes so teachers could have accurate data for screeners, purchased ELA/Reading materials, math materials and funded an additional teacher for writing support with Title I funds.

The Parmley Elementary CEIC meets twice each semester to make collaborative decisions for the campus.

Several staff members attended professional training workshops over the summer to improve their craft.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Parmley Elementary has master teachers who work together to meet the needs of their students. They follow the district pacing guides, use small group instruction and attend staff development to further develop skills. We provide interventions to help struggling students as needed.

District Curriculum- TEKS Resource(YAG & IFD)

Texas Treasures

Writing Workshop

Comprehension Toolkit

Benchmark Reading

Reader's Theatre

Envision Math

Kim Sutton Math

STEMS Scope Science

Curriculum, Instruction, and Assessment Strengths

Willis ISD provides the campus with the vertically aligned curriculum pacing guides for teachers to follow in all core subject areas. Instructional Specialists and classroom teachers worked with district personnel to help develop the pacing guides. Teachers were also provided training in the TEKS Resource system. Parmley Elementary has created a master schedule that permits a common planning time for all grade levels, ensures that all grade levels participate in Professional Learning Communities to deconstruct TEKS and review data, evaluate curriculum alignment, determine effective instructional strategies and review goals. Content specific professional development is provided as well as ongoing RTI lesson planning. STAR Time(Intervention Time) provides RTI support to students during the school day schedule and also offers students the opportunity to receive RTI Tier services and ELL students before school(7:30-8:10) in the computer lab, using instructional support programs such as iStation, Think Through Math and Fast ForWord.

Parent and Community Engagement

Parent and Community Engagement Summary

One of the primary goals of Parmley Elementary is to promote parental involvement to support student achievement. in order to achieve this goal, parents must become involved as partners in the education of their students and the community as a whole must support education efforts. Parents will continually be encouraged to become active participants in the educational process. The faculty/staff of Parmley Elementary will hold parent meetings and host family events to promote a positive partnership. A volunteer program, PAWS(Parents Assisting With Students) and the PTO are also established for parent involvement.

Parent and Community Engagement Strengths

Parmley Elementary strives to maintain a high level of parental support. The PTO has been active in fund raising activities that provide additional resources for the school. Parents and Community members participate on the CEIC(Campus Education Improvement Committee). Annual surveys are conducted to measure parent/community perception of the effectiveness of our GT and Title I programs and the overall campus. Both the Literacy night and the math parent night were a huge success.

School Context and Organization

School Context and Organization Summary

Parmley Elementary strives to create a positive environment that is conducive to learning and growing. We consistently review procedures and structures that are in place to ensure that we continually meet the needs of those we serve. by providing support through scientifically-based instructional strategies. Parmley encourages studetn leadership opportunities through Student Council, Kats 4 Christ, STEM club and National Elementary Honor Society. Teachers and staff focus on meeting the needs of all children

School Context and Organization Strengths

Parmley's master schedule maximizes instructional time.

CEIC and team leaders meet monthly to give feedback, make decisions and guide the school. Representatives are elected from the groups they represent and are tasked with making school-wide decisions such as the master schedule, yearly themes, mission/vision statements and communicating those decisions to their groups.

Friday meetings are bi-monthly.

Weekly planning sessions with instructional coaches are in place.

Parmley Elementary has created a newsletter addressing content, assessments, extracurricular offerings, special parent programs, etc.

Technology

Technology Summary

Parmley Elementary ensures that teachers and staff participate in technology-driven district initiatives, attend professioanl development on current application/programs(T3) and implement instructional concepts in day to day instruction. Application of current instructional technology encourages studetns to be successful participants in an ever challenging world of technology. Parmley incorporates the use of Nexus tablets in the classroom, a computer lab during specials, library media center and 4 carts with 25 Asics computers. programs such as iStation, Fast ForWord, Brain Pop, Star reading, Raz, Education Galaxy etc. and hardware in the classrooms(Elmos, teacher computer, projector, eBeams and Smart Boards).

Student time and exposure to new technology and adding more and new technology are the main priorities at Parmley Elementary.

We appreciate the increased technical support by the district.

Technology Strengths

- All classrooms have ebeams and document cameras.
- Every class has at least 5 Nexus purple tablets.
- PreK-2nd has 4-5 Ipads to use in stations.
- 3rd-5th have access to 8 carts with 25 Asics computers.
- Clicker student response systems are used.
- All students cycle through computer lab once a week.
- Library media center

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Reading: Increase overall passing rate (Met Standard) from 67% to 75% or better in grade 3, from 72% to 75% or better in grade 4, and increase from 70% to 80% or better in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better: NCLB Performance Goals 2 and 5.

Evaluation Data Source(s) 1: STAAR Reading results (Including second administration for 5th grade)

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students reading below district expectations will participate in additional small group reading instruction using the Leveled Literacy Library (LLI).	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	1st-5th grade teachers, RtI reading support paraprofessional, administration	Checkpoints, Increased DRA Reading Levels, CBAs, benchmarks and STAAR results ongoing August 2016-May 2017.				
	Funding Sources: 199 - General Fund - 0.00						
2) Improve guided reading, strategy group instruction, read aloud with Comprehension Tooolkit and student engagement during reading instruction through strategies learned during staff development.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	ELA teachers, at-risk reading support staff, librarian, Administrators and Reading Instructional Coach	Lesson plans, student results on CBAs, benchmarks and STAAR results ongoing August 2016-May 2017.				
3) Teachers will analyze data after each CBA and benchmark. They will use this analysis to aid students in setting short-term and long-term goals for areas of improvement. They will further use the data to plan differentiated small group instruction and tutoring opportunities during and after school.	1.0, 2.0, 4.0, 8.0, 9.0	Administrators, Instructional Coaches, Classroom Teachers	Increased performance on CBAs, benchmarks and STAAR Reading August 2016- May 2017.				

4) Provide extended learning opportunities, such as before/after school tutoring and intervention times for students experiencing difficulty with reading comprehension, fluency, word recognition and passing assessments.	1.0, 8.0, 9.0, 10.0	ELA Teachers, Reading Instructional Coach and Administrators	STAAR and CBA results, August				
	Funding Sources: 211 - Title 1-A - 2000.00						
5) Students will choose appropriate books from different genres based upon their instructional reading level from a classroom/campus library. They will use these books in the classroom and as take-home readers.	5.0, 6.0, 8.0, 9.0	ELA Teachers, Reading Instructional Coach, ILS and Library Aide	Independent Reading Levels Student achievement on district CBAs and benchmarks				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Math: Increase passing rate (Met Standard) from 73% to 80% or better in grade 3; increase passing rate from 75% to 78% in grade 4; increase passing rate from 69% to 80% in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20 % or better: NCLB Performance Goals 1, 2 and 5

Evaluation Data Source(s) 2: STAAR Math results (Including second administration for 5th grade)

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will analyze data after each quiz, CBA and benchmark. They will use this analysis to aid students in setting short/long-term goals for areas of improvement. they will further use this data to plan differentiated small group instruction and tutoring opportunities during and after school.	1.0, 2.0, 4.0, 8.0, 9.0	Math Teachers, Instructional Math Coach and Administrators	Teacher made checkpoints CBA Results STAAR results August 2016-May 2017				
2) Students will receive in depth instruction regarding number sense, problem solving, fact fluency, and math vocabulary development through strategies such as critical writing, Kim Sutton, and differentiated small group instruction.	1.0, 8.0, 9.0, 10.0	Classroom Teachers, Math Instructional Coach and Administrators	Lesson plans, walk-throughs, and student achievement on CBAs, benchmarks and STAAR results August 2016- May 2017				
	Funding Sources: 199 - General Fund - 500.00						
3) Provide extended learning opportunities, such as before/after school tutoring and in-school intervention time for students experiencing difficulty understanding math concepts and passing assessments.	1.0, 8.0, 9.0, 10.0	Math Teachers, Administrators,and Math Instructional coach	Increased performance on CBAs, benchmarks and STAAR August 2016-May 2017				
	Funding Sources: 211 - Title 1-A - 2000.00						
4) Provide interventions for Grade 5 students not meeting standard on STAAR math.	2.0, 9.0, 10.0	Administrators, Classroom Teachers, Instructional Coaches	Increased performance on checkpoints and STAAR Math August 2016-May 2017				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Science: Increase passing rate from 64% to 75% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better.

Evaluation Data Source(s) 3: STAAR Science results

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will participate in hands-on science investigations and activities to develop a deep understanding of science concepts.	1.0, 8.0, 9.0	Science Teachers, Math Instructional Coach and Administrators	Lesson plans, walk-throughs and student achievement on district CBAs, benchmarks and STAAR results				
2) Provide extended learning opportunities, such as before/after school tutoring and in-school intervention for students experiencing difficulty understanding science concepts and passing assessments.	1.0, 8.0, 9.0	Administrators, Science Teachers and Math Instructional Coach	Student achievement on district CBAs, benchmarks and STAAR				
3) Teachers will plan and teach content vocabulary instruction through word walls, anchor charts, graphic organizers and questioning strategies. They will utilize interactive journals to incorporate critical writing, small group instruction for reteaching and Comprehension Toolkit strategies. Planning to embed skills that students continue to struggle with in science.	2.0, 8.0, 9.0	Science Teachers and Math Instructional Coach	Weekly lesson plans, walk-throughs and increased student performance on district CBAs, benchmarks, STAAR test grade 5 results and student journal samples K-5.				
4) Lab materials, consumables, technology support(Instructional applications/software, hardware, printed needs, etc.) for science instruction.	4.0, 9.0	Administrators, RTI Facilitators, Team Leaders, Special Education Teachers	Increased student performance on science common assessments, BM and 5th Grade STAAR Science				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 5) Identify at-risk, economically disadvantaged, ESL/ELL and Special education students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, etc.).	2.0, 9.0	Administrators, RTI facilitator, 5th Grade Teachers,	Weekly CAs, Benchmarks, STAAR Released tests for grade 5, STAAR Science test results.				
	Funding Sources: 199 - General Fund SCE - 2500.00						

6) Science Jam Sessions (Mondays during STAR Intervention time) for 5th grade struggling students	2.0	5th Grade Teachers	Increased student performance in science common assessments and 5th grade grade STAAR Science				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Writing: Increase grade 4 passing rate from 65% to 70% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better: NCLB Performance Goals 2 and 5

Evaluation Data Source(s) 4: STAAR Writing results

Summative Evaluation 4: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Students will participate in Lucy Calkin's Writing lessons and writing workshop to increase writing fluency, comprehension and inferential thinking. Incorporate the writing process for expository prompts and include resources and materials(composition books, tabs, papaer, etc.).	2.0, 4.0, 9.0	Administration, RtI facilitator, Special Ed. Teacher, ELA Teachers and ELA Instructional Coach	Increased student performance on STAAR writing grade 4, student writing samples, writing journal samples, Student achievement on district CBAs, benchmarks and STAAR Writing results August 2016-May 2017				
	Funding Sources: Title I - 700.00						
System Safeguard Strategy 2) Provide extended learning opportunities, such as before/after school tutoring and in-school intervention time for students experiencing difficulty with writing and passing assessments.	2.0, 9.0, 10.0	Administrators, Special Educaiton Teacher, 4th Grade ELA Teachers and Reading Instructional Coach	Increased student performance on STAAR Writing, district CBAs, benchmarks and 4th grade writing samples August 2016-May 2017				
	Funding Sources: Title I - 2000.00						
3) Provide intense grammar instruction through ESL program in grades K-5.	2.0	ESL aide, Classroom Teacher, Instructional Coach	Writing samples, Writing CBA results in 4th grade and increased romancer on STAAR. August 2016-May 2017				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: By May 2017, increase performance of each student group on all STAAR content areas 10%.

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in first grade will receive instruction in classrooms with a student to teacher ratio no larger than 22:1	1.0, 3.0, 5.0, 9.0	District and Campus Administrators	Student achievement on district CBAs and benchmarks				
2) Receive ongoing feedback through WISD Walk-Through Template. Principal and AP will complete 20 walk- throughs each week and supply teachers with feedback regarding best teaching practices for increasing student achievement. Each time feedback is given, it will include a reflective component for the teacher.	1.0, 2.0, 4.0	Administrators and Instructional Coaches	Walk-throughs completed throughout the year would improve. Discussions with teachers and staff would indicate that they are reflecting and making improvements accordingly. Lesson plans would reflect best practices and show implementation of strategies to be considered from walk-throughs.				
3) Teachers will diagnose, utilize and incorporate individualized accommodations and instructional supplemental aids for all students, including students receiving services (i.e., Special Education, 504, ESL and GT) in whole group, small group, strategy group and individualized instructional settings as an integral part of targeted, scaffolded instruction.	1.0, 2.0, 4.0, 8.0, 9.0	Administrators, Instructional Coaches, outside consultants and district personnel	Student achievement on district CBAs and benchmarks				
4) Provide training opportunities to the instructional paraprofessional staff on instructional strategies and accommodations.	1.0, 2.0, 4.0, 8.0, 9.0	Administrators and Instructional Coaches	Lesson plans, walk-throughs and student achievement on district CBAs and benchmarks				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 6: By May 2017, 90% of the PreK-2nd grade students will meet grade level standard as measured by CIRCLE, TPRI, DRA and Math Screeners.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to develop and implement strategies in grades 1 and 2 to build reading fluency.		Calandra Lewis Drenda Lowery 1st & 2nd Grade Teachers	Increased fluency rates throughout the year.				
2) The RtI team will meet to design intervention plans, monitor progress and implement the RtI continuum of interventions. Tier 2 students in 1st & 2nd grade will have LLI during intervention time. Tier 3 students will have LLI intervention daily.	1.0, 2.0, 9.0	Administration Counselor Intervention TEam Teachers	SSP documentation in EStar.				
3) Universal screening given at the beginning, middle and end of the year, TPRI in K-2, Fluency screener, spelling inventory, Learning Style inventory, DRA and TEMI. TPRI students who are still developing will progress monitor every 2 weeks. Developed students will progress every 9 weeks. Students who are below level onDRA will work in guided reading groups every day. Students who are on or above grade level will do guided reading 3-4 days a wek.		Administration Grade level team Instructional Coaches	Intervention folders Progress monitoring reports Green guided reading folders				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent engagement opportunities at Parmley Elementary from to 10 or more. and the methods of communication used to engage parents in school activities.

Evaluation Data Source(s) 1: Parent participation numbers from sign-in sheet, participation flyers and invitations and parent surveys.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Keep lines of communication open between school and parents(i.e., newsletters, report cards,parent conferences, surveys, marquee, parent compacts, SchoolReach, school web page, Willis App etc.))	6.0, 10.0	Administration	Parent survey April 2017				
2) Provide opportunities for parents to participate in school activities (i.e., Literacy nights, Kindergarten Roundup, math/science nights, LPACs, ARDs, PTO, Field Day, Thanksgiving Luncheon, book fairs, classroom parties, PAWS, Parent Days)	1.0, 6.0, 7.0	Administrators, Counselor, ILS	Sign-In Sheets from events August 2016-May 2017				
	Funding Sources: Title I - 1000.00						
3) Individual parent conferences in the fall and spring.	6.0	Administrators, Instructional coaches and teachers	Increased parent participation; sign-in sheets				
4) Scheduled CEIC meetings	6.0	Administrators	CEIC Agendas, minutes and sign-in sheets				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Increase student daily attendance by 1% point.

