

Salado Independent School District
Salado Middle School
2025-2026 Campus Improvement Plan

Accountability Rating: B



Mission Statement

The mission of Salado Middle School is to provide high-quality and engaging learning experiences for our students in order to prepare them to be successful in tomorrow's world.

Vision

Each Student Matters and Every Moment Counts

Value Statement

We believe that all students have the ability to grow and our job is to guide them on their journey in order to maximize their gains.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Engagement	9
School Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Increase the percentage of students that meet or exceed the standard on the State of Texas Assessments of Academic Readiness (STAAR).	15
Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.	21
Goal 3: Maintain a competitive salary and benefits plan for all employees and develop an application and plan for the Teacher Incentive Allotment (TIA) program.	23
Addendums	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Salado Middle School: **592**

- 6th grade: 191
- 7th grade: 201
- 8th grade: 200

We are a middle school campus in a growing community that draws in families from surrounding school districts. Salado Middle School is classified as "Other-Central-City-Suburban" by TEA, and the National Center for Education Statistics classifies us as "Rural-Distant".

Salado Middle School is actively engaged with the community, including Ft. Hood, local churches, businesses, the Salado Village Voice Newspaper, and the many parents and families who support our school and district.

Demographics Strengths

Demographic strengths of Salado Middle School include strong parent support, a high teacher retention rate, a culture of success, and a good relationship with local media. In addition, we also have a Communities in Schools Partnership to support economically disadvantaged families. Our students, families, and staff are very adaptive to new challenges, and we have a healthy engagement of student leadership and involvement on campus and in extracurricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a small population of disengaged at-risk students.

Root Cause: Students present with a history of instability in the home as well as learning struggles.

Problem Statement 2: We have a population of students with misdiagnosed and undiagnosed mental health problems.

Root Cause: Students are involved in a systemic family problem, have suffered childhood trauma, and/or lack access to mental healthcare.

Problem Statement 3: Our campus is providing students with a first-class education and our campus is funded over one-million dollars less than the average middle school funding in Bell County

Root Cause: State funding formula inequities

Student Achievement

Student Achievement Summary

Salado students outperform other students in the state of Texas, as measured by the STAAR. Salado Middle School has adopted district testing (**OPA–Opening Progress Assessment FPA–Fall Progress Assessment WPA–Winter Progress Assessment SPA–Spring Progress Assessment**) and Interim STAAR to collect formative data on students throughout the year. Diagnostic processes include the MTSS process, 504 Evaluations, Special Education Testing as well as new assessment measures for assessing Gifted/Talented students. Students with learning gaps are supported in classrooms with inclusion, pull-out support, and additional intervention classes.

Student Achievement Strengths

Our students consistently outperform the state average on STAAR. We have high student participation and success in UIL activities and competitions. A high percentage of our 8th-grade student body are enrolled in and successfully earn high school credit in Algebra I and Spanish I. We offer a variety of on-level as well as advanced classes to differentiate and meet all student needs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): For the last few years, our students have shown lack of improvement on the 6th Grade Reading and Math STAAR.

Root Cause: There is a need for alignment between the taught curriculum and tested curriculum.

School Culture and Climate

School Culture and Climate Summary

Salado Middle School strives to create a cohesive, unified, and inclusive school climate that promotes collaboration and innovation.

It is our goal to prepare students to be self-sufficient, motivated servant-leaders.

School Culture and Climate Strengths

Success at Salado Middle School is valued and desired by students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some at-risk students struggle with motivation and seeking success.

Root Cause: Prior academic struggles have contributed to students' self-efficacy.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Salado has a lineage of strong, academically driven teachers and staff. Staff retention rate is high, and employment at our school is desired and valued. We will participate in the TIA (Teacher Incentive Allotment Program) to help recruit and retain high quality teachers.

Staff Quality, Recruitment, and Retention Strengths

Salado Middle School teachers and staff take pride in their jobs and enjoy working with our students and families. Our staff is always willing to go above and beyond, and they far surpass doing what is asked of them.

Our campus encourages and supports professional growth in the classroom and across the educational setting.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff members at all levels have lower compensation as compared to similar positions at neighboring districts.

Root Cause: State funding is inequitable between districts, and our district is the lowest funded district in Bell County

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Salado Middle School uses district created assessments, as a formative measures to monitor student progress throughout the year. Students participate in Reading, Science, Social Studies, and Math assessments at the beginning, middle, and end of every school year. This data is used to track student learning and growth, as well as help teachers, develop valuable learning opportunities and goals. In addition, teachers use this data to guide instruction and close gaps in learning.

The STAAR is used as a summative assessment measurement given to all Salado Middle School students.

Teachers attend professional development, particular to their content areas, to improve instruction and grow their concepts and skillsets.

