Calallen Independent School District

Calallen High School

2024-2025 Campus Improvement Plan



Mission Statement

To develop character, encourage life-long learning, and create well-rounded, productive members of society.

Vision

Intentionally empowering today to excel tomorrow.

Value Statement

Calallen: a place where *teachers* care!

Teachers *a*re excited and enthusiastic about their subjects and bring in creative/new challenging material to the classroom.

Students are motivated through student-led activities.

Students are academically challenged by rigorous learning environment.

Students are actively engaged in meaningful instruction and are allowed to explore their potential without fear or ridicule.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 8
- Perceptions 10

Priority Problem Statements 11

Goals 12
- Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement. 12
- Goal 2: CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged. 24
- Goal 3: CHS will maintain current and next generation digital content and tools for students and teachers. 31
- Goal 4: CHS will attract and support high quality staff members that are focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally). 33
- Goal 5: Institutionalized Initatives 37

Campus Funding Summary 39

Addendums 41

Comprehensive Needs Assessment

Revised/Approved: November 4, 2024

Demographics

Demographics Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. Calallen ISD is comprised of approximately 40 square miles and is bordered by Robstown ISD and Tuloso-Midway ISD in Nueces County. Calallen ISD moved from a 5A district in 2019 and has maintained 4A district status since 2020. CISD serves almost 4000 students per year and has six campuses: one high school, one middle school, two grade 3-5 intermediate campuses and two PK-2nd grade primary campuses. CHS is the only high school in the district.

- Enrollment started to decrease in 2009-10 and has shown a slight increase in the past few of years to just over 1,200 students. The growth of jobs and housing in the community is expected to continue and will therefore cause an increase in enrollment.
- The Hispanic population has increased from 48.6% in 2009 to 64.4% in 2021 while the white population has decreased from 45.9% in 2010 to 32.5% in 2022..
- Although the special education enrollment was up and down over the last 10 years, it has increased from 9.4% in 2009 to 12.3% in 2022.
- The Limited English Proficient (LEP) population maintained an average of about 2% for several years; however, Fall 2022 PEIMS Snapshot Report showed an Emergent Bilingual population of 3.2%.
- Class size has maintained an average of around 18.
- The economically disadvantaged population rose from 45% in 2010 to 51.9**%** in 2022.

Calallen ISD revamped its 2020-2025 strategic plan utilizing a team of staff, parents and community members to collaborate on their vision, beliefs, and goals for the future of Calallen ISD. The mission, vision, beliefs, learner outcomes, learner profile, and goals were finalized in the spring of 2020 and are incorporated with the current District Improvement Plan goals. The data of the CNA will continue to be used and aligned with updated accountability and district initiatives to enhance our planning processes.

With regard to staff quality, recruitment, and retention, all CISD teachers are state certified and instructional paraprofessionals are highly qualified. Positions funded with state allotment and federal funds are evaluated every year for necessity and effectiveness annually. CISD has systems in place to support new teachers such as New Teacher Orientation and a mentor program. Professional development needs for teachers new to the district are analyzed and provided either by the district or the ESC. CISD has structures in place to ensure that teachers and others implement training objectives effectively in the classroom. The structures include walk-throughs, T-TESS evaluations, and administrator coaching feedback. Teachers in need of support receive additional assistance from department chairs, classroom observations, mentor teachers, instructional deans, and administrator coaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PD surveys and student achievement results of special pops show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.
Root Cause: The district Hispanic population has increased from 48.6% to 64.4% and economically disadvantaged population has increased from 45% to 52%.