Evaluation Data Source(s) 2: Campus and district attendance reports by grading period.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide attendance incentives for students weekly and each nine weeks.	10.0	Administrators, Teachers, Registrar	Increased student attendance each week and each nine week grading period; reports from registrar.				
	Funding Sources: Title I - 400.00, 199 - General Fund - 400.00						
2) Inform parents of attendance initiatives and incentives per grading period via Blackboard email notices, campus and teacher web pages, teacher newsletters, parent phone calls, monthly school newsletter, home visits, etc.	6.0	Administrators, Counselor, Nurse, Teachers, Registrar	Increased student attendance each six weeks grading period; reports from registrar.				
	Funding Sources: 199 - General Fund - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 3: Decrease the number of student office referrals by 10% points.

Evaluation Data Source(s) 3: Monthly discipline/referrals submitted by teacher.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide positive behavior intervention strategies/PD to staff, parents, community members and rewards, incentives, recognition for students.	2.0, 4.0, 6.0, 10.0	Administrators, Counselor, Teachers	Decreased number of office referrals by teacher (monthly)				
	Funding Sources: 199 - General Fund - 0.00, Title I - 0.00						
2) Provide professional development for all campus staff on serving students from culturally diverse backgrounds, low socio-economic status, special populations(Special education, ELL, Etc.)	4.0	Administrators, Counselor, Teachers of Special Programs	Decreased number of office referrals by teacher (monthly); Increase the number of students demonstrating on level academic proficiency				
	Funding Sources: 199 - General Fund - 0.00						
3) Provide Guidance Counseling and small group/individual counseling support to address conflict resolution, violence prevention and bullying.	2.0	Administrators and Counselor	Decreased number of office referrals by teachers(monthly); Increase the number of students demonstrating on level academic proficiency				
	Funding Sources: 199 - General Fund - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Provide staff with opportunities to become and remain highly qualified. Increase the number of teachers certified in ESL from 80% to 90%.

Evaluation Data Source(s) 1: Documentation of college hours and special certifications.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Track teacher/staff participation in professional development opportunities.	3.0, 5.0	Administration, Instructional Coaches, Teachers from all grade levels	Eduphoria, Workshop Certificates of completion, August 2016-May 2017				
2) Communicate with all identified teachers to share the state testing schedule and provide support activities along with staff development opportunities.	3.0	Administrators, Instructional coaches	Meeting documentation, campus having all teachers meet HQ standards August 2016-May 2017				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: Provide a program of staff development once a month that is campus-based, data driven, on-going throughout the year and will meet the needs of each and every member of the faculty.

Evaluation Data Source(s) 2: Staff development opportunities for teachers throughout the year based on data and the needs of our students. Documentation will be kept in STRIVE.

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide each new teacher(any teacher with less than two years of experience) with a campus-based mentor, staff development, observation time and coaching.	3.0, 4.0	Administrators	Classroom walk-through data, T-TESS documentation August 2016-May 2017				
2) Provide training for all teachers on RtI, STAAR strategies and deconstruction, technology, team building, building positive relationships, CHAMPS, Special ed. and ESL.	5.0, 9.0	Administrators, instructional coaches, campus and district personnel	Appropriate RtI referrals to BEST team, staff development agendas and sign-in sheets, Teacher survey August 2016-May 2017				
3) Administrators will participate as active members of TEPSA and will attend TEPSA Conference for professional development to address employee instructional professional development requirements, House Bill updates, etc.	4.0, 5.0	Administrators	Increase teacher effectiveness as measured by student academic performance and growth.				
	Funding Sources: 199 - General Fund - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 3: At least 95% of the staff will feel Parmley is a good place to work and learn.

Evaluation Data Source(s) 3: Mid-year and EOY climate surveys, number of teachers on growth plans and self-evaluations.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 4: Continue to support the T-TESS implementation through professional development and support resources for teachers.

Evaluation Data Source(s) 4: T-TESS walk-throughs, pre-conferences, observations, and post conferences.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 5: Continue to maintain low levels of teacher turn over and not exceed the 16-17 average of 10%.

Evaluation Data Source(s) 5: Improved teacher retention

Summative Evaluation 5: No progress made toward meeting Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: Monitor campus budget for effective use of funds and resources.

Evaluation Data Source(s) 1: Budget review

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Monitor effectiveness of security systems and processes at Parmley on a continual basis throughout the year.

Evaluation Data Source(s) 1: Monitoring Log

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement crisis management plan which includes monthly safety drills.	1.0	Administrators	Log of drill August 2016-May 2017				
2) Provide safety trainings to staff.	4.0	Administrators	Agendas, Sign-in sheets, logs of drill practices August 2016-May 2017				
3) Utilize Raptor visitor system, procedures for visitors to the building and check-out procedures for students.	2.0, 6.0	Office staff, administrators	Raptor reports, attendance reports and sign-out logs August 2016-May 2017				
4) Provide student awards each nine weeks(i.e., Honor Roll, Star students, Attendance, etc.)	1.0, 5.0, 6.0	Administrators, counselor, classroom teachers	Award lists for each specific award August 2016-May 2017				
	Funding Sources: 199 - General Fund - 2500.00						
5) Promote health and fitness throughout the school with United Way 5210 motto.	1.0	Teachers, counselor, administrators	Lesson plans August 2016-May 2017				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Provide practice of emergency procedures for staff and students, including AED drills by the Campus Emergency Response Team(ERT) at required times.

Evaluation Data Source(s) 2: Emergency drill dates and logs

Summative Evaluation 2: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Provide regular training and assistance to staff and students to promote student safety, health and welfare including: safety planning, discipline management, bullying & harassment and Safe Schools training.

Evaluation Data Source(s) 3: Safety checklists, PBIS data

Summative Evaluation 3: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: Create a safe learning environment that utilizes Positive Behavior Interventions and Supports (PBIS) through systematically continuing the following activities:
1. Modeling the R.E.A.L. expectations
2. Student recognitions
3. Cosmic Cash Store
4. Live School positive behavior system
5. Character Education
6. Why Try
7. Lunch Bunch
8. Campus Anti-Bullying Plan

Evaluation Data Source(s) 4: Lesson Plans, Counselor's anti-bullying plan, assemblies, parents information flyers, discipline data

Summative Evaluation 4: Met Performance Objective

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	5	Identify at-risk, economically disadvantaged, ESL/ELL and Special education students who are struggling in science and provide tutoring beyond the school day (to include instructional resources, consumables, Mentoring Minds, etc.).
1	4	1	Students will participate in Lucy Calkin's Writing lessons and writing workshop to increase writing fluency, comprehension and inferential thinking. Incorporate the writing process for expository prompts and include resources and materials(composition books, tabs, papaer, etc.).
1	4	2	Provide extended learning opportunities, such as before/after school tutoring and in-school intervention time for students experiencing difficulty with writing and passing assessments.

State Compensatory

Personnel for Parmley Elementary:

Name	Position	Program	FTE
Drenda Lowery	ELA Instructional Coach	SCE	1
Lori Crabdree	Math/Science Instructional Coach	SCE	1

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

2017-2018 Campus Improvement Team

Committee Role	Name	Position
Administrator	Calandra Lewis	Princiipal
Classroom Teacher	Sharpen Melodie	PreK/SPED
Classroom Teacher	Kacey Butler	Kindergarten Teacher
Classroom Teacher	Staci Korkowski	1st Grade Teacher
Classroom Teacher	Mary Puckett	2nd Grade Teacher
Classroom Teacher	Melonie Thornton	3rd Grade Teacher
Classroom Teacher	Emileigh Dean	4th Grade Teacher
Classroom Teacher	Dana Schultz	5h Grade Teacher
Non-classroom Professional	Lydia Klespis	Math Coach
Non-classroom Professional	Heather Paugh	ELA Coach
Classroom Teacher	Renee Wells	SPED Teacher
Classroom Teacher	Cathy Stahlecker	Music Teacher
Non-classroom Professional	Susan Fossler	Counselor
Paraprofessional	Mary Gregory	Secretary
Administrator	Shannon Hennigan	Assistant Principal
Administrator	Claudia Garcia-Ramirez	Assistant Principal
Parent	Annilee Moore	PTO President
Parent	Sarah Mosley	PTO Vice-President
Parent	Laronda Zurovec	Parent
Business Representative	Rachel Elkins	Mission City Church

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	2	Math manipulatives (clear counters, velcro dots, fraction bars-KS, etc.)		$500.00
2	2	1	Incentives and awards		$400.00
2	2	2			$0.00
2	3	1	Incentives and rewards		$0.00
2	3	2			$0.00
2	3	3			$0.00
3	2	3			$0.00
5	1	4	Academic Pep Rally Awards-Each 9 weeks		$2,500.00
				Sub-Total	$3,400.00
199 - General Fund SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5			$2,500.00
				Sub-Total	$2,500.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutoring		$2,000.00
1	2	3	Tutoring		$2,000.00
				Sub-Total	$4,000.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Composition books, editing/revising instructional materials, tabs, etc.		$700.00

1	4	2	Tutoring		$2,000.00
2	1	2	Funds for food, incentives and appreciation gifts for parent involvement and academic nights		$1,000.00
2	2	1	Incentives and awards		$400.00
2	3	1			$0.00
				Sub-Total	$4,100.00
				Grand Total	$14,000.00

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2018 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 739
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	77%	**70%**	*	63%	73%	-	*	-	*	*	66%	*
	2017	73%	68%	**70%**	*	79%	67%	*	*	-	*	*	67%	*
At Meets Grade Level or Above	2018	43%	41%	**34%**	*	31%	39%	-	*	-	*	*	26%	*
	2017	45%	40%	**36%**	*	36%	41%	*	*	-	*	*	29%	*
At Masters Grade Level	2018	25%	23%	**23%**	*	25%	27%	-	*	-	*	*	18%	*
	2017	29%	24%	**21%**	*	18%	24%	*	*	-	*	*	12%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	77%	**68%**	*	*	70%	-	*	-	*	*	*	*
	2017	77%	77%	**76%**	*	*	80%	*	*	-	*	*	71%	*
At Meets Grade Level or Above	2018	47%	45%	**36%**	*	*	40%	-	*	-	*	*	*	*
	2017	49%	52%	**53%**	*	*	57%	*	*	-	*	*	47%	*
At Masters Grade Level	2018	23%	19%	**14%**	*	*	21%	-	*	-	*	*	*	*
	2017	26%	24%	**21%**	*	*	27%	*	*	-	*	*	17%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	71%	**71%**	*	60%	76%	*	*	-	*	*	66%	*
	2017	70%	68%	**59%**	*	*	65%	*	-	*	*	*	51%	*
At Meets Grade Level or Above	2018	46%	45%	**46%**	*	27%	63%	*	*	-	*	*	39%	*
	2017	44%	37%	**28%**	*	*	29%	*	-	*	*	*	21%	*
At Masters Grade Level	2018	24%	24%	**20%**	*	17%	24%	*	*	-	*	*	15%	*
	2017	24%	17%	**14%**	*	*	16%	*	-	*	*	*	7%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	83%	**86%**	*	*	85%	*	*	-	*	*	84%	*
	2017	76%	78%	**66%**	*	*	68%	*	-	*	*	*	60%	*
At Meets Grade Level or Above	2018	49%	55%	**60%**	*	*	70%	*	*	-	*	*	55%	*
	2017	47%	52%	**41%**	*	*	43%	*	-	*	*	*	29%	*
At Masters Grade Level	2018	27%	26%	**28%**	*	*	37%	*	*	-	*	*	21%	*
	2017	27%	29%	**18%**	*	*	16%	*	-	*	*	*	10%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	*	*	*	*	*	*	-	*	*	*	*
	2017	65%	61%	**52%**	*	*	*	*	-	*	*	*	*	*
At Meets Grade Level or Above	2018	39%	39%	*	*	*	*	*	*	-	*	*	*	*
	2017	34%	25%	**18%**	*	*	*	*	-	*	*	*	*	*
At Masters Grade Level	2018	11%	8%	*	*	*	*	*	*	-	*	*	*	*
	2017	11%	7%	**5%**	*	*	*	*	-	*	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	**75%**	*	*	78%	*	-	*	-	*	74%	*
	2017	82%	78%	**69%**	*	*	71%	*	-	-	*	*	62%	*
At Meets Grade Level or Above	2018	54%	47%	**39%**	*	*	42%	*	-	*	-	*	35%	*
	2017	48%	43%	**44%**	*	*	46%	*	-	-	*	*	36%	*
At Masters Grade Level	2018	26%	20%	**14%**	*	*	13%	*	-	*	-	*	10%	*
	2017	25%	20%	**23%**	*	*	25%	*	-	-	*	*	17%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	92%	**86%**	*	*	90%	*	-	*	-	*	81%	*
	2017	87%	91%	**87%**	*	*	91%	*	-	-	*	*	83%	*
At Meets Grade Level or Above	2018	58%	64%	**46%**	*	*	51%	*	-	*	-	*	37%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 739
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 & Monitored)
	2017	50%	53%	**43%**	*	*	43%	*	-	-	*	*	36%	*
At Masters Grade Level	2018	30%	32%	**19%**	*	*	18%	*	-	*	-	*	13%	*
	2017	24%	22%	**14%**	*	*	18%	*	-	-	*	*	10%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	72%	**64%**	*	*	70%	*	-	*	-	*	*	*
	2017	74%	72%	**64%**	*	*	67%	*	-	-	*	*	55%	*
At Meets Grade Level or Above	2018	41%	33%	**27%**	*	*	25%	*	-	*	-	*	*	*
	2017	42%	35%	**38%**	*	*	47%	*	-	-	*	*	28%	*
At Masters Grade Level	2018	17%	12%	**13%**	*	*	13%	*	-	*	-	*	*	*
	2017	18%	12%	**13%**	*	*	18%	*	-	-	*	*	9%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**72%**	69%	63%	75%	*	*	*	*	*	67%	54%
	2017	75%	73%	**67%**	50%	68%	70%	82%	*	*	79%	44%	61%	*
At Meets Grade Level or Above	2018	48%	45%	**40%**	22%	32%	45%	*	*	*	*	*	34%	19%
	2017	45%	40%	**37%**	17%	40%	39%	73%	*	*	45%	34%	30%	*
At Masters Grade Level	2018	22%	18%	**17%**	10%	12%	19%	*	*	*	*	*	11%	8%
	2017	20%	15%	**16%**	6%	12%	18%	45%	*	*	21%	4%	11%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**72%**	*	62%	75%	*	*	*	*	*	68%	*
	2017	72%	69%	**66%**	*	70%	67%	*	*	*	*	*	60%	*
At Meets Grade Level or Above	2018	46%	41%	**39%**	*	29%	46%	*	*	*	*	*	33%	*
	2017	44%	38%	**36%**	*	38%	38%	*	*	*	*	*	28%	*
At Masters Grade Level	2018	19%	16%	**19%**	*	19%	21%	*	*	*	*	*	14%	*
	2017	19%	13%	**19%**	*	14%	21%	*	*	*	*	*	12%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**79%**	71%	76%	81%	*	*	*	*	*	74%	*
	2017	79%	79%	**76%**	*	75%	79%	*	*	*	*	*	71%	*
At Meets Grade Level or Above	2018	50%	49%	**46%**	29%	35%	52%	*	*	*	*	*	39%	*
	2017	46%	44%	**46%**	*	46%	47%	*	*	*	*	*	38%	*
At Masters Grade Level	2018	24%	21%	**20%**	16%	8%	24%	*	*	*	*	*	12%	*
	2017	22%	19%	**18%**	*	14%	20%	*	*	*	*	*	13%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	65%	*	*	*	*	*	*	-	*	*	*	*
	2017	67%	62%	**52%**	*	*	*	*	-	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	38%	*	*	*	*	*	*	-	*	*	*	*
	2017	36%	27%	**18%**	*	*	*	*	-	*	*	*	*	*
At Masters Grade Level	2018	13%	8%	*	*	*	*	*	*	-	*	*	*	*
	2017	11%	7%	**5%**	*	*	*	*	-	*	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**64%**	*	*	70%	*	-	*	-	*	*	*
	2017	79%	77%	**64%**	*	*	67%	*	-	-	*	*	55%	*
At Meets Grade Level or Above	2018	51%	46%	**27%**	*	*	25%	*	-	*	-	*	*	*
	2017	49%	43%	**38%**	*	*	47%	*	-	-	*	*	28%	*
At Masters Grade Level	2018	23%	18%	**13%**	*	*	13%	*	-	*	-	*	*	*
	2017	19%	13%	**13%**	*	*	18%	*	-	-	*	*	9%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