Curriculum, Instruction, and Assessment Strengths

Teachers are familiar with and have a strong knowledge base of their content areas, are highly qualified, and pursue further growth professionally.

Family and Community Engagement

Family and Community Engagement Summary

Parents and the community are heavily involved in the activities of Salado Middle School. A weekly update is sent to the families to communicate upcoming events. This helps parents plan and become more active with school events.

Family and Community Engagement Strengths

Parents are the backbone to the success of Salado Middle School. Their partnership in educating students supports the climate and culture of SMS as well as increasing student achievement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents of at-risk students are the least involved parents.

Root Cause: The outside commitments vary for different families.

School Organization

School Organization Summary

Salado Middle School consist of 6th-8th grade students with a traditional school organization structure.

School Organization Strengths

Strong history of academic success in all content areas.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Moving forward to improve areas from good to great

Root Cause: Students and the campus have traditionally been very successful

Technology

Technology Summary

Salado Middle School houses about 600 devices for the overall student body.

Students participate in online assessments, formative and summative. This information populates into Eduphoria, the school's Student Information System.

Teachers effectively utilize and implement technology into classroom learning experiences. Students are well-versed in using various platforms and delivery methods when engaging in technology-based lessons and tasks.

The counselors provide guidance lessons on digital citizen and cyberbullying, and students are educated on the state initiatives and requirements involving these topics.

Technology Strengths

Teachers and staff are trained and efficient in Google Classroom.

Teachers and staff pursue learning opportunities for professional growth in the areas of technology.

The addition of an instructional technologist has transformed our utilization of technology.

Priority Problem Statements

Problem Statement 1: Moving forward to improve areas from good to great

Root Cause 1: Students and the campus have traditionally been very successful

Problem Statement 1 Areas: School Organization

Problem Statement 2: For the last few years, our students have shown lack of improvement on the 6th Grade Reading and Math STAAR.

Root Cause 2: There is a need for alignment between the taught curriculum and tested curriculum.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals





Goal 1: Increase the percentage of students that meet or exceed the standard on the State of Texas Assessments of Academic Readiness (STAAR).

Performance Objective 1: Increase the percent of 6th grade students that score meets grade level or above on STAAR Math from 43% in May 2025 to 50% by May 2026

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention time through our Eagles Nest period, for all students to work on filling gaps or extending their learning.</p> <p>Strategy's Expected Result/Impact: Eagles Nest is designed to address academic gaps and target students who need extra help while challenging those ready to advance. Eagles Nest provides Salado Middle School students an additional class period to address HB 1416, GT, SPED, ESL, and 504 students according need. This period presents an opportunity to increase academic success for all students.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and Instructional Technologist will vertically plan with all Math teachers on a monthly basis.</p> <p>Strategy's Expected Result/Impact: This creates a culture of collaboration and trust. Teachers will benefit from sharing best practices, refining their instructional strategies, and aligning their lessons more effectively with curriculum goals.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Increase the percentage of students that meet or exceed the standard on the State of Texas Assessments of Academic Readiness (STAAR).

Performance Objective 2: Increase the percent of 7th grade students that score meets grade level or above on STAAR Reading from 64% in May 2025 to 71% by May 2026

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend weekly PLC's with administration and collaboratively use assessment data to inform instructional decisions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by STAAR</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intervention time through our Eagles Nest period, for all students to work on filling gaps or extending their learning.</p> <p>Strategy's Expected Result/Impact: Eagles Nest provides Salado Middle School students an additional class period to address HB 1416, GT, SPED, ESL, and 504 students according need. This period presents an opportunity to increase academic success for all students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Administration and Instructional Technologist will vertically plan with all ELAR teachers on a monthly basis.</p> <p>Strategy's Expected Result/Impact: This creates a culture of collaboration and trust. Teachers will benefit from sharing best practices, refining their instructional strategies, and aligning their lessons more effectively with curriculum goals.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Pull Out Small Group Intervention</p> <p>Strategy's Expected Result/Impact: This will improve our STAAR goal in Reading from 64% in May 2025 to 70% by May 2026</p> <p>Staff Responsible for Monitoring: Interventionist/Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
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Goal 1: Increase the percentage of students that meet or exceed the standard on the State of Texas Assessments of Academic Readiness (STAAR).

Performance Objective 3: Increase the percent of 8th grade students that score meets grade level or above on STAAR Science from 63% in May 2025 to 65% by May 2026

High Priority

Evaluation Data Sources: Weekly scheduled PLC meetings with agenda led by Administration.
Usage of performance data from assessments created by teacher and district personnel.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention time through our Eagles Nest period, for all students to work on filling gaps or extending their learning in Science.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results</p> <p>Staff Responsible for Monitoring: Admin and 8th Grade Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase the percentage of students that meet or exceed the standard on the State of Texas Assessments of Academic Readiness (STAAR).