Student Learning

Student Learning Summary

- Formative and summative assessments including benchmarks and quarter tests are reviewed. Data from DMAC, NWEA, AP, SAT, ACT, TSIA2, ASVAB, and Achieve 3000 are all reviewed regularly to monitor and evaluate instruction.
- Teachers utilize differentiated instruc:ion, and progress monitoring, in the classroom. Tier 1 support. Teachers also provide before and after school tutorials (late bus provided). If a student is not making adequate progress they are allowed to go to Grand Central Station {GCS) for small group or individualized assistance. Co-teaching and support facilitate classes are offered for special education students who need extra assistance in the general education setting. Special ed students who receive modified curriculum in math and ELA receive instruction in an applied classroom. EL students have access to gcs and Rosetta Stone and those that need additional support are given EL class period.
- SBDM, DEIC, staff and sutdent surveys, PLCs and other committee reviews are in place to involve staff in decisions regarding PD, curriculum, resources and other campus initatives.
- SAT/ACT review course needed to help increase scores and provide students with more opportunities to get scholarships. Review possible electives that are not as beneficial to students that may be able to be integrated into other courses at a lower level. Consider ways to increase AP testing and provide PD for new AP teachers related to AP testing reviews.
- Covid 19 has created social and emotional concers for a number of students. We are seeing increased numbers of students affected by anxiety, depression, suicidal thoughts, reluctance to engage in coversations, a lack of concern for grades or classroom performance and non-attendance.
- PD will be needed ongoingly in Schoology and other technology integration initatives as well as review of data to work on providing differentiated instruction and addessing social emotional issues.

Student Learning Strengths

Although COVID 19 and virtual learning had a huge impact and caused gaps in learning, we have already taken a turn in a positive direction with added initiatives such as credit recovery and summer school. We will continue to target the areas of weekness to improve student learning and bring students back to reaching their maximum potential.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: District English II EOC scores decreased in all three performance categories from 2021. The Approaches category went from 85% in 2021 to 84% in 2022. The Meets category went from 75% in 2021 to 73% in 2022. The Masters category went from 16% in 2021 to 8% in 2022. District writing performance continues to be a challenge for teachers and students.
Root Cause: Covid continues, increased rigor and passing standards, and other factors contributed to learning loss and made it more difficult for students to meet the meets and masters level. In addition, teacher turnover and continuous change in diverse populations result in more need for PD and aligned resources.

Problem Statement 2: Although the district implemented continuous learning, there is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance students toward meeting targeted goals, with emphasis on learners who did not participate in continuous learning and are served through special education and English learners.
Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 3: There is a need to increase the student growth domain of all students at all 3 levels of performance (Approaches, Meets, and Masters).
Root Cause: Lack of focus on growth for all students.

Problem Statement 4: EOC scores of special education and bilingual emergent students decreased. Data continues to show that special education and bilingual emergent students

struggle to perform satisfactorily on state assessments across the state and district.
Root Cause: Covid continues, and other factors contributed to learning loss. The growing diverse populations, especially with special education and bilingual emergent students, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and bilingual emergent students.

Problem Statement 5: There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.
Root Cause: Limited time to collaborate.

Problem Statement 6: Align all CTE courses with an industry credential opportunity based on the TEA industry-based certification list for accountability and ensure multiple opportunities for all students to meet their CCMR.
Root Cause: Lack of alignment/sustainability within our CTE/CCMR programs and the focus on career, life readiness, and certifications offered.

School Processes & Programs

School Processes & Programs Summary

- CISD Human Resources work directly with colleges across the state ofTexas to recruit high quality teachers. At each campus committees are formed to interview, call references and evaluate applicants to get the educators that are best fit for each position. Each new teacher to the district is set up with two mentor teachers (one directly in their department and one outside of their department) to have a direct source to ask questions of. This mentor teacher will check on them from time to time throughout the year and offer assistance in any way possible.

- The District has a Long Range Committee that looks at future plans for the area and recommends changes as needed. We have on the high school staff a College and Career Readiness Counselor that works directly with Del Mar College to address what courses are needed to best prepare our students for the workforce and college.

- CHS works directly with the district technology director to assess and prioritize needs. With one to one technology dependent on Wi-Fi capability, bandwidth and new access points will ensure connectivity and speed for all portions of the building. Funding needs to be available for replacement of not only lost/damanged devices but also to replenish as devices age. With students using devices, some teachers, along with newly hired teachers, need to be comfortable with the selected district LMS platform, Schoology, therefore specific training should be increased. Teachers will need to have updated technology available to them for a smooth transition to paperless classrooms: webcams, microphones, dual monitors and Smartboards.

- Students who are identified, based on Texas criteria for either 504 or Special Education, have education plans that are individualized. The plans ensure that each student's needs, strenghts, interests and preferences are considered and addressed in a most appropriate way. Suitable supports are implemented either through instructional/classroom accommodations and/or modifications. Areas of concern would be: (1) Number of staff members (2) Limited time allowed for staff to address students; ARD paperwork and (3) Limited course selection due to shortage of staff members.