Total Students: 739
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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	67	**66**	*	55	71	*	*	-	*	100	64	67
Grade 4 Mathematics	2018	65	70	**73**	*	66	73	*	*	-	*	83	68	71
Grade 5 ELA/Reading	2018	80	79	**72**	89	65	73	*	-	*	-	73	71	63
Grade 5 Mathematics	2018	81	80	**78**	94	76	75	*	-	*	-	73	88	94
All Grades Both Subjects	2018	69	69	**72**	80	65	73	83	*	*	94	79	73	73
All Grades ELA/Reading	2018	69	68	**69**	71	59	72	*	*	*	*	82	67	65
All Grades Mathematics	2018	70	69	**75**	89	70	74	*	*	*	*	76	78	80

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

Total Students: 739
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	2018	38%	37%	**35%**	*	*	42%	*	-	-	*	*	37%	*
	2017	35%	35%	**27%**	*	*	26%	-	-	-	*	*	26%	*
Mathematics	2018	47%	48%	**54%**	*	50%	55%	*	-	-	-	*	53%	*
	2017	43%	41%	**28%**	*	*	37%	-	-	-	-	*	27%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	79%	78%	**70%**	67%	50%	76%	*	-	*	-	*	67%	*
Students Requiring Accelerated Instruction	2018	21%	22%	**30%**	*	50%	24%	*	-	*	-	80%	33%	83%
STAAR Cumulative Met Standard	2018	84%	82%	**74%**	78%	60%	77%	*	-	*	-	*	72%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	97%	100%	**100%**	*	*	100%	-	-	-	*	*	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2018	85%	87%	**74%**	56%	60%	80%	*	-	*	-	*	67%	*
Students Requiring Accelerated Instruction	2018	15%	13%	**26%**	*	40%	20%	*	-	*	-	60%	33%	*
STAAR Cumulative Met Standard	2018	90%	93%	**87%**	89%	75%	89%	*	-	*	-	*	81%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	96%	94%	*	*	*	-	-	-	-	-	-	*	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 739
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	2018	77%	75%	**72%**	-	-	-	-	-	49%	49%	-	*	49%	52%
	2017	75%	73%	**67%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	48%	45%	**40%**	-	-	-	-	-	24%	24%	-	*	24%	20%
	2017	45%	40%	**37%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	22%	18%	**17%**	-	-	-	-	-	12%	12%	-	*	12%	9%
	2017	20%	15%	**16%**	-	-	-	-	-	*	*	-	*	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**72%**	-	-	-	-	-	*	*	-	*	*	*
	2017	72%	69%	**66%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**39%**	-	-	-	-	-	*	*	-	*	*	*
	2017	44%	38%	**36%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	19%	16%	**19%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**19%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**79%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	79%	**76%**	-	-	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	50%	49%	**46%**	-	-	-	-	-	*	*	-	*	*	*
	2017	46%	44%	**46%**	-	-	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	24%	21%	**20%**	-	-	-	-	-	*	*	-	*	*	*
	2017	22%	19%	**18%**	-	-	-	-	-	*	*	-	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	65%	*	-	-	-	-	-	*	*	-	*	*	*
	2017	67%	62%	**52%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	41%	38%	*	-	-	-	-	-	*	*	-	*	*	*
	2017	36%	27%	**18%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	13%	8%	*	-	-	-	-	-	*	*	-	*	*	*
	2017	11%	7%	**5%**	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**64%**	-	-	-	-	-	*	*	-	*	*	*
	2017	79%	77%	**64%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	51%	46%	**27%**	-	-	-	-	-	*	*	-	*	*	*
	2017	49%	43%	**38%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	23%	18%	**13%**	-	-	-	-	-	*	*	-	*	*	*
	2017	19%	13%	**13%**	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**72**	-	-	-	-	-	80	80	-	71	80	76

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**69**	-	-	-	-	-	73	73	-	*	73	71
All Grades Mathematics	2018	70	69	**75**	-	-	-	-	-	86	86	-	*	86	82
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	**35%**	-	-	-	-	-	*	*	-	*	*	*
	2017	35%	35%	**27%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2018	47%	48%	**54%**	-	-	-	-	-	*	*	-	*	*	*
	2017	43%	41%	**28%**	-	-	-	-	-	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 739
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**90%**	97%	93%	88%	100%	100%	*	67%	77%	90%	99%
Not Included in Accountability													
Mobile	4%	6%	**10%**	3%	7%	12%	0%	0%	*	33%	20%	9%	1%
Other Exclusions	1%	0%	**0%**	0%	0%	1%	0%	0%	*	0%	3%	1%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	99%	100%	*	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**89%**	94%	79%	91%	100%	*	*	100%	78%	87%	72%
Not Included in Accountability													
Mobile	4%	6%	**10%**	6%	21%	8%	0%	*	*	0%	19%	12%	28%
Other Exclusions	1%	1%	**0%**	0%	0%	1%	0%	*	*	0%	2%	1%	0%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	*	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	*	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 739
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													
2016-17	95.7%	95.2%	**95.8%**	96.2%	95.5%	95.8%	*	*	*	95.5%	95.2%	95.5%	96.4%
2015-16	95.8%	95.5%	**96.4%**	97.0%	96.4%	96.1%	*	*	*	97.1%	95.3%	96.3%	96.5%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	89.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	425	334,424
By Ethnicity:				
African American	-	-	42	42,132
Hispanic	-	-	116	164,446
White	-	-	245	105,748
American Indian	-	-	1	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	15	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	362	252,091
Foundation H.S. Program (No Endorsement)	-	-	6	16,650
Foundation H.S. Program (Endorsement)	-	-	1	3,212
Foundation H.S. Program (DLA)	-	-	2	25,399
Special Education Graduates	-	-	28	25,105
Economically Disadvantaged Graduates	-	-	196	159,476
LEP Graduates	-	-	22	17,579
At-Risk Graduates	-	-	171	132,112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus College, Career, and Military Readiness (CCMR)

	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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	26.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 739
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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	13.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	37.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	31.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	25.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	56.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	17.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1382	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	511	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	912	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	504	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	471	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 739
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													
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	19.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	14.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	56.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	739	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	31	4.2%	0.4%	0.3%
Pre-Kindergarten	53	7.2%	2.2%	4.3%
Kindergarten	112	15.2%	7.1%	6.9%
Grade 1	111	15.0%	7.7%	7.2%
Grade 2	96	13.0%	7.9%	7.3%
Grade 3	125	16.9%	8.3%	7.6%
Grade 4	96	13.0%	7.5%	7.7%
Grade 5	115	15.6%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	0	0.0%	7.7%	8.0%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.1%	6.4%
Ethnic Distribution:				
African American	74	10.0%	7.3%	12.6%
Hispanic	215	29.1%	35.9%	52.4%
White	421	57.0%	52.6%	27.8%
American Indian	4	0.5%	0.3%	0.4%
Asian	4	0.5%	0.6%	4.4%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	20	2.7%	3.2%	2.3%
Economically Disadvantaged	468	63.3%	57.5%	58.8%
Non-Educationally Disadvantaged	271	36.7%	42.5%	41.2%
English Learners (EL)	50	6.8%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	2	0.2%	1.5%	1.3%
At-Risk	318	43.0%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	94			
By Type of Primary Disability				
Students with Intellectual Disabilities	21	22.3%	38.4%	43.3%
Students with Physical Disabilities	**	**	18.1%	21.9%
Students with Autism	30	31.9%	19.8%	13.2%
Students with Behavioral Disabilities	21	22.3%	22.7%	20.3%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	157	24.5%	17.1%	16.0%
By Ethnicity:				
African American	14	2.2%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	43	6.7%		
White	94	14.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.9%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	5.0%	2.7%	1.8%	0.0%	9.4%	6.9%
Grade 1	3.2%	5.3%	3.4%	0.0%	15.6%	6.2%
Grade 2	4.8%	3.4%	2.1%	0.0%	5.1%	2.6%
Grade 3	6.7%	4.7%	1.3%	0.0%	0.0%	1.0%
Grade 4	2.1%	1.2%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	-	9.2%	8.0%	-	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.2	20.6	18.7
Grade 1	21.6	18.7	18.8
Grade 2	19.0	19.5	18.8
Grade 3	20.3	19.9	19.0
Grade 4	18.6	20.6	19.2
Grade 5	21.4	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	-	16.9	16.7
Foreign Languages	-	16.7	18.6
Mathematics	-	17.1	17.9
Science	-	17.5	19.0
Social Studies	-	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	91.1	100.0%	100.0%	100.0%
Professional Staff:	72.1	79.2%	58.6%	64.1%
Teachers	44.1	48.4%	45.8%	50.1%
Professional Support	24.0	26.4%	9.3%	9.8%
Campus Administration (School Leadership)	4.0	4.4%	2.9%	3.0%
Educational Aides:	19.0	20.8%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	11.0	12,131.0
Part-time	0.0	n/a	3.0	1,148.0
Total Minority Staff:	15.0	16.5%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	2.3%	3.0%	10.4%
Hispanic	3.0	6.8%	12.6%	27.2%
White	40.1	90.9%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.0	2.3%	19.1%	23.7%
Females	43.1	97.7%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	41.1	93.2%	82.6%	74.1%
Masters	3.0	6.8%	17.2%	23.8%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.1	13.8%	17.7%	8.2%
1-5 Years Experience	5.0	11.3%	24.5%	29.1%
6-10 Years Experience	10.0	22.7%	14.2%	19.1%
11-20 Years Experience	17.0	38.6%	25.8%	28.2%
Over 20 Years Experience	6.0	13.6%	17.8%	15.3%
Number of Students per Teacher	16.8	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.1	6.3
Average Years Experience of Principals with District	5.0	3.1	5.4
Average Years Experience of Assistant Principals	7.0	6.3	5.2
Average Years Experience of Assistant Principals with District	3.5	4.1	4.6
Average Years Experience of Teachers:	11.5	10.4	10.9
Average Years Experience of Teachers with District:	6.4	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,204	$49,822	$47,667
1-5 Years Experience	$48,972	$48,634	$49,663
6-10 Years Experience	$48,871	$50,944	$52,056
11-20 Years Experience	$56,007	$56,072	$55,246
Over 20 Years Experience	$63,904	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$54,001	$53,683	$53,334
Professional Support	$59,459	$63,845	$63,165
Campus Administration (School Leadership)	$78,578	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	36	4.9%	14.1%	18.9%
Career & Technical Education	0	0.0%	20.6%	25.8%
Gifted & Talented Education	25	3.4%	4.9%	7.9%
Special Education	94	12.7%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.9%	6.1%
Career & Technical Education	0.0	0.0%	3.8%	4.7%
Compensatory Education	0.5	1.1%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	36.9	83.7%	81.3%	72.3%
Special Education	6.7	15.2%	5.1%	9.0%
Other	0.0	0.0%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

PARMLEY EL

Grades Served: EE - 5
600 N CAMPBELL ST
WILLIS, TX, 77378

739 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

75 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

72 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

75 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

74 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

	SCORE	
Academic Growth	75	The higher of Growth or Performance is used.
Relative Performance	72	
Total	**75**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	33	30%
Academic Growth/Graduation Rate	83	50%
English Language Proficiency	100	10%
Student Achievement	11	10%
Total	**74**	**100%**

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Parmley El District: WILLIS ISD

Campus Number: 170904101 Total Membership: 748

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,607,413	100.00	6,160	5,418,350	100.00	7,244
Operating-Payroll	4,432,225	96.20	5,925	4,974,249	91.80	6,650
Other Operating	175,188	3.80	234	444,101	8.20	594
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,607,413	100.00	6,160	5,418,350	100.00	7,244
Instruction (11,95) *	3,573,609	77.56	4,778	3,962,360	73.13	5,297
Instructional Res/Media (12) *	7,378	0.16	10	33,127	0.61	44
Curriculum/Staff Develop (13) *	126,348	2.74	169	129,767	2.39	173
Instructional Leadership (21) *	26,655	0.58	36	26,655	0.49	36
School Leadership (23) *	401,632	8.72	537	403,951	7.46	540
Guidance/Counseling Svcs (31) *	196,778	4.27	263	213,974	3.95	286
Social Work Services (32) *	14,750	0.32	20	14,750	0.27	20
Health Services (33) *	97,159	2.11	130	97,159	1.79	130
Food (35) **	0	0.00	0	344,119	6.35	460
Extracurricular (36) *	0	0.00	0	29,384	0.54	39
Plant Maint/Operation (51) * **	163,104	3.54	218	163,104	3.01	218
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	4,444,309	100.00	5,942	4,873,696	100.00	6,516
Regular	2,584,145	58.15	3,455	2,584,145	53.02	3,455
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,263,582	28.43	1,689	1,411,630	28.96	1,887
Accelerated Education	282,136	6.35	377	502,277	10.31	671
Bilingual	42,619	0.96	57	42,619	0.87	57
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%	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	271,827	6.12	363	333,025	6.83	445

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
PARMLEY EL (170904101)

District Name: **WILLIS ISD**
Campus Type: **Elementary**
Total Students: **739**
Grade Span: **EE - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	75
Student Achievement	Met Standard	72
School Progress	Met Standard	75
Closing the Gaps	Met Standard	74

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	95.8%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	10.0%	7.3%	12.6%
Hispanic	29.1%	35.9%	52.4%
White	57.0%	52.6%	27.8%
American Indian	0.5%	0.3%	0.4%
Asian	0.5%	0.6%	4.4%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	2.7%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	63.3%	57.5%	58.8%
English Learners	6.8%	15.0%	18.8%
Special Education	12.7%	8.4%	9.1%
Mobility Rate (2016-17)	24.5%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	22.2	20.6	18.7
Grade 1	21.6	18.7	18.8
Grade 2	19.0	19.5	18.8
Grade 3	20.3	19.9	19.0
Grade 4	18.6	20.6	19.2
Grade 5	21.4	22.4	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,244	$8,493	$9,503
Instruction	$5,297	$4,659	$5,338
Instructional Leadership	$36	$27	$149
School Leadership	$540	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