Performance Objective 4: Review and strengthen instructional practices and utilization of instructional resources to support student growth.

High Priority

Evaluation Data Sources: Weekly scheduled PLC meetings with agenda led by Administration.
Usage of performance data from assessments created by teacher and district personnel.





Strategy 1 Details	Reviews			
<p>Strategy 1: Students identified as tier 2 and tier 3 on will be scheduled with specific teachers and will utilize software programs for remediation and growth.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intervention time through our Eagles Nest period, for all students to work on filling gaps or extending their learning.</p> <p>Strategy's Expected Result/Impact: Eagles Nest provides Salado Middle School students an additional class period to address HB 1416, GT, SPED, ESL, and 504 students according need. This period presents an opportunity to increase academic success for all students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Technologist, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 1: Ensure weekly door checks, timely safety drills, notify technology and maintenance in a timely manner about any safety concerns.

High Priority

Evaluation Data Sources: Door and safety drill data collections through our district google spreadsheet.





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure weekly door checks, timely safety drills, notify technology and maintenance in a timely manner about any safety concerns.</p> <p>Strategy's Expected Result/Impact: Weekly sharing of safety data from Salado PD with campus administration is expected to enhance campus safety by keeping school leaders informed of relevant security trends and incidents in real-time. This consistent communication allows administrators to make timely decisions to address potential risks, adjust protocols, and ensure a secure environment for students and staff.</p> <p>Staff Responsible for Monitoring: Salado PD and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 2: Monitor and evaluate facility safety in accordance with TEA guidance.

High Priority

Evaluation Data Sources: Weekly door checks, intruder audits, district google safety spreadsheet





Strategy 1 Details	Reviews			
<p>Strategy 1: Work closely with District Administration, TEA, and Salado ISD police to ensure we are in compliance with TEA guidelines.</p> <p>Strategy's Expected Result/Impact: Issues resolved in a timely manner to ensure the safety of our students and staff.</p> <p>Staff Responsible for Monitoring: District Administration, TEA, Campus Administration, and Salado ISD Police</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Maintain a competitive salary and benefits plan for all employees and develop an application and plan for the Teacher Incentive Allotment (TIA) program.

Performance Objective 1: Review staffing and enrollment projections to effectively plan for the additional staff needed in 2025-2026

High Priority





Evaluation Data Sources: Enrollment data, staffing data

Strategy 1 Details	Reviews			
<p>Strategy 1: Review the staffing levels at the campus and activity level and compare these numbers across the district. Make recommendations for additional staffing and/or the reassignment of resources to match both student participation and interest.</p> <p>Strategy's Expected Result/Impact: Increased staffing at the middle school to match the staffing ratios across the district.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Maintain a competitive salary and benefits plan for all employees and develop an application and plan for the Teacher Incentive Allotment (TIA) program.

Performance Objective 2: Salado Middle School will support the development of a system and ensure teachers are engaged in the TIA committee decisions to increase teacher retention.

Evaluation Data Sources: TIA Surveys, T-TESS data, Student growth data

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage teacher participation in TIA committee and communicate consistently with staff about the developments of the TIA process.</p> <p>Strategy's Expected Result/Impact: Encouraging teacher participation in the TIA (Teacher Incentive Allotment) committee and maintaining consistent communication about its developments aims to foster transparency and engagement in the TIA process. When teachers are involved in the committee, they have a voice in decisions that impact their work and can share valuable insights that shape effective incentives. Regular updates keep staff informed, reducing misunderstandings and building trust. Ultimately, this approach supports a more collaborative environment, helping teachers feel more connected to the goals of the TIA program and motivated by its potential benefits</p> <p>Staff Responsible for Monitoring: District and Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Overall Rating