- Anyone can report a bully on the CISD website, when doing this they can remain annonamous if they wish. Counselors as well as administrators are available for student and staff that are having problems with drugs, violence, suicide, harassment and abuse. Staff also are trained on signs to look for when dealing with different types of abuse. Parents receive text messages, phone calls and emails when school wide communication is neccessary; most feel this is adequate. Peer to peer tutoring has been used in the past and some want to see that return.

- The district has four codes: (1) Code Red - Intruder/Active Shooter, (2} Code Orange - Outside Situation Outside or Near Campus, (3) Code Grey - Severe Weather Close or Near to Campus and (4} Cody Yellow - Chemical Incident. These codes are gone over by each teacher so the students are aware of handle themselves in each situation. Fire drills are completed once a month during the normal school year. The local fire department also visits each school to evaluate the campus for fire safety protocols. Yearly maintenance is completed throughout the buildings by maintenance staff. If there is something we are unable to complete outselves, an outside source is hired to complete the repairs.

- COVID-19 has no doubt impactedour focus area but the district handled the last two school years in the safest ways possible. The countless hours and work teacher and district personnel have poured into trying to make the students' a suitable and safe learning environment, both in person and virtually, has been unsurmountable. Things we need to keep in mind if we must work remotely (1) physical distrance does not have to mean social distance (2) using virtual platforms to continue team building and staff meetings can be good for morale but fostering a sense of community and togetherness by easing the feelings of onliness (3) be inclusive by providing opportunities for staff and students, at all levels and in all departments, to participate in these interactions. In stating these we also must not forget that Personal Protective Equipment is not cheap, funds need to be provided to the entire district to fund employees' payroll for extended work time, supplies and equipment.

School Processes & Programs Strengths

- College and Career Counselor and staff to increase enrollment of related programs, recruit students and promote programs. Additional courses will cause need for additional

staff, but courses continue to increase each year with available staffing.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for an increased emphasis on physical, mental, and social health after the global pandemic.
Root Cause: COVID and the uncertainty of health and other societal issues.

Problem Statement 2: There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats.
Root Cause: Lack of time and funding for adequate professional development and practice in this area.

Perceptions

Perceptions Summary

- Communication with all stake holders through website, phone calls, staff meetings, leadership meetings, Calallen TV, and blackboard
- Communication with parents regarding grades is readily available in skyward family access.
- Need to review updated survey data for climate and perceptions of campus and district
- Parents and communitiy members are involved in activities through SBDM, NHS, SNHS, other clubs, sporting booster clubs, and various other volunteer activities available.
- Initatives and strategies are in place to increase attendance and decrease discpline issues. Those include committee reviews, letters, Calallen TV, student meetings, truancy officer visits, CIS, attendance appeals committee, student code of conduct reviews, DAEP and restorative discipline. Movie and other incentives are also in place to motivate students.

Perceptions Strengths

- Initatives and strategies are in place to increase attendance and decrease discpline issues. Those include committee reviews, letters, Calallen TV, student meetings, truancy officer visits, CIS, attenance appeals committee, student code of conduct reviews, DAEP and restorative discipline. Movie and other incentives are also in place to motivate students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: District attendance rates drop below 95% after COVID 19 hit and have recovered to that rate in the last 2 years.
Root Cause: Campuses struggle with attendance rates due to societies challenges such as COVID and lack of funding as well as lack of time in the day for motivational initiatives and incentives.