PARMLEY EL (170904101)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**72%**	69%	63%	75%	*	*	*	*	67%
	2017	75%	73%	**67%**	50%	68%	70%	82%	*	*	79%	61%
Reading	2018	74%	72%	**72%**	*	62%	75%	*	*	*	*	68%
	2017	72%	69%	**66%**	*	70%	67%	*	*	*	*	60%
Mathematics	2018	81%	81%	**79%**	71%	76%	81%	*	*	*	*	74%
	2017	79%	79%	**76%**	*	75%	79%	*	*	*	*	71%
Writing	2018	66%	65%	*	*	*	*	*	*	-	*	*
	2017	67%	62%	**52%**	*	*	*	*	-	*	*	*
Science	2018	80%	77%	**64%**	*	*	70%	*	-	*	-	*
	2017	79%	77%	**64%**	*	*	67%	*	-	-	*	55%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**40%**	22%	32%	45%	*	*	*	*	34%
	2017	45%	40%	**37%**	17%	40%	39%	73%	*	*	45%	30%
Reading	2018	46%	41%	**39%**	*	29%	46%	*	*	*	*	33%
	2017	44%	38%	**36%**	*	38%	38%	*	*	*	*	28%
Mathematics	2018	50%	49%	**46%**	29%	35%	52%	*	*	*	*	39%
	2017	46%	44%	**46%**	*	46%	47%	*	*	*	*	38%
Writing	2018	41%	38%	*	*	*	*	*	*	-	*	*
	2017	36%	27%	**18%**	*	*	*	*	-	*	*	*
Science	2018	51%	46%	**27%**	*	*	25%	*	-	*	-	*
	2017	49%	43%	**38%**	*	*	47%	*	-	-	*	28%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**17%**	10%	12%	19%	*	*	*	*	11%
	2017	20%	15%	**16%**	6%	12%	18%	45%	*	*	21%	11%
Reading	2018	19%	16%	**19%**	*	19%	21%	*	*	*	*	14%
	2017	19%	13%	**19%**	*	14%	21%	*	*	*	*	12%
Mathematics	2018	24%	21%	**20%**	16%	8%	24%	*	*	*	*	12%
	2017	22%	19%	**18%**	*	14%	20%	*	*	*	*	13%
Writing	2018	13%	8%	*	*	*	*	*	*	-	*	*
	2017	11%	7%	**5%**	*	*	*	*	-	*	*	*
Science	2018	23%	18%	**13%**	*	*	13%	*	-	*	-	*
	2017	19%	13%	**13%**	*	*	18%	*	-	-	*	9%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**72**	80	65	73	83	*	*	94	73
Reading	2018	69	68	**69**	71	59	72	*	*	*	*	67
Mathematics	2018	70	69	**75**	89	70	74	*	*	*	*	78

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	37%	**35%**	*	*	42%	*	-	-	*	37%
	2017	35%	35%	**27%**	*	*	26%	-	-	-	*	26%
Mathematics	2018	47%	48%	**54%**	*	50%	55%	*	-	-	-	53%
	2017	43%	41%	**28%**	*	*	37%	-	-	-	-	27%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	78%	**70%**	67%	50%	76%	*	-	*	-	67%
Students Requiring Accelerated Instruction												
	2018	21%	22%	**30%**	*	50%	24%	*	-	*	-	33%
STAAR Cumulative Met Standard												
	2018	84%	82%	**74%**	78%	60%	77%	*	-	*	-	72%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	87%	**74%**	56%	60%	80%	*	-	*	-	67%
Students Requiring Accelerated Instruction												
	2018	15%	13%	**26%**	*	40%	20%	*	-	*	-	33%
STAAR Cumulative Met Standard												
	2018	90%	93%	**87%**	89%	75%	89%	*	-	*	-	81%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

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Willis Independent School District

Stubblefield Daep

2017-2018 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The need for continuation of differentiating instruction is important as we strive to better serve our at-risk population. Special services for at-risk students need to operate efficiently to be effective.

2016-2017 (Master List of All students who were enrolled at one point during that year)

Total: 166 Male -116 Female: 50 White: 61 Hispanic: 48 African-American: 54 other:3

Male Totals: 116 White: 48 Hispanic: 33 Black: 33 Other: 2

Female Totals: 50 White: 13 Hispanic: 15 Black: 21 Other: 1

Total Individual Students: 166

Total SPED: 24

Total ESL: 10

Total Discretionary placements: 46 Male: 33 Female: 13

Total Mandatory Placements: 93 Male: 68 Female: 25

Total Court Placements: 27 Male: 15 Female: 12

Demographics Strengths

- Student participation rates
- Serving diverse and at-risk student groups

Student Achievement

Student Achievement Summary

Intervention for the Academically at Risk

Maintaining and improving the performance of our students while temporarily placed at DAEP is being achieved by providing identical or lined instruction that students receive at their respective home campuses. This is accomplished by matching our instruction with the district wide scope and sequence. It's also enhanced by collaboration with subjects area and grade level teachers around the school district. Participation in the common assessment activities also helps us gage the direction of instruction taken by those campuses.

Student Achievement Strengths

Daily review classes are conducted by pairs of co-teachers working together to improve basic TEKS instruction to students who show deficiencies in content areas such as: writing, reading , and math.

School Culture and Climate

School Culture and Climate Summary

Deter potential DAEP students from entering Stubblefield by earning a reputation for a rigorous, structured, and focused educational program.

School Culture and Climate Strengths

Faculty, staff, and students perceive our campus as a quiet, safe, and secure environment free from school drama. They believe they can teach and learn at Stubblefield. Students believe they learn better because the teachers are committed to helping them. Faculty members believe they can teach better because the administration maintains discipline and order. Our campus provides an atmosphere where students can improve reading and writing skills. Students are encouraged to read books that are relevant to young adults facing challenges in life and at school. Once students have completed core subject classwork for the day they have time to improve reading and writing skills. This is a priority on our campus because many of our students have not spent much time working on these skills which are essential for learning. Stubblefield also implements a strict dress code which we believe is vital to the success of our students. The use of uniforms affects climate and culture in several positive ways. It causes students to start out on equal footing when considering affluence, fashion differences, and gang culture. We will survey students and faculty regarding school culture and climate during the 2016-2017 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher quality has improved as the result of last year's professional development effort. Good Educational practices are observed regularly in classrooms and improved lesson plans are being implemented this year. Staff development must be meaningful and purposeful.

Staff Quality, Recruitment, and Retention Strengths

Campus administrative monitoring of classroom instruction. Provide professional development in the instructional strategies to address the needs of the at-risk students in all sub populations.

- 100% Highly Qualified staff
- Immediate feedback for Administrator from walkthroughs and T-TESS
- All students are hand scheduled
- High Quality Staff Development activities
- All students meet with counselor and/or principal to review education/behavior plans for success.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Common Formative Assessments (CFAs) administered on a three week basis will continue. The CFAs were aligned with the TEKS in the district curriculum pacing guides. The data from these CFAs are used by teachers to measure their own effectiveness, to indentify TEKS that need to be re-taught, and to identify students who need re-teaching.

WISD provides a program for our students to recover course credit. This program is called OdysseyWare. OdysseyWare is an online program where students are able to work at their own pace and receive personalized instruction. Most of the required core subjects, as well as many electives, are available through this program. One of the many advantages of OdysseyWare is the ability for students to complete assignments anywhere they have a computer with internet access. Students are usually assigned no more than three courses which allow them to concentrate on fewer subjects at a time, and quizzes and tests are only taken under the supervision of the instructor.

Curriculum, Instruction, and Assessment Strengths

The following strengths are listed:

- Common pacing guides using TCMPC, Yearly Annual Progress (YAGs) in ELAR, Social Studies, Science & Math.
- **Formative Assessment Process.** Implementation of common assessments (CFAs) used for formative purposes every three weeks. These CFAs allowed students to see how well they learned three weeks of core course content. The CFAs informed teachers of which TEKS the students needed additional time and exposure. Re-teaching and re-learning plans were built into subsequent lessons in the form of warm-ups, homework, and reassessment.
- **OdysseyWare.** Student able to recover high school course credit working at their own pace and receive personalized instruction. The program helped many of our students to stay on track and graduate.

Parent and Community Engagement

Parent and Community Engagement Summary

- Intakes are provided when students enters Stubblefield providing pertinent information available for parents and student
- Continue to make use of technology to communicate
- Continue to contact parent by phone on attendance issues

Parent and Community Engagement Strengths

- Parent access to grades, assignment information
- School Homepage and calendar of events
- School Messenger to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- Stubblefield DAEP Intakes
- Daily phone call home for students who are not present

School Context and Organization

School Context and Organization Summary

Stubblefield Academy consists of one teacher for each secondary subject, computer lab teacher, elementary teacher, special education teacher, counselor, secretary, and administrator. All constitute one team. Several co-teaching teams also meet to strategize their joint efforts.

- Teacher would like to see more quality parent involvement
- Teachers are also concerned about technological restrictions on our campus

School Context and Organization Strengths

- High quality educational staff
- Structured learning Environment
- Small number of staff makes communication and collaboration easier than larger schools with complex structures
- All staff attends regularly held faculty meetings
- Administration communicates through emails and face to face meetings on a daily, weekly, and monthly basis.

Technology

Technology Summary

Our campus provides a desk top computer to every teacher. Our teachers also have access to laptop if needed. Our campus has two computer labs used by our students for instructional purposes and credit recovery. Students also have access to computer use in each of our teachers classrooms. There are ten tablets available for teachers to use with students for instruction. Our technology needs are provided by the Tech Center.

Technology Strengths

- OW program to help High School students maintain credits for graduation
- Desktop for each teacher with access to laptop when needed
- Two computer lab classrooms
- 10 tablets for students to use with teacher instruction to enhance learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Reading and writing enriched classroom for every core subject area.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. Utilize various source materials to facilitate more hands on learning, meaningful conversations, and use of technology.	Teachers, Campus Administrators	Progress Reports, lesson plans, district common assessments, benchmark scores and STAAR scores.				
2) 2. After school tutoring if needed	Teachers	student sign in sheet, increase passing rate on work turned in, quizzes and tests by students.				
3) 3. Provide every student with technology-based instruction in all core subject areas	Teachers & Campus Administrator	Increase fluency in critical thinking skills; increasing percentages on district and state assessments.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Improve curriculum vertical alignment between sending campuses and SAS per grade level.

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 academic coaches and teacher trainings.	Teachers & Campus Administrator	Increase level of performance on CFAs				
2) Collaborate with sending campus teachers.	Teacher & Campus Administrators	Increased student knowledge of academic requirements between campuses. Utilizing Eduphoria, Forethought to see home campus Lesson Plans of student's teacher.				
3) Utilize pacing calendar, Year at a Glance (YAG), TEKS Verification Document (TVD), Vertical Alignment Document (VAD), TEKS Clarification Document (TCD).	Teachers	All students kept within same three week grading period for increased scores on CFAs.				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue			

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Identify areas of weakness and monitor academic progress.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Gather incoming academic performance data from sending campuses.	Teachers, Principal: Tanya Maddin Administrative Intern: Janessa Dutton	Monitor report cards, STAAR and formative assessment scores for academic gains per student.				
2) Administer pre, post, and formative assessments.	Teachers	Monitor report cards, STAAR and formative assessment scores for academic gains per student.				
3) Contingency plan in place that is connected to student academic performance.	Teacher, & Campus Administrator	Monitor report cards, STAAR, Benchmark tests and formative assessment scores for academic gains per student.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: 100% parent involvement/communication while child attends DAEP.

Evaluation Data Source(s) 1: Contact, intake meeting, and conferences with parents.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Make parents partners in their children's education through the following steps: Will conduct intakes with parents and students to make connection with parents and ensure they know DAEP procedures and expectations, including relation to attendance.	Principal: Tanya Maddin, Administrative Intern: Janessa Dutton Staff	Parent attendance at intakes, meetings, and conferences.				
2) Implement a transitional program for students returning to their home campuses from DAEP, involving exit interviews, contact with counseling staff at home, and visits as needed by DAEP principal or administrative intern at home campus).	Principal: Tanya Maddin Administrative Intern: Janessa Dutton	Number of repeat placements Retention/failure rates for students placed at DAEP				
3) Ensure parents/guardians will receive daily progress reports on their student's behavior and academics.	Principal: Tanya Maddin, Administrative Intern: Janessa Dutton Teachers Secretary: Rachael Tedder	Parent Self-Serve through TEAMS Daily Point Sheets				
4) Continue the early release procedures whereby students may be sent back to their home campus based on good behavior and attendance using a point system and PBIS.	Principal: Tanya Maddin, Administrative Intern: Janessa Dutton	Number of students with early release dates				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: 93% attendance rate at the Stubblefield Academy.

Evaluation Data Source(s) 2: Contact students/parents of absent students regarding absences.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Call home on every student absent and make home visits when necessary.	DAEP Secretary Rachael Tedder, WISD Officer	PEIMS attendance report				
2) Hold conferences with parents of students in danger of facing legal action due to truancy.	DAEP Principal Tanya Maddin, WISD officer, Administrative Intern: Janessa Dutton	Number of attendance letters Number of truancy filings				
3) Require students to stay additional days to make up for days they were absent.	DAEP Principal:Tanya Maddin Administrative Intern: Janessa Dutton	Fulfill days served by completing the days the student was absent by the student				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Achieve 5% growth in professional development effectiveness.

Evaluation Data Source(s) 1: Impact will be evaluated by 5% growth on questions from the staff climate-culture survey pertaining to professional development. Impact will also be evaluated by 5% growth in each of four areas (classroom management, instructional tasks, student engagement, and instructional strategies) report on the campus "PD Self-Assessment".

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) DAEP teachers will access and implement curriculum materials and frameworks created by district curriculum committees.	Principal Tanya Maddin, District Instructional Coaches	Evidence of lesson plan Scope and Sequence Three week common assessments STARR results				
2) Core content teachers will implement daily TEKS-correlated STARR formatted activities into all classes.	Principal Tanya Maddin Administrative Intern: Janessa Dutton	Evidence of "I Can", Instructional Focus questions on lesson plans Walk-throughs Common assessment results/STARR scores				
3) Continue the correlation of subject matter for each student between the home campus and DAEP to allow for proper pacing of courses at DAEP and ensure students return to their home campuses without missing vital information.	Principal Tanya Maddin, Secretary Rachael Tedder, Administrative Intern: Janessa Duttont, Classroom Teachers	Assignments completed Grade reports				
4) Continue assignment of elective packets (OdysseyWare) for high school students in order for them to not lose credit and risk being retained.	Principal Tanya Maddin, Administrative Intern: Janessa Dutton Teacher Vicki Clary	Number of HS students retained/Elective credits earned by HS students with DAEP placements				
5) Provide staff development to DAEP staff on implementing modifications and adapting instructional methods and content for special education students.	DAEP Principal Tanya Maddin	Sign-in sheets Special education passing rates in core classes IEP objectives mastered				
6) Provide information and opportunities for DAEP staff to become certified in ESL teaching and strategies.	DAEP Principal Tanya Maddin	Attendance at workshops Number of certified ESL teachers				

7) ELAR teachers trained on balanced literacy during in-service and within first six weeks of school.	ELAR Teachers Stephanie Strait and Vicki Clary, Instructional Coaches	Principal and instructional coaches walk-throughs produce evidence of successful implementation.				
8) Ensure that administration will use formal and informal walk-through observations to monitor instruction.	Principal Tanya Maddin Administrative Intern: Janessa Dutton	Documentation and email feedback to teachers on ways to improve instruction				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue			

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus improvement initiatives.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluated line by line alignment between budget spending and campus improvement plans.

Summative Evaluation 1:

Goal 5: All students will be educated in learning environments that are safe and conducive for learning.

Performance Objective 1: Intakes of students coming to DAEP from Home Campus are kept below the number of intake totals for 2014-2015. Students attending DAEP multiple times during a school year are kept below the number for 2014-2015.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the implementation of CHAMPS across entire campus.	Principal Tanya Maddin, Administrative Intern: Janessa Dutton Classroom Teachers	Behavior is decreased and there in consistency in positive discipline from class to class.				
2) Home campus visits from DAEP Principal to monitor student behavior before being sent to DAEP, and also monitor student behavior once student returns to home campus from DAEP.	DAEP Principal Tanya Maddin	Student corrects behavior (Not sent to DAEP). Student does not return to DAEP.				
PBMAS 3) Improved Positive Behavior Intervention and Supports (PBIS); consistent rules throughout the school, teachers monitoring in common areas, bell-to-bell instruction and focus drills.	Principal: Tanya Maddin Administrative Intern: Janessa Dutton	Decrease in negative comments, behaviors and increase in positive behavior.				