86 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

Student Enrollment by Type

Economically Disadvantaged



Special Education



Emergent Bilingual/English Learners

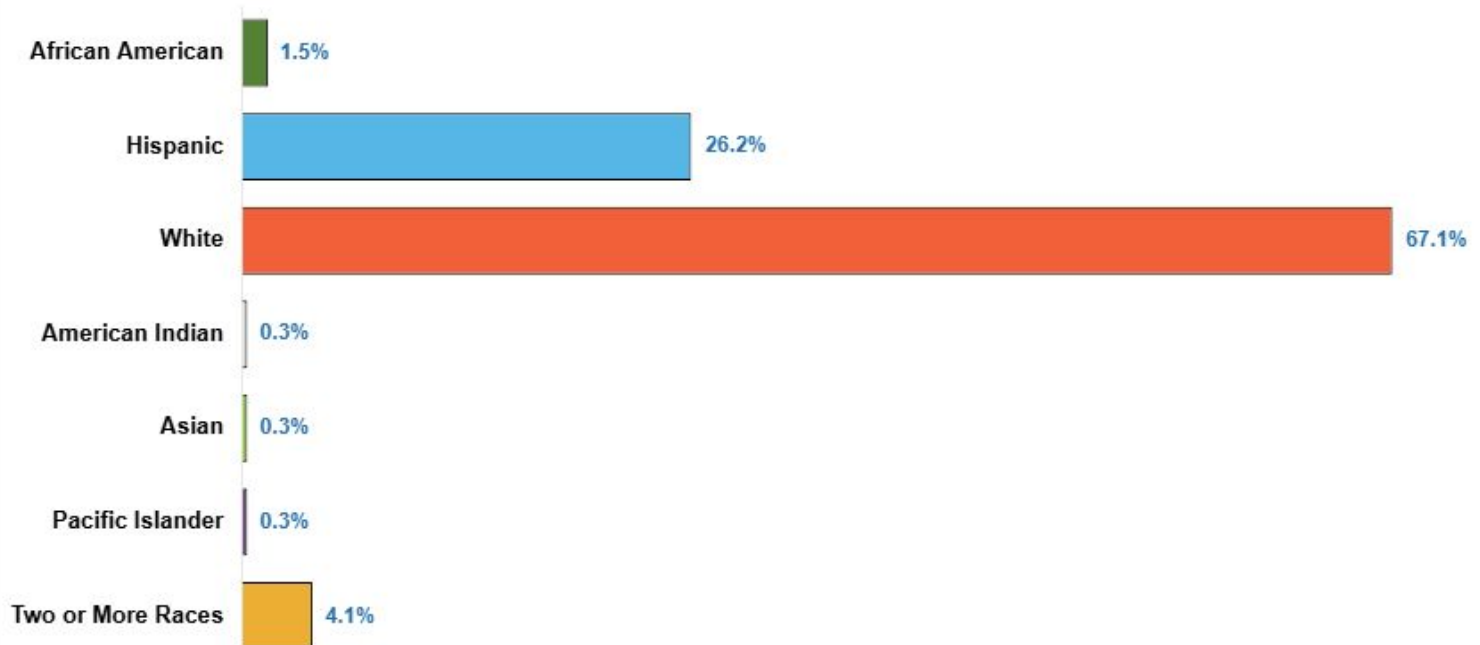


Student Information 2024-25

Total Student Enrollment

587

Student Enrollment by Race/Ethnicity



A-F Fall Preview - Salado Middle School

Grade Level	6	5	6
6	STAAR	STAAR	OPA
ELAR	Target	EOY	OPA
DNM	13%	16%	26%
Approaches	87%	84%	74%
Meets	70%	70%	49%
Masters	35%	34%	26%
	A	A	B

Grade Level	8	7	8
8	STAAR	STAAR	OPA
Math	Target	EOY	OPA
DNM	25%	59%	26%
Approaches	75%	41%	74%
Meets	45%	16%	44%
Masters	20%	1%	3%
	C	F	C

Grade Level	7	6	7
7	STAAR	STAAR	OPA
ELAR	Target	EOY	OPA
DNM	12%	17%	21%
Approaches	88%	83%	79%
Meets	71%	63%	41%
Masters	30%	32%	14%
	A	B	C

Grade Level	8	7	8
8	STAAR	STAAR	OPA
Advanced Math	Target	EOY	OPA
DNM	0%	0%	10%
Approaches	100%	100%	90%
Meets	75%	91%	31%
Masters	50%	40%	14%
	A	A	C

Grade Level	8	7	8
8	STAAR	STAAR	OPA
ELAR	Target	EOY	OPA
DNM	10%	15%	16%
Approaches	90%	85%	84%
Meets	70%	66%	58%
Masters	40%	27%	24%
	A	B	B

Grade Level	8	7	8
8	STAAR	EDIFY	OPA
Science	Target	EOY	OPA
DNM	11%	29%	20%
Approaches	89%	71%	80%
Meets	65%	37%	54%
Masters	30%	18%	16%
	A	C	B

Grade Level	6	5	6
6	STAAR	STAAR	OPA
Math	Target	EOY	OPA
DNM	15%	17%	32%
Approaches	85%	83%	68%
Meets	50%	57%	30%
Masters	28%	24%	11%
	B	B	D

Grade Level	8		8
8	STAAR		OPA
Social Studies	Target		OPA
DNM	22%		23%
Approaches	78%		77%
Meets	55%		38%
Masters	25%		15%
	B		C

Grade Level	7	6	7
7	STAAR	STAAR	OPA
Math	Target	EOY	OPA
DNM	25%	24%	43%
Approaches	75%	76%	57%
Meets	60%	43%	39%
Masters	25%	22%	13%
	B	C	D

Grade Level	STAAR	STAAR	OPA
Campus	Target	EOY	OPA
DNM	15%	19%	25%
Approaches	85%	81%	75%
Meets	65%	59%	45%
Masters	30%	28%	17%
	A	B	C