Priority Problem Statements

Goals

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 1: Increase the category of closing the gaps as measured by the state accountability system from a scale score of 86 to a 90 or higher.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Administer curriculum-based assessments in core curriculum areas in grades 9-12. **Strategy's Expected Result/Impact:** Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments **Staff Responsible for Monitoring:** Curriculum department, dean of instruction, campus administration, teachers **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR & NWEA(MAP) assessments and provide necessary interventions. Administrators will attend ARD's and report progress measures if available. **Strategy's Expected Result/Impact:** Scores and benchmark assessments **Staff Responsible for Monitoring:** Special education director and staff, teachers, administrators, data analyst **Funding Sources:** - 199 - General Fund: Special Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monitor the number of emergent bilingual (EBs) mastering and/or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights and appropriate STAAR assessment(s); continue to provide intervention strategies to address the needs of EBs and the necessary support and resources to achieve student success. Counselors will continually monitor EB student progress. **Strategy's Expected Result/Impact:** TELPAS and STAAR scores, SuccessEd, benchmark assessments, quarterly monitoring data and teacher/student evaluations, DRC LAS Links data, Riverside Insights **Staff Responsible for Monitoring:** ESL/EL Bilingual/Migrant coordinator, ESL certified staff, teachers with EB students, administrators, counselors, data analyst **Funding Sources:** - 263 - ESSA Title III, Pt. A, - 199 - General Operating Bilingual				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize intervention programs aligned with RtI such as Grand Central Station (GCS), before and after school tutorials, intervention courses, and credit recovery to provide support for identified students struggling to pass STAAR EOC assessments, with attendance and with grades. Tiered instructional plans will be created and implemented for identified students. **Strategy's Expected Result/Impact:** List of identified students, personalized instructional plans, student progress reports **Staff Responsible for Monitoring:** Administrators, dean of instruction, counselors, GCS teachers, RtI team **Funding Sources:** - 199 - General Fund: SCE				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Utilize digital programs such as Achieve 3000 to supplement instruction and provide tiered support and BrightThinker to help close achievement gaps. **Strategy's Expected Result/Impact:** Student benchmark scores; Lexile growth, grades, Achieve 3000 data reports showing growth, reading levels **Staff Responsible for Monitoring:** Administrators, teachers, dean of instruction, curriculum department				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practices with students. **Strategy's Expected Result/Impact:** Placement list, scores, benchmark assessments, discipline reports, data **Staff Responsible for Monitoring:** DAEP teachers, administrators, counselors **Funding Sources:** - 199 - General Fund: SCE				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Monitor differentiated instructional strategies for all special program areas (at-risk students, special education, gifted/talented, Section 504, EB, dyslexia, migrant, foster care, and homeless students). Actively engage students through the use of high yield instructional strategies. **Strategy's Expected Result/Impact:** Lesson plans, walk-throughs, classroom observations, student achievement **Staff Responsible for Monitoring:** Administrators, dean of instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Utilize Carl Perkins funds to meet the six required uses of CTE funds and support CTE students in an effort to close the achievement gap as indicated on the Perkins core indicators of performance. Use the CLNA to evaluate CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention, and training of CTE teachers. **Strategy's Expected Result/Impact:** Enhanced program curriculum, supplies, and equipment. Increased retention in CTE programs and industry-based certifications. **Staff Responsible for Monitoring:** Special Programs Director, CTE Coordinator, dean of instruction, other campus administration **Funding Sources:** - 244 - CTE Carl Perkins (PIC 22) - $41,806				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 2: Increase the category of academic growth as measured by the state accountability system at the campus level (currently 88).

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and implement a well-rounded program of instruction to meet the academic needs and assure academic growth of all students (all special populations including GT) through the effective use of differentiated instruction. **Strategy's Expected Result/Impact:** Differentiated instruction training **Staff Responsible for Monitoring:** Teachers, administrators, dean of instruction, curriculum department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide remediation for students not passing any area of STAAR/EOC assessments. Utilize remediation courses where available, aligned common assessments, before and after school tutoring, and summer school. Ensure the hours of remediation required by HB4545 per unsuccessful STAAR/EOC are provided to each eligible student. **Strategy's Expected Result/Impact:** Increased retest passing rates, reduced sections of remediation courses needed **Staff Responsible for Monitoring:** Administrators, teachers, dean of instruction, counselors **Funding Sources:** - 199 - General Fund: SCE, - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by Results Driven Accountability (RDA). **Strategy's Expected Result/Impact:** Increased attendance rate **Staff Responsible for Monitoring:** Administrators, counselors, teachers, CIS personnel, truancy officers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Research workforce solution job market data to identify course additions and partner with other districts to increase CTE courses/paths/certification opportunities available to students that will align to labor market data.. **Strategy's Expected Result/Impact:** Classes identified, students enrolled, certifications obtained **Staff Responsible for Monitoring:** Dean of instruction, CTE department chair, College and Career counselor **Funding Sources:** - 199 - General Operating - CTE, - 244 - CTE Carl Perkins (PIC 22)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 3: Increase (or maintain) all areas of performance as measured by the TEA accountability system (Student Achievement 88, School Progress 90, Closing the Gaps 90) to achieve 90% or above scale score and achieve an A rating.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Disaggregate STAAR/EOC data