PBMAS 4) Students will learn better and new ways to handle situation, making decisions using the Why Try? Program.	Vicki Clary, Tim Lambert, Rachel Rockwell Principal: Tanya Maddin Administrative Intern: Janessa Dutton	Decrease in recidivism, Strategy Checks from administration on students at their home campus.				
PBMAS 5) Visiting Students after they return to their home campus to ensure they are maintaining good behavior and attendance.	Principal: Tanya Maddin Administrative Intern: Janessa Dutton	To stop recidivism and improve students behavior and decision making.				
PBMAS 6) Putting students name in a drawing when they have a perfect 200 point day, for incentives.	Principal: Tanya Maddin Administrative Intern: Janessa Dutton	To improve behavior and attendance.				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue			

Willis Independent School District

Willis High School

2017-2018 Campus Improvement Plan

Mission Statement

At Willis High School, we are committed to empowering every student with the means to achieve academic excellence and become responsible, self-sufficient members of our global society.

Vision

The community, parents, faculty, and students work together to build relationships to enhance success. The faculty and staff of Willis High School recognize that all students are unique learners who are responsible for their education. Willis High School provides a structured and supportive environment that fosters opportunities for higher education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WILLIS HIGH SCHOOL is continuing to experience growth with an expected increase around 2.5% from theend of the 16-17 school year.

The make-up of Willis High School is diverse. As as campus we estimate that 56% of WildKats are white, 31% of the students are Hispanic, 8.6% of the students are African American, and roughly 4.4% are made up of other ethnicities. Economically Disadvantaged students make up approximately 52.4% of our student population. Limited English Proficiency students comprise 9% of the population and the high school has a 16.9% mobility rate. These numbers have remained fairly consistent over the last few years.

Student Achievement

Student Achievement Summary

Willis High School has maintained an assessment score average in some areas and has regressed in some areas. Willis High School's first time testing passing rate was 81% in Algebra 1 which was a 6 point gain, 67 % English 1 which was a 9 point gain, 67% in English 2 which was equal to the previous year, 89% in Biology which was a 2 point drop, and 93% in US History wich was a 1 point gain.

This is still an area that will need to drastically improve, but we saw good growth in Algebra 1 and English 1 especially.

Our Index 1 score for the 2016-2017 school year was a 75. This was an increase from last year, and we continued to be well above the standard of 60 for the state of Texas.

Our Index 2 score was 22, Index 3 was a 44, and Index 4 was a 73. All of these scores were above the state requirement and improvements from last year.

Student Achievement Strengths

Student scores in US History also continue to show gains with a big gain at the mastery level based on sound instructional practices.

Willis High School saw increases in Mastery level in ELA, Biology, and US History.

School Culture and Climate

School Culture and Climate Summary

School culture and climate has remained very healthy during the last few years. There have been growing pains as the school enrollment grew and demographics have altered over time but the school climate has been healthy and collaborative. As a school, we aspire to facilitate a healthy environment where we inspire learning.

School Culture and Climate Strengths

WildKat faculty and staff are committed to the education of our students, their life-long success, and discovering the best ways to assist them in both endeavors. Our teachers are rich in both their commitment to our school and their desire to serve our student body as evidenced by the Professional Development opportunities being utilized by our staff. The staff at WHS is willing to work after hours and weekends if that is what it takes. They also work with district Instructional Specialists to improve teaching practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

78% of the staff at Willis High School has been teaching for 5 years or more, with over 50% of the staff having more than 10 years experience. Over the last three years there has been a turnover rate around 20%.

Staff Quality, Recruitment, and Retention Strengths

Our staff has proven their commitment to be here for students over the years as evidenced by the number of non-coaching teachers that have remained at WHS for numerous years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For the last several years Willis High School has used TEKS Resource System. This has allowed our core teachers to stay better aligned with the state standards, while also becoming better horizontally and vertically aligned. Our EOC subjects will do Common Assessments multiple times throughout the year to get a snapshot of how we are doing in covering the curriculum. The Instructional Focus Team of Willis High School attended the TEKS Resource System Conference this past summer and used practices gained there during staff development in August. Many of these staff developments were teacher-led.

As a result of focusing on our vision, our staff will be creating more individually designed lesson plans based on both the IFD and the TEKS verification document on the TEKS resource system.

Students also have instant access to their grades through our Wills ISD app so they can monitor their own progress.

Curriculum, Instruction, and Assessment Strengths

The WHS teachers are becoming better instructional experts designing their lessons around student needs based on data to meet state requirements and ensure student success.

Parent and Community Engagement

Parent and Community Engagement Summary

Over the last several years family and community involvement have increased at Willis High School. We are exited to have more than 100 parent volunteers that participate in several different functions at Willis High School. Several of these volunteers are tied to an extra-curricular or co-curricular activity. In addition, we have community mentors who are involved with our students and visit them during the school day on a regular basis. These mentors follow our students as they progress through WISD.

Technology

Technology Summary

WHS has strong educational technology services in the classroom and the strong support staff to meet technological needs. Just about every classroom has a projector that is used on an almost daily basis. Several teachers are also using document cameras to teach their lessons. We also have around 30 teachers with class sets of tablet computers for student use. With an additional iCoach added to our campus for the 17-18 school year, we will continue to see technology intergration increase in our classrooms this school year.

Technology Strengths

Our technological strengths lie in both the desire our staff has to improve and the support team provided to us to make those improvements.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Increase student attendance to at least 94.5% and decrease the drop-out rate to 0%.

Evaluation Data Source(s) 1: Impact will be determined by actual attendance percentages as documented by our PEIMS clerk and our drop-out percentage as determined by the state.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attendance clerks will make daily phone calls to the homes of habitually absent students.	PEIMS Clerk Attendance Clerks	The PEIMS clerk will deliver weekly attendance reports to the Principal.				
2) AP/Counselor meet with parents and students with absences over 3 in a four week period.	APs and counselors	Decrease in repeat offenders				
3) AP/Counselor meet with any students that are at risk of dropping out.	APs and counselors	0% drop-out rate.				
4) Administration will continue to create incentive plans for students in order to increase motivation for attendance.	APs	Students receiving these incentives.				
5) Administrators will continue to work with local law enforcement and magistrates to enforce compulsory attendance laws.	APs	Decrease in number of students receiving civil citations.				
6) Students will have a 98% participation rate on all EOC exams.	Dean of Instruction	Attendance rate above 98% on testing days.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: 75% passing rate on the English 1, 75% English 2 EOCs, 93% passing rate on Biology, 94% passing rate on US History along with a 85% passing rate on the Algebra 1 EOC for first time testers.

Evaluation Data Source(s) 2: Impact will be determined by reports received from the state and formative assessments taken throughout the school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Plan lessons using TEKS Resource system with fidelity and plan rigorous engaging lessons to prepare students for their EOCs.	Dean of Instruction APs	Scores on on Common Assessments.				
System Safeguard Strategy 2) Provide weekly tutorials for our struggling students through our Advisory class.	Dean of Instruction Principal	Increased scores on all EOCs.				
3) Provide spiraled English 1 and 2 curriculum in the English 3 and English 4 EOC classes. Provide English 1 curriculum in the English 2 EOC classes.	Dean of Instruction Principal	Students passing the EOC in December.				
4) Structure PLCs and planning time for all tested area teachers during the school day to work with district specialists on curriculum and instructional issues.	Dean of Instruction Principal	Well planned lessons that drive student success.				
5) Conduct Common Assessments to gather data on instructional practices.	Dean of Instruction	Increased scores on all EOC tests.				
System Safeguard Strategy 6) Targeted tutorials for our ELLs with the ESL Coordinator and the ESL aides in order to improve their passing rates on all EOCs.	ESL Coordinator Dean of Instruction	Increased EOC scores for ELL students.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent/school official communication

Evaluation Data Source(s) 1: Impact will be determined by the use of the Blackboard Messaging system that allows us to track parent's emails and phone logs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Obtain every parent's email address through the registration process in order to send daily/weekly/monthly information to the parents.	Registrar	Decrease in number of emails sent to principal from parents citing lack of communication with teachers.				
2) Maintain/update teacher websites weekly in order to make the most relevant information available to parents.	Teachers Administrators	Decrease in number of emails sent to principal from parents citing lack of communication with teachers.				
3) Send daily Twitter updates from Willis High School concerning relevant campus information.	Principal	The number of followers. Should result in less phone calls from parents.				
4) Host Parent Night's throughout the school year to educate parents about several different aspects of high school including graduation plans, college requirements, financial aid, and other topics.	Principal	Keep agendas, sign-in sheets, number of parents attending				
5) Create and distribute a survey to parents inquiring parent's input on many aspects of Willis High School.	Principal	Number of responses to the survey				
6) Use the new TEAMS system to disseminate grade, attendance, and discipline information to parents.	Teachers APs Principal	Parents gaining information about their students progress without having to ask for it.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Increase parent/community volunteers helping in academics.

Evaluation Data Source(s) 2: Impact will be determined by the number of volunteers who participate.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Invite parents to participate in all aspects of their student's educational efforts.	Dean of Instruction	More participation from parents, number of volunteers				
2) Implement mentor programs for at-risk students and struggling students.	Counselor/Mentor Coordinator	Decrease in the failure rate and drop-out rate for at-risk students.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Design, develop and implement professional development programs and certificate training relevant to teacher's assignments.

Evaluation Data Source(s) 1: Impact will be determined by an increase in state EOC scores and teacher attendance at the professional development opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train teachers on ELPS strategies in order to insure fidelity to ELPS instructions. This will be provided monthly during faculty meetings.	Dean of Instruction, ESL Coordinator	Improved support for ESL students in all areas of instruction. Improvement on TELPAS.				
2) District instructional specialists will design and facilitate staff development opportunities for teachers directed to improve student performance.	Dean of Instruction Asst. Superintendent for T&L	Increase on EOC exams.				
3) Provide teachers opportunities for outside professional development directly related to district initiatives and teacher's instructional needs.	Principal Dean of Instruction Asst. Superintendent for T&L	Increase on EOC exams and other college ready exams.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: All staff will understand each student's assessment data in order to improve student performance.

Evaluation Data Source(s) 2: Impact will be determined by student achievement.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Eduphoria to gather students' scores on state tests.	All administrators	Conversations staff members have with students. Test scores increasing.				
2) Schedule time for teachers to review data in order to make curricular and instructional decisions for each student. PLCs will be held weekly during the school day to facilitate this strategy.	All administrators	Agendas, sign in sheets, observations				
3) Provide system for data disaggregation for teachers.	Dean of Instruction	Individual and group reflections from Common Assessments and Benchmarks being turned in.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: All campus funds will be utilized for programs that ensure the success of every student.

Evaluation Data Source(s) 1: 100% of campus funds will be allocated to improve all campus programs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review expenditures and make recommendations for future planning.	Principal Dean of Instruction APs CEIC Department Chairs					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Improve student discipline

Evaluation Data Source(s) 1: Decrease the number of referrals by 25% from the previous year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the CHAMPS/ACHIEVE model from Safe & Civil Schools. The Principal will do a refresher course during August staff development and then cover various topics throughout the school year in faculty meetings.	All administrators	Less referrals overall and less repeat offenders				
2) Conduct bi-monthly meetings with APs and our consistent discipline problems.	Campus Behavior Coordinator	Less repeat referrals				
3) Educate all students on bullying, drug use, sexual harassment, date rape, and other topics. The Social Studies department will teach on these topics during the first week of school during daily character lessons.	All staff	Decrease in cases of discipline incidents related to these topics.				
4) Enroll the Campus Behavior Coordinator and the APs in training concerning legal issues when dealing with discipline.	Principal	Legal updates given to staff by the Campus Behavior Coordinator.				
5) Train a WHS team in CPI.	Principal Director of Special Education	Certificates issued that shows the team is trained in CPI.				
6) Well-balanced master schedule with a 1:25 ratio in core classes.	Principal Dean of Instruction Counselors	Balanced classes				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Increase the use of technology in the classroom.

Evaluation Data Source(s) 2: Impact determined by number of observations showing students using technology.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use of tablets and other devices to enhance student engagement and understanding of content.	All administrators iCoaches	Higher test scores and less discipline referrals.				
2) Training for staff on new technology, including use of tablets to enhance student engagement and understanding of the content. T3 sessions will be held weekly by the iCoaches.	iCoaches	Teachers and students using technology daily.				
3) With the addition of a new iCoach on our campus, the iCoaches will split the campus to allow more time working with teachers in classrooms.	Principal Director of Technology	More technology integration in the classrooms.				

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Plan lessons using TEKS Resource system with fidelity and plan rigorous engaging lessons to prepare students for their EOCs.
1	2	2	Provide weekly tutorials for our struggling students through our Advisory class.
1	2	6	Targeted tutorials for our ELLs with the ESL Coordinator and the ESL aides in order to improve their passing rates on all EOCs.

2017-18 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2018 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 1,991
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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
End of Course English I														
At Approaches Grade Level or Above	2018	65%	62%	**62%**	*	55%	66%	*	-	*	*	*	56%	*
	2017	64%	62%	**62%**	*	55%	70%	*	*	*	*	29%	56%	*
At Meets Grade Level or Above	2018	44%	36%	**36%**	*	26%	46%	*	-	*	*	*	26%	*
	2017	43%	39%	**39%**	*	31%	46%	*	*	*	*	22%	34%	*
At Masters Grade Level	2018	7%	5%	**5%**	*	4%	6%	*	-	*	*	*	3%	*
	2017	8%	4%	**4%**	*	2%	5%	*	*	*	*	10%	2%	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	70%	**70%**	69%	60%	78%	*	*	-	*	41%	64%	*
	2017	66%	63%	**63%**	*	*	70%	*	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	48%	48%	**48%**	43%	35%	59%	*	*	-	*	34%	40%	*
	2017	45%	41%	**41%**	*	*	49%	*	*	-	*	*	30%	*
At Masters Grade Level	2018	8%	7%	**7%**	14%	3%	10%	*	*	-	*	17%	4%	*
	2017	6%	3%	**3%**	*	*	5%	*	*	-	*	*	2%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	78%	**69%**	*	66%	73%	*	-	-	*	*	65%	64%
	2017	83%	83%	**79%**	*	73%	82%	*	*	-	*	*	76%	*
At Meets Grade Level or Above	2018	55%	49%	**31%**	*	27%	35%	*	-	-	*	*	28%	30%
	2017	48%	36%	**26%**	*	20%	33%	*	*	-	*	*	23%	*
At Masters Grade Level	2018	32%	27%	**10%**	*	9%	12%	*	-	-	*	*	8%	8%
	2017	26%	13%	**5%**	*	3%	7%	*	*	-	*	*	4%	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	85%	**85%**	80%	82%	88%	*	-	*	*	51%	81%	*
	2017	86%	87%	**87%**	90%	83%	90%	*	*	*	*	*	84%	79%
At Meets Grade Level or Above	2018	59%	58%	**58%**	48%	48%	67%	*	-	*	*	22%	49%	*
	2017	57%	58%	**58%**	53%	49%	65%	*	*	*	*	*	51%	39%
At Masters Grade Level	2018	24%	18%	**18%**	18%	14%	23%	*	-	*	*	10%	13%	*
	2017	21%	18%	**18%**	12%	12%	24%	*	*	*	*	*	13%	6%
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	**92%**	87%	85%	98%	*	89%	-	88%	*	88%	75%
	2017	91%	93%	**93%**	93%	88%	95%	*	*	*	*	66%	89%	86%
At Meets Grade Level or Above	2018	70%	69%	**69%**	56%	60%	78%	*	89%	-	71%	*	62%	45%
	2017	66%	62%	**62%**	61%	53%	68%	*	*	*	*	28%	55%	31%
At Masters Grade Level	2018	40%	36%	**36%**	13%	29%	44%	*	56%	-	35%	*	27%	14%
	2017	35%	28%	**28%**	14%	24%	33%	*	*	*	*	19%	22%	14%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**75%**	71%	68%	80%	*	92%	*	82%	39%	69%	58%
	2017	75%	73%	**75%**	73%	68%	80%	*	*	*	74%	46%	70%	60%
At Meets Grade Level or Above	2018	48%	45%	**48%**	39%	38%	58%	*	92%	*	48%	21%	40%	27%
	2017	45%	40%	**44%**	36%	36%	52%	*	*	*	39%	20%	38%	24%
At Masters Grade Level	2018	22%	18%	**14%**	11%	11%	18%	*	38%	*	11%	7%	10%	4%
	2017	20%	15%	**11%**	7%	7%	14%	*	*	*	8%	7%	7%	3%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	72%	**65%**	64%	57%	72%	*	*	*	*	30%	60%	*
	2017	72%	69%	**63%**	*	55%	70%	*	*	*	*	24%	56%	*
At Meets Grade Level or Above	2018	46%	41%	**42%**	32%	30%	52%	*	*	*	*	20%	33%	*
	2017	44%	38%	**40%**	*	32%	47%	*	*	*	*	15%	33%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	19%	16%	**6%**	8%	4%	8%	*	*	*	*	9%	4%	*
	2017	19%	13%	**4%**	*	1%	5%	*	*	*	*	5%	2%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	**69%**	*	66%	73%	*	-	-	*	*	65%	64%
	2017	79%	79%	**79%**	*	73%	82%	*	*	-	*	*	76%	*
At Meets Grade Level or Above	2018	50%	49%	**31%**	*	27%	35%	*	-	-	*	*	28%	30%
	2017	46%	44%	**26%**	*	20%	33%	*	*	-	*	*	23%	*
At Masters Grade Level	2018	24%	21%	**10%**	*	9%	12%	*	-	-	*	*	8%	8%
	2017	22%	19%	**5%**	*	3%	7%	*	*	-	*	*	4%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	**85%**	80%	82%	88%	*	-	*	*	51%	81%	*
	2017	79%	77%	**87%**	90%	83%	90%	*	*	*	*	*	84%	79%
At Meets Grade Level or Above	2018	51%	46%	**58%**	48%	48%	67%	*	-	*	*	22%	49%	*
	2017	49%	43%	**58%**	53%	49%	65%	*	*	*	*	*	51%	39%
At Masters Grade Level	2018	23%	18%	**18%**	18%	14%	23%	*	-	*	*	10%	13%	*
	2017	19%	13%	**18%**	12%	12%	24%	*	*	*	*	*	13%	6%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	79%	**92%**	87%	85%	98%	*	89%	-	88%	*	88%	75%
	2017	77%	74%	**93%**	93%	88%	95%	*	*	*	*	66%	89%	86%
At Meets Grade Level or Above	2018	53%	48%	**69%**	56%	60%	78%	*	89%	-	71%	*	62%	45%
	2017	49%	42%	**62%**	61%	53%	68%	*	*	*	*	28%	55%	31%
At Masters Grade Level	2018	31%	24%	**36%**	13%	29%	44%	*	56%	-	35%	*	27%	14%
	2017	27%	20%	**28%**	14%	24%	33%	*	*	*	*	19%	22%	14%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
End of Course English II	2018	67	70	**70**	62	67	73	*	*	-	70	62	65	55
End of Course Algebra I	2018	72	70	**57**	56	58	57	*	-	-	63	31	56	57
All Grades Both Subjects	2018	69	69	**65**	59	63	67	*	*	-	66	46	61	56
All Grades ELA/Reading	2018	69	68	**70**	62	67	73	*	*	-	70	62	65	55
All Grades Mathematics	2018	70	69	**57**	56	58	57	*	-	-	63	31	56	57

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Prior Year and Student Success Initiative

		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	2018	8%	*	*	*	*	*	-	-	-	*	*	*	*
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2018	45%	44%	**44%**	*	47%	44%	*	-	-	-	*	39%	45%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

		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	2018	77%	75%	**75%**	-	-	-	-	-	48%	51%	*	*	48%	48%
	2017	75%	73%	**75%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	48%	45%	**48%**	-	-	-	-	-	16%	17%	*	*	16%	16%
	2017	45%	40%	**44%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	22%	18%	**14%**	-	-	-	-	-	3%	3%	*	*	3%	3%
	2017	20%	15%	**11%**	-	-	-	-	-	*	*	*	*	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	72%	**65%**	-	-	-	-	-	*	*	*	*	*	*
	2017	72%	69%	**63%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	41%	**42%**	-	-	-	-	-	*	*	*	*	*	*
	2017	44%	38%	**40%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	16%	**6%**	-	-	-	-	-	*	*	*	*	*	*
	2017	19%	13%	**4%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	**69%**	-	-	-	-	-	*	*	*	*	*	*
	2017	79%	79%	**79%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	50%	49%	**31%**	-	-	-	-	-	*	*	*	*	*	*
	2017	46%	44%	**26%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	24%	21%	**10%**	-	-	-	-	-	*	*	*	*	*	*
	2017	22%	19%	**5%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	77%	**85%**	-	-	-	-	-	*	*	*	*	*	*
	2017	79%	77%	**87%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**58%**	-	-	-	-	-	*	*	*	*	*	*
	2017	49%	43%	**58%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	18%	**18%**	-	-	-	-	-	*	*	*	*	*	*
	2017	19%	13%	**18%**	-	-	-	-	-	*	*	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	79%	**92%**	-	-	-	-	-	65%	70%	*	*	65%	65%
	2017	77%	74%	**93%**	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	53%	48%	**69%**	-	-	-	-	-	31%	34%	*	*	31%	32%
	2017	49%	42%	**62%**	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	31%	24%	**36%**	-	-	-	-	-	10%	11%	*	*	10%	9%
	2017	27%	20%	**28%**	-	-	-	-	-	*	*	*	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	**65**	-	-	-	-	-	52	52	-	*	52	52

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language

		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
All Grades ELA/Reading	2018	69	68	**70**	-	-	-	-	-	56	56	-	*	56	55
All Grades Mathematics	2018	70	69	**57**	-	-	-	-	-	49	49	-	-	49	49

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

Total Students: 1,991
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)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	99%	99%	100%	100%	100%	*	99%	99%	99%	99%
Included in Accountability	94%	93%	**93%**	86%	93%	94%	100%	93%	*	97%	85%	92%	90%
Not Included in Accountability													
Mobile	4%	6%	**5%**	13%	4%	5%	0%	0%	*	2%	13%	6%	3%
Other Exclusions	1%	0%	**1%**	0%	2%	0%	0%	7%	*	0%	1%	1%	6%
Not Tested	1%	0%	**1%**	1%	1%	0%	0%	0%	*	1%	1%	1%	1%
Absent	1%	0%	**1%**	1%	1%	0%	0%	0%	*	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	99%	99%	100%	100%	100%	97%	98%	99%	99%
Included in Accountability	94%	93%	**93%**	90%	92%	95%	82%	88%	50%	88%	88%	92%	89%
Not Included in Accountability													
Mobile	4%	6%	**5%**	9%	4%	4%	18%	13%	50%	9%	9%	5%	1%
Other Exclusions	1%	1%	**1%**	0%	4%	0%	0%	0%	0%	0%	1%	2%	10%
Not Tested	1%	0%	**1%**	0%	1%	1%	0%	0%	0%	3%	2%	1%	1%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	0%	3%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,991
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													
2016-17	95.7%	95.2%	**93.7%**	92.9%	93.7%	93.9%	94.0%	96.7%	*	92.6%	92.2%	93.0%	94.3%
2015-16	95.8%	95.5%	**93.9%**	93.9%	93.5%	94.1%	92.6%	97.3%	*	94.9%	91.4%	93.2%	93.8%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.5%	**1.5%**	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%	2.3%	2.1%
2015-16	2.0%	1.5%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.3%	2.1%	2.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	89.3%	**89.3%**	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	84.4%	85.7%	75.9%
Received TxCHSE	0.4%	1.1%	**1.1%**	0.0%	1.5%	0.8%	*	0.0%	-	6.3%	0.0%	1.2%	0.0%
Continued HS	4.0%	4.6%	**4.6%**	2.3%	10.2%	2.3%	*	0.0%	-	0.0%	0.0%	4.5%	10.3%
Dropped Out	5.9%	5.0%	**5.0%**	7.0%	6.6%	3.9%	*	0.0%	-	6.3%	15.6%	8.6%	13.8%
Graduates and TxCHSE	90.1%	90.4%	**90.4%**	90.7%	83.2%	93.8%	*	100.0%	-	93.8%	84.4%	86.9%	75.9%
Graduates, TxCHSE, and Continuers	94.1%	95.0%	**95.0%**	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	84.4%	91.4%	86.2%
Class of 2016													
Graduated	89.1%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	5.2%	**5.2%**	8.6%	5.4%	4.5%	*	*	*	12.5%	0.0%	6.1%	0.0%
Dropped Out	6.2%	4.3%	**4.3%**	5.7%	5.4%	3.8%	*	*	*	0.0%	3.4%	8.0%	18.5%
Graduates and TxCHSE	89.6%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Graduates, TxCHSE, and Continuers	93.8%	95.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	96.6%	92.0%	81.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.7%	**93.7%**	91.4%	92.2%	94.3%	*	*	*	100.0%	96.7%	89.2%	81.5%
Received TxCHSE	0.7%	1.1%	**1.1%**	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.2%	**5.2%**	8.6%	6.2%	4.5%	*	*	*	0.0%	3.3%	9.9%	18.5%
Graduates and TxCHSE	92.2%	94.8%	**94.8%**	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	**94.8%**	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Class of 2015													
Graduated	91.3%	93.1%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	76.0%	89.8%	93.8%
Received TxCHSE	0.8%	1.4%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	1.2%	0.2%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.3%	**5.3%**	3.1%	6.1%	5.5%	*	0.0%	*	0.0%	24.0%	8.6%	6.3%
Graduates and TxCHSE	92.1%	94.5%	**94.5%**	96.9%	93.2%	94.5%	*	100.0%	*	100.0%	76.0%	90.9%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	94.7%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	76.0%	91.4%	93.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.3%	**93.3%**	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	76.0%	90.3%	93.8%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.4%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	0.6%	0.2%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.0%	**5.0%**	3.1%	6.1%	5.1%	*	0.0%	*	0.0%	24.0%	8.2%	6.3%
Graduates and TxCHSE	92.8%	94.7%	**94.7%**	96.9%	93.2%	94.9%	*	100.0%	*	100.0%	76.0%	91.3%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	95.0%	**95.0%**	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	76.0%	91.8%	93.8%
Class of 2014													
Graduated	90.9%	94.4%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	89.3%	92.7%	100.0%
Received TxCHSE	1.2%	0.5%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	3.6%	1.0%	0.0%
Continued HS	0.6%	0.3%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	7.2%	4.8%	**4.8%**	8.8%	3.2%	4.3%	*	*	*	20.0%	7.1%	5.9%	0.0%
Graduates and TxCHSE	92.2%	94.9%	**94.9%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.9%	93.7%	100.0%
Graduates, TxCHSE, and Continuers	92.8%	95.2%	**95.2%**	91.2%	96.8%	95.7%	*	*	*	80.0%	92.9%	94.1%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.6%	**88.6%**	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	84.4%	85.0%	73.3%
Class of 2016	89.1%	90.0%	**90.0%**	83.3%	88.5%	91.4%	*	*	*	87.5%	96.6%	85.0%	81.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.1%	**89.1%**	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	12.0%	85.1%	95.5%
Class of 2016	87.4%	91.0%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	25.0%	86.7%	86.4%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Class of 2016	5.5%	*	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	14.3%	**14.3%**	*	*	20.0%	-	-	-	-	*	14.3%	-
Class of 2016	54.0%	*	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.8%	**87.8%**	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	11.1%	82.8%	95.5%
Class of 2016	85.1%	90.8%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	25.0%	86.3%	86.4%
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.0%	**87.0%**	78.0%	90.4%	85.8%	*	100.0%	-	100.0%	11.5%	83.1%	95.5%
2015-16	85.6%	90.0%	**90.0%**	93.3%	86.8%	91.4%	*	*	*	85.7%	24.1%	84.7%	82.6%
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	11.1%	**11.1%**	*	*	16.7%	-	-	-	-	*	0.0%	-
2015-16	5.6%	*	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	22.2%	**22.2%**	*	*	16.7%	-	-	-	-	*	28.6%	-
2015-16	51.9%	*	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	**85.9%**	76.2%	89.7%	84.5%	*	100.0%	-	100.0%	10.7%	81.1%	95.5%
2015-16	83.3%	89.8%	**89.8%**	93.3%	86.1%	91.5%	*	*	*	85.7%	24.1%	84.2%	82.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	425	100.0%	425	334,424
By Ethnicity:				
African American	42	9.9%	42	42,132
Hispanic	116	27.3%	116	164,446
White	245	57.6%	245	105,748
American Indian	1	0.2%	1	1,254
Asian	6	1.4%	6	14,036
Pacific Islander	0	0.0%	0	525
Two or More Races	15	3.5%	15	6,283
By Graduation Type:				
Minimum H.S. Program	54	12.7%	54	37,072
Recommended H.S. Program/Distinguished Achievement Program	362	85.2%	362	252,091
Foundation H.S. Program (No Endorsement)	6	1.4%	6	16,650
Foundation H.S. Program (Endorsement)	1	0.2%	1	3,212
Foundation H.S. Program (DLA)	2	0.5%	2	25,399
Special Education Graduates	28	6.6%	28	25,105
Economically Disadvantaged Graduates	196	46.1%	196	159,476
LEP Graduates	22	5.2%	22	17,579
At-Risk Graduates	171	40.2%	171	132,112

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,991
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, and Military Ready (Annual Graduates)													
2016-17	54.2%	42.2%	**42.2%**	28.6%	35.3%	46.3%	*	66.7%	-	53.3%	8.9%	30.9%	11.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	35.1%	**35.1%**	26.2%	27.6%	38.8%	*	66.7%	-	40.0%	3.6%	22.4%	9.1%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	43.1%	**43.1%**	35.7%	31.0%	49.0%	*	83.3%	-	40.0%	3.6%	28.6%	9.1%
Mathematics													
2016-17	42.0%	26.4%	**26.4%**	21.4%	19.8%	29.0%	*	50.0%	-	33.3%	0.0%	17.9%	4.5%
Both Subjects													
2016-17	37.8%	24.9%	**24.9%**	19.0%	17.2%	28.2%	*	50.0%	-	33.3%	0.0%	15.8%	4.5%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.6%	**21.6%**	9.5%	17.2%	25.3%	*	33.3%	-	26.7%	3.6%	13.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	4.9%	**4.9%**	2.4%	2.6%	6.1%	*	16.7%	-	6.7%	0.0%	2.0%	4.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	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)													
2016-17	13.2%	13.1%	**13.1%**	6.0%	14.2%	13.9%	*	8.3%	-	13.3%	5.4%	14.0%	6.8%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	3.8%	**3.8%**	0.0%	7.8%	2.4%	*	0.0%	-	6.7%	0.0%	5.1%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.6%	**14.6%**	2.4%	12.9%	18.4%	*	16.7%	-	0.0%	3.6%	11.2%	4.5%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.8%	**2.8%**	4.8%	1.7%	2.9%	*	0.0%	-	6.7%	3.6%	4.1%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	11.3%	**11.3%**	11.9%	11.2%	11.0%	*	16.7%	-	13.3%	3.6%	10.7%	4.5%
2015-16	22.6%	13.4%	**13.4%**	10.0%	11.5%	15.0%	*	*	*	0.0%	0.0%	11.9%	0.0%
Mathematics													
2016-17	19.8%	11.3%	**11.3%**	16.7%	10.3%	11.0%	*	0.0%	-	13.3%	0.0%	10.2%	4.5%
2015-16	18.1%	11.4%	**11.4%**	6.7%	10.7%	12.6%	*	*	*	14.3%	3.4%	10.7%	4.3%
Both Subjects													
2016-17	12.9%	5.4%	**5.4%**	9.5%	6.0%	4.5%	*	0.0%	-	6.7%	0.0%	5.6%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	30.1%	**30.1%**	19.0%	29.3%	32.7%	*	16.7%	-	26.7%	7.1%	26.5%	31.8%
2015-16	47.8%	37.5%	**37.5%**	36.7%	30.3%	40.7%	*	*	*	42.9%	44.8%	30.5%	39.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2016-17	0.2%	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													
2017	26.2%	12.1%	**12.1%**	6.0%	8.9%	14.6%	*	42.9%	*	3.8%	n/a	7.5%	n/a
2016	25.5%	7.3%	**7.3%**	7.3%	4.4%	8.0%	20.0%	37.5%	*	11.5%	n/a	4.1%	n/a
English Language Arts													
2017	15.9%	5.8%	**5.8%**	3.6%	4.3%	7.2%	*	14.3%	*	0.0%	n/a	3.7%	n/a
2016	15.5%	4.7%	**4.7%**	3.7%	2.9%	5.2%	20.0%	12.5%	*	11.5%	n/a	2.4%	n/a
Mathematics													
2017	7.2%	0.8%	**0.8%**	0.0%	0.4%	1.1%	*	0.0%	*	0.0%	n/a	0.2%	n/a
2016	6.8%	0.4%	**0.4%**	0.0%	0.0%	0.6%	0.0%	12.5%	*	0.0%	n/a	0.2%	n/a
Science													
2017	10.9%	4.2%	**4.2%**	1.2%	1.4%	5.5%	*	42.9%	*	3.8%	n/a	2.1%	n/a
2016	10.4%	0.4%	**0.4%**	2.4%	0.4%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.4%	n/a
Social Studies													
2017	15.0%	8.8%	**8.8%**	3.6%	5.4%	11.4%	*	28.6%	*	3.8%	n/a	4.8%	n/a
2016	14.8%	5.9%	**5.9%**	3.7%	3.3%	7.3%	20.0%	25.0%	*	3.8%	n/a	3.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	39.3%	**39.3%**	40.0%	44.0%	39.0%	*	*	-	*	n/a	38.9%	n/a
2016	49.5%	31.3%	**31.3%**	16.7%	25.0%	35.7%	*	*	-	*	n/a	10.5%	n/a
English Language Arts													
2017	41.3%	38.9%	**38.9%**	*	16.7%	47.4%	-	*	-	-	n/a	27.8%	n/a
2016	43.3%	25.6%	**25.6%**	*	37.5%	29.6%	*	*	-	*	n/a	9.1%	n/a
Mathematics													
2017	51.3%	14.3%	**14.3%**	-	*	16.7%	-	-	-	-	n/a	*	n/a
2016	54.0%	*	*	-	-	*	-	*	-	-	n/a	*	n/a
Science													
2017	38.3%	15.4%	**15.4%**	*	*	13.8%	*	*	-	*	n/a	10.0%	n/a
2016	35.1%	*	*	*	*	*	-	-	-	-	n/a	*	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	37.8%	**37.8%**	*	40.0%	38.3%	*	*	-	*	n/a	26.1%	n/a
2016	41.6%	25.9%	**25.9%**	*	22.2%	28.9%	*	*	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	53.6%	**53.6%**	71.4%	45.7%	53.5%	*	100.0%	-	46.7%	n/a	42.3%	n/a
Class of 2016	71.6%	56.2%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	n/a	49.7%	n/a
At/Above Criterion													
Class of 2017	22.3%	14.9%	**14.9%**	0.0%	7.5%	20.6%	*	16.7%	-	14.3%	n/a	6.5%	n/a
Class of 2016	22.5%	17.7%	**17.7%**	10.5%	11.5%	20.6%	*	*	-	*	n/a	9.9%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1015	**1015**	898	980	1051	*	1027	-	1008	n/a	953	n/a
Class of 2016	1375	1382	**1382**	1219	1315	1425	*	*	-	*	n/a	1281	n/a
English Language Arts													
Class of 2017	512	511	**511**	448	487	534	*	502	-	500	n/a	477	n/a
Class of 2016	903	912	**912**	801	873	940	*	*	-	*	n/a	848	n/a
Mathematics													
Class of 2017	507	504	**504**	450	493	516	*	533	-	508	n/a	477	n/a
Class of 2016	472	471	**471**	418	446	486	*	*	-	*	n/a	435	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.0	**20.0**	16.5	18.9	21.6	*	*	-	*	n/a	18.9	n/a
Class of 2016	20.3	19.6	**19.6**	17.9	18.0	20.6	*	*	-	*	n/a	17.5	n/a
English Language Arts													
Class of 2017	19.9	19.3	**19.3**	15.2	18.1	21.3	*	*	-	*	n/a	17.8	n/a
Class of 2016	19.8	19.1	**19.1**	17.4	17.2	20.3	*	*	-	*	n/a	16.6	n/a
Mathematics													
Class of 2017	20.4	20.2	**20.2**	17.2	19.7	21.2	*	*	-	*	n/a	19.9	n/a
Class of 2016	20.5	19.8	**19.8**	17.8	18.7	20.5	*	*	-	*	n/a	18.2	n/a
Science													
Class of 2017	20.6	20.4	**20.4**	17.5	19.2	22.1	*	*	-	*	n/a	19.7	n/a
Class of 2016	20.5	19.9	**19.9**	18.7	18.8	20.6	*	*	-	*	n/a	17.9	n/a

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 1,991
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													
2016-17	37.1%	19.8%	**19.8%**	13.8%	16.5%	22.4%	33.3%	45.5%	*	17.2%	4.2%	15.1%	9.9%
2015-16	35.9%	19.0%	**19.0%**	15.2%	16.0%	21.1%	20.0%	31.3%	*	19.6%	0.7%	14.0%	4.9%
English Language Arts													
2016-17	16.8%	13.1%	**13.1%**	11.4%	9.9%	15.4%	16.7%	18.2%	*	9.5%	0.7%	8.0%	1.7%
2015-16	16.2%	14.4%	**14.4%**	10.3%	10.7%	16.9%	11.1%	31.3%	*	14.5%	0.8%	8.9%	0.7%
Mathematics													
2016-17	19.5%	12.1%	**12.1%**	7.8%	8.7%	14.4%	16.7%	42.9%	*	11.1%	0.0%	7.7%	3.4%
2015-16	19.3%	12.4%	**12.4%**	9.0%	9.8%	14.3%	14.3%	20.0%	*	12.7%	0.0%	7.9%	2.2%
Science													
2016-17	5.7%	5.4%	**5.4%**	4.8%	3.0%	7.0%	*	11.8%	*	5.4%	0.0%	2.7%	0.0%
2015-16	5.1%	2.6%	**2.6%**	3.1%	1.8%	2.7%	11.1%	13.3%	*	3.9%	0.0%	2.1%	0.0%
Social Studies													
2016-17	21.8%	10.8%	**10.8%**	8.0%	6.6%	14.1%	16.7%	9.5%	*	8.5%	0.0%	6.4%	1.7%
2015-16	20.8%	13.0%	**13.0%**	5.7%	9.5%	16.0%	11.1%	31.3%	*	10.7%	0.0%	7.5%	0.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	49.1%	**49.1%**	56.7%	43.4%	51.2%	*	*	*	28.6%	10.0%	40.4%	21.7%
2014-15	56.1%	50.1%	**50.1%**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	55.5%	**55.5%**	31.3%	41.8%	65.0%	*	*	*	*	*	37.3%	0.0%
2014-15	55.6%	56.5%	**56.5%**	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	1,991	100.0%	7,254	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	2.2%	4.3%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.7%	7.2%
Grade 2	0	0.0%	7.9%	7.3%
Grade 3	0	0.0%	8.3%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	7.7%	7.5%
Grade 7	0	0.0%	7.6%	7.5%
Grade 8	0	0.0%	8.2%	7.4%
Grade 9	553	27.8%	7.7%	8.0%
Grade 10	503	25.3%	7.0%	7.4%
Grade 11	499	25.1%	6.9%	6.9%
Grade 12	436	21.9%	6.1%	6.4%
Ethnic Distribution:				
African American	158	7.9%	7.3%	12.6%
Hispanic	684	34.4%	35.9%	52.4%
White	1,063	53.4%	52.6%	27.8%
American Indian	7	0.4%	0.3%	0.4%
Asian	13	0.7%	0.6%	4.4%
Pacific Islander	3	0.2%	0.1%	0.1%
Two or More Races	63	3.2%	3.2%	2.3%
Economically Disadvantaged	1,037	52.1%	57.5%	58.8%
Non-Educationally Disadvantaged	954	47.9%	42.5%	41.2%
English Learners (EL)	176	8.8%	15.0%	18.8%
Students w/ Disciplinary Placements (2016-17)	64	2.8%	1.5%	1.3%
At-Risk	967	48.6%	47.0%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	136			
By Type of Primary Disability				
Students with Intellectual Disabilities	80	58.8%	38.4%	43.3%
Students with Physical Disabilities	*	*	18.1%	21.9%
Students with Autism	**	**	19.8%	13.2%
Students with Behavioral Disabilities	39	28.7%	22.7%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	362	16.1%	17.1%	16.0%
By Ethnicity:				
African American	56	2.5%		

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Hispanic	109	4.8%		
White	178	7.9%		
American Indian	2	0.1%		
Asian	2	0.1%		
Pacific Islander	1	0.0%		
Two or More Races	14	0.6%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	2.7%	1.8%	-	9.4%	6.9%
Grade 1	-	5.3%	3.4%	-	15.6%	6.2%
Grade 2	-	3.4%	2.1%	-	5.1%	2.6%
Grade 3	-	4.7%	1.3%	-	0.0%	1.0%
Grade 4	-	1.2%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	2.8%	0.5%	-	0.0%	0.6%
Grade 7	-	0.9%	0.7%	-	0.0%	0.6%
Grade 8	-	3.2%	0.6%	-	0.0%	0.8%
Grade 9	9.1%	9.2%	8.0%	18.5%	18.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.6	18.7
Grade 1	-	18.7	18.8
Grade 2	-	19.5	18.8
Grade 3	-	19.9	19.0
Grade 4	-	20.6	19.2
Grade 5	-	22.4	21.2
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	17.3	16.9	16.7
Foreign Languages	15.4	16.7	18.6
Mathematics	18.2	17.1	17.9
Science	18.7	17.5	19.0
Social Studies	20.7	18.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	140.0	100.0%	100.0%	100.0%
Professional Staff:	131.2	93.7%	58.6%	64.1%
Teachers	118.5	84.6%	45.8%	50.1%
Professional Support	6.5	4.7%	9.3%	9.8%
Campus Administration (School Leadership)	6.1	4.4%	2.9%	3.0%
Educational Aides:	8.9	6.3%	11.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	4.0	n/a	11.0	12,131.0
Part-time	1.0	n/a	3.0	1,148.0
Total Minority Staff:	13.9	9.9%	24.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	0.8%	3.0%	10.4%
Hispanic	5.9	5.0%	12.6%	27.2%
White	111.6	94.2%	83.7%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.0%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	47.2	39.8%	19.1%	23.7%
Females	71.4	60.2%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	84.2	71.0%	82.6%	74.1%
Masters	33.4	28.1%	17.2%	23.8%
Doctorate	1.0	0.8%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	20.3	17.1%	17.7%	8.2%
1-5 Years Experience	29.0	24.5%	24.5%	29.1%
6-10 Years Experience	15.0	12.7%	14.2%	19.1%
11-20 Years Experience	30.4	25.7%	25.8%	28.2%
Over 20 Years Experience	23.8	20.1%	17.8%	15.3%
Number of Students per Teacher	16.8	n/a	16.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.1	6.3
Average Years Experience of Principals with District	5.0	3.1	5.4
Average Years Experience of Assistant Principals	5.6	6.3	5.2
Average Years Experience of Assistant Principals with District	4.8	4.1	4.6
Average Years Experience of Teachers:	11.3	10.4	10.9
Average Years Experience of Teachers with District:	6.4	6.4	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,150	$49,822	$47,667
1-5 Years Experience	$49,258	$48,634	$49,663
6-10 Years Experience	$52,388	$50,944	$52,056
11-20 Years Experience	$56,348	$56,072	$55,246
Over 20 Years Experience	$65,414	$63,176	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$54,868	$53,683	$53,334
Professional Support	$67,031	$63,845	$63,165
Campus Administration (School Leadership)	$86,918	$78,697	$77,712
Instructional Staff Percent:	n/a	61.8%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	169	8.5%	14.1%	18.9%
Career & Technical Education	1,492	74.9%	20.6%	25.8%
Gifted & Talented Education	78	3.9%	4.9%	7.9%
Special Education	136	6.8%	8.4%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.8%	2.9%	6.1%
Career & Technical Education	16.3	13.7%	3.8%	4.7%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	80.8	68.1%	81.3%	72.3%
Special Education	3.7	3.2%	5.1%	9.0%
Other	16.8	14.2%	6.4%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report

WILLIS H S

Grades Served: 9 - 12
1201 F M 830
WILLIS, TX, 77378

1,991 Students Enrolled
WILLIS ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

71 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

STUDENT ACHIEVEMENT

MET STANDARD

74 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

MET STANDARD

73 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

MET STANDARD

65 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	74	40%
College, Career, and Military Readiness	73	40%
Graduation Rate	75	20%
Total	**74**	**100%**

SCHOOL PROGRESS

	SCORE	
Academic Growth	73	The higher of Growth or Performance is used.
Relative Performance	72	
Total	**73**	

CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	16	50%
Academic Growth/Graduation Rate	14	10%
English Language Proficiency	100	10%
Student Achievement	0	30%
Total	**65**	**100%**

Report of 2015-2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017

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 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017. 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 2016, spring 2017, and summer 2017 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 2017, 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 2017 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 FY2016
Enrolled in Texas Public or Independent Higher Education in FY 2017

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WILLIS ISD								
	170904002 WILLIS H S								
		Four-Year Public University	94	14	16	15	26	22	1
		Two-Year Public Colleges	107	41	17	14	18	10	7
		Independent Colleges & Universities	4						
		Not Trackable	20						
		Not Found	186						
		Total High School Graduates	411						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

TEXAS EDUCATION AGENCY
2016-2017 PEIMS Actual Financial Data by Campus

School Campus: Willis H S District: WILLIS ISD

Campus Number: 170904002 Total Membership: 2,055

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	12,119,353	100.00	5,897	13,521,707	100.00	6,580
Operating-Payroll	11,146,923	91.98	5,424	11,748,856	86.89	5,717
Other Operating	972,430	8.02	473	1,764,783	13.05	859
Non-Operating(Equipt/Supplies)	0	0.00	0	8,068	0.06	4
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	12,119,353	100.00	5,897	13,513,639	100.00	6,576
Instruction (11,95) *	8,417,871	69.46	4,096	8,664,087	64.11	4,216
Instructional Res/Media (12) *	116,843	0.96	57	116,843	0.86	57
Curriculum/Staff Develop (13) *	232,899	1.92	113	237,578	1.76	116
Instructional Leadership (21) *	28,890	0.24	14	28,890	0.21	14
School Leadership (23) *	1,091,679	9.01	531	1,091,679	8.08	531
Guidance/Counseling Svcs (31) *	619,568	5.11	301	619,568	4.58	301
Social Work Services (32) *	8,856	0.07	4	8,856	0.07	4
Health Services (33) *	70,835	0.58	34	72,255	0.53	35
Food (35) **	0	0.00	0	809,256	5.99	394
Extracurricular (36) *	1,010,240	8.34	492	1,342,955	9.94	654
Plant Maint/Operation (51) * **	501,771	4.14	244	501,771	3.71	244
Security/Monitoring (52) * **	19,901	0.16	10	19,901	0.15	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	10,587,441	100.00	5,152	10,828,726	100.00	5,269
Regular	6,304,467	59.55	3,068	6,304,467	58.22	3,068
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,838,367	17.36	895	1,838,367	16.98	895
Students with Disabilities	1,137,933	10.75	554	1,357,325	12.53	660
Accelerated Education	389,740	3.68	190	389,740	3.60	190
Bilingual	2,101	0.02	1	23,994	0.22	12
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%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	914,833	8.64	445	914,833	8.45	445
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide 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://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency
2017-18 School Report Card
WILLIS H S (170904002)

District Name: **WILLIS ISD**
Campus Type: **High School**
Total Students: **1,991**
Grade Span: **09 - 12**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	71
Student Achievement	Met Standard	74
School Progress	Met Standard	73
Closing the Gaps	Met Standard	65

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	93.7%	95.2%	95.7%
Enrollment by Race/Ethnicity			
African American	7.9%	7.3%	12.6%
Hispanic	34.4%	35.9%	52.4%
White	53.4%	52.6%	27.8%
American Indian	0.4%	0.3%	0.4%
Asian	0.7%	0.6%	4.4%
Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	3.2%	3.2%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	52.1%	57.5%	58.8%
English Learners	8.8%	15.0%	18.8%
Special Education	6.8%	8.4%	9.1%
Mobility Rate (2016-17)	16.1%	17.1%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	17.3	16.9	16.7
Foreign Languages	15.4	16.7	18.6
Mathematics	18.2	17.1	17.9
Science	18.7	17.5	19.0
Social Studies	20.7	18.5	19.3

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.8%	64.4%
Instructional Expenditure Ratio	n/a	61.3%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,576	$8,493	$9,503
Instruction	$4,216	$4,659	$5,338
Instructional Leadership	$14	$27	$149
School Leadership	$531	$519	$555

For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html.

WILLIS H S (170904002)
WILLIS ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	75%	**75%**	71%	68%	80%	*	92%	*	82%	69%
	2017	75%	73%	**75%**	73%	68%	80%	*	*	*	74%	70%
Reading	2018	74%	72%	**65%**	64%	57%	72%	*	*	*	*	60%
	2017	72%	69%	**63%**	*	55%	70%	*	*	*	*	56%
Mathematics	2018	81%	81%	**69%**	*	66%	73%	*	-	-	*	65%
	2017	79%	79%	**79%**	*	73%	82%	*	*	-	*	76%
Science	2018	80%	77%	**85%**	80%	82%	88%	*	-	*	*	81%
	2017	79%	77%	**87%**	90%	83%	90%	*	*	*	*	84%
Social Studies	2018	78%	79%	**92%**	87%	85%	98%	*	89%	-	88%	88%
	2017	77%	74%	**93%**	93%	88%	95%	*	*	*	*	89%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	45%	**48%**	39%	38%	58%	*	92%	*	48%	40%
	2017	45%	40%	**44%**	36%	36%	52%	*	*	*	39%	38%
Reading	2018	46%	41%	**42%**	32%	30%	52%	*	*	*	*	33%
	2017	44%	38%	**40%**	*	32%	47%	*	*	*	*	33%
Mathematics	2018	50%	49%	**31%**	*	27%	35%	*	-	-	*	28%
	2017	46%	44%	**26%**	*	20%	33%	*	*	-	*	23%
Science	2018	51%	46%	**58%**	48%	48%	67%	*	-	*	*	49%
	2017	49%	43%	**58%**	53%	49%	65%	*	*	*	*	51%
Social Studies	2018	53%	48%	**69%**	56%	60%	78%	*	89%	-	71%	62%
	2017	49%	42%	**62%**	61%	53%	68%	*	*	*	*	55%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	18%	**14%**	11%	11%	18%	*	38%	*	11%	10%
	2017	20%	15%	**11%**	7%	7%	14%	*	*	*	8%	7%
Reading	2018	19%	16%	**6%**	8%	4%	8%	*	*	*	*	4%
	2017	19%	13%	**4%**	*	1%	5%	*	*	*	*	2%
Mathematics	2018	24%	21%	**10%**	*	9%	12%	*	-	-	*	8%
	2017	22%	19%	**5%**	*	3%	7%	*	*	-	*	4%
Science	2018	23%	18%	**18%**	18%	14%	23%	*	-	*	*	13%
	2017	19%	13%	**18%**	12%	12%	24%	*	*	*	*	13%
Social Studies	2018	31%	24%	**36%**	13%	29%	44%	*	56%	-	35%	27%
	2017	27%	20%	**28%**	14%	24%	33%	*	*	*	*	22%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	69	**65**	59	63	67	*	*	-	66	61
Reading	2018	69	68	**70**	62	67	73	*	*	-	70	65
Mathematics	2018	70	69	**57**	56	58	57	*	-	-	63	56

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'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2016-17	1.9%	1.5%	**1.5%**	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%
2015-16	2.0%	1.5%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	89.7%	89.3%	**89.3%**	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	85.7%
Graduates, TxCHSE, & Cont	94.1%	95.0%	**95.0%**	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	91.4%
Class of 2016											
Graduated	89.1%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	85.8%
Graduates, TxCHSE, & Cont	93.8%	95.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	92.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	91.6%	93.7%	**93.7%**	91.4%	92.2%	94.3%	*	*	*	100.0%	89.2%
Graduates, TxCHSE, & Cont	93.4%	94.8%	**94.8%**	91.4%	93.8%	95.5%	*	*	*	100.0%	90.1%
Class of 2015											
Graduated	91.3%	93.1%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	89.8%
Graduates, TxCHSE, & Cont	93.3%	94.7%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	91.4%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.8%	93.3%	**93.3%**	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	90.3%
Graduates, TxCHSE, & Cont	93.3%	95.0%	**95.0%**	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	91.8%
Class of 2014											
Graduated	90.9%	94.4%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	92.7%
Graduates, TxCHSE, & Cont	92.8%	95.2%	**95.2%**	91.2%	96.8%	95.7%	*	*	*	80.0%	94.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2017	89.7%	88.6%	**88.6%**	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	85.0%
Class of 2016	89.1%	90.0%	**90.0%**	83.3%	88.5%	91.4%	*	*	*	87.5%	85.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2017	88.5%	89.1%	**89.1%**	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	85.1%
Class of 2016	87.4%	91.0%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	86.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2017	85.9%	87.8%	**87.8%**	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	82.8%
Class of 2016	85.1%	90.8%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	86.3%
College, Career, and Military Ready (Annual Graduates)											
2016-17	54.2%	42.2%	**42.2%**	28.6%	35.3%	46.3%	*	66.7%	-	53.3%	30.9%
SAT/ACT Results (Annual Graduates)											
Tested											
Class of 2017	73.5%	53.6%	**53.6%**	71.4%	45.7%	53.5%	*	100.0%	-	46.7%	42.3%
Class of 2016	71.6%	56.2%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	49.7%
Average SAT Score											
Class of 2017	1019	1015	**1015**	898	980	1051	*	1027	-	1008	953
Class of 2016	1375	1382	**1382**	1219	1315	1425	*	*	-	*	1281
Average ACT Score											
Class of 2017	20.3	20.0	**20.0**	16.5	18.9	21.6	*	*	-	*	18.9
Class of 2016	20.3	19.6	**19.6**	17.9	18.0	20.6	*	*	-	*	17.5

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Comprehensive Glossary
2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating: The overall rating earned by the district or campus for 2018.

2018 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:
http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links: http://tea.texas.gov/pbm/PBMASManuals.aspx
http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2018 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.

Meets Requirements: The district met the reporting requirement and offered the ASVAB CEP.

Not Reported: The district did not complete the reporting requirement.

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/2018/masking.html.

STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

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.

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.

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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 end-of-course 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)

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. Indicates the amount of improvement or growth made from year to year.

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 *2018 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 *2018 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 2017–18, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017 but passed in 2018}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017}}$$

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 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 2017–18 accountability subset;

- can be matched to the spring 2016–17 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016–17 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 2018, 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:

$$\frac{\textbf{number of students who met the Approaches Grade Level standard in the first administration}}{\textbf{number of students who took the assessment in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students who took the assessment in the first administration}}$$

(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:

$$\frac{\textbf{number of students who passed the assessment in either of the first two administrations}}{\textbf{cumulative number of students who took the assessment in either of the first two administrations}}$$

(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:

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

(5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted:* The percentage of students who met standard this year but did meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations and were retained}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). 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 assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and 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
  - *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 27, 2017, or October 28, 2016, for summer 2017 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
      - Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, 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 2016–17 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:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2016–17}}{\textbf{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 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
- 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

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Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2016–17 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2016–17* 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 *2018 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*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

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 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. 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, 2017 for the 2017 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the 2017 cohort who received a high school diploma by August 31, 2017}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}\end{array}}{\textbf{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(2) *Received TxCHSE:* For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received TxCHSE:* For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

* 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 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 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2017 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2016 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2015 cohort**}}$$

** 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, 2016–17*. *(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:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2017 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2017 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2017 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2017 with reported graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2016–17 who earn an FHSP-E}}{\textbf{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2016–17 with reported graduation plans}}$$

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 2016 and the Class of 2017. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx.

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 2016–17 are also shown:

2017–18 TAPR Comprehensive Glossary

- 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)*

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)*

$$\frac{\textbf{number of students in the 2016–17 school year considered as at risk}}{\textbf{total number of students}}$$

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*)

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

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 language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

Postsecondary Readiness
College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. 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) **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)*

3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

4) **Earn an Associate's Degree:** A graduate earning an associate's degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

Career Readiness

5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*

6) **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)*

7) **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 *2018 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

8) **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)*

College, Career, and Military Ready Graduates

College, Career, and Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria described in *College, Career, and Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, or 4 but did not meet any of the career and military ready criteria 5, 6, 7, and 8 described in *College, Career, and 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 5, 6, 7, or 8 but did not meet any of the college ready criteria 1, 2, 3, and 4 described in *College, Career, and 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, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, or 4 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 5, 6, 7, or 8. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates that meet or exceed 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:

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TSI Criteria						
TSIA		SAT*		ACT		College Prep Course
>= 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.

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

Either Subject.

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

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Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics *(Data source: TSDS PEIMS 43415)*

$$\frac{\textbf{number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earn a three or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2016–17 annual graduates}}$$

Associate's Degree: The percentage of annual graduates who earn an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn an associate's degree before graduation}}{\textbf{number of 2016–17 annual graduates}}$$

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 5, 6, 7, or 8 described in *College, Career, and 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 5, 6, 7, or 8 described in *College, Career, and Military Readiness.*

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, or 4.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2018 Accountability Manual*. *(Data source: TSDS PEIMS 48011)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn an approved industry-based certification}}{\textbf{number of 2016–17 annual graduates}}$$

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 *2018 Accountability Manual*. *(Data source: TSDS PEIMS 40203)*

$$\frac{\textbf{number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\textbf{number of 2016–17 annual graduates}}$$

2017–18 TAPR Comprehensive Glossary

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, and Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. *(Data source: TSDS PEIMS 43415 and 40110)*

$$\frac{\textbf{number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\textbf{number of 2016–17 annual graduates}}$$

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)*

$$\frac{\textbf{number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\textbf{number of 2016–17 annual graduates}}$$

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)*

$$\frac{\textbf{number of 2016–17 annual graduates who took the TSIA}}{\textbf{number of 2016–17 annual graduates}}$$

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

$$\frac{\textbf{sum of total reading scores of all annual graduates who took the TSIA}}{\textbf{number of annual graduates who took the reading portion of the TSIA}}$$

Math

$$\frac{\textbf{sum of total mathematics scores of all annual graduates who took the TSIA}}{\textbf{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Examinees >= 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.

$$\frac{\textbf{number of 2016–17 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2016–17 annual graduates}}$$

2017–18 TAPR Comprehensive Glossary

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)*

$$\frac{\textbf{number of 2016–17 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\textbf{number of 2016–17 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn 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.

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA}}{\textbf{number of 2016–17 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years}}{\textbf{number of 2016–17 annual graduates}}$$

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

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11th and 12th grades}}$$

English Language Arts

$$\frac{\textbf{number students in grade 11 \& 12 in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\textbf{total students enrolled in 11th and 12th grades}}$$

2017–18 TAPR Comprehensive Glossary

Mathematics

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Science

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in science}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Social Studies

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in social studies}}{\textbf{total students enrolled in 11th and 12th grades}}$$

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

AP/IB Results (Examinees >= Criterion) (Grades 11-12): The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

2017–18 TAPR Comprehensive Glossary

Social Studies

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

AP/IB Results (11th & 12th Graders >= 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 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

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11th and 12th grades}}$$

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. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of graduates reported}}$$

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)*

2017–18 TAPR Comprehensive Glossary

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

(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.

$$\frac{\textbf{sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(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.

$$\frac{\textbf{sum of SAT evidence-based reading and writing scores of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\textbf{sum of SAT mathematics scores of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

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. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\textbf{sum of ACT composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\textbf{sum of ACT English and Reading combined scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who complete and receive 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

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one course in 2016–17}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one ELA course in 2016–17}}$$

Mathematics

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17}}$$

Science

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one science course in 2016–17}}$$

Social Studies

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one social studies course in 2016–17}}$$

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual.*
(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who complete and receive 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

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2016–17}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2016–17}}$$

Mathematics

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17}}$$

Science

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one science course in 2016–17}}$$

Social Studies

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one social studies course in 2016–17}}$$

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual.*
(Data source: TSDS PEIMS 43415)

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Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year}}{\textbf{number of graduates during the 2015–16 school year}}$$

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.

$$\frac{\textbf{number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated} \textbf{ and } \textbf{met the } \textit{\textbf{Texas Success Initiative}} \textbf{ requirement in all subject areas (reading, writing, and mathematics)}}{\textbf{number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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)*

Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 27, 2017, 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 nonpublic 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)*

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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.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(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.

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 Language Learner," "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 *2018 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)*

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:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2017–18, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

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).

$$\frac{\textbf{number of students in the 2017–18 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40110)

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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)

- 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 school for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2016–17}}{\textbf{number of students who were in membership at any time during the 2016–17 school year}}$$

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)*

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Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2016–17,* 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 the end of the school start window. (For 2016–17 the end of the school-start window was October 27, 2017.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2016–17 school year}}$$

(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)*

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)*

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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. A beginning teacher is a teacher reported with zero years of experience. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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.
- *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 campus.

(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)*

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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. *(Data source: TSDS PEIMS 30060)*

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.
- *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 2016–17 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

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 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. 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 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)*

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) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(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 2016–17, 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.

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.

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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.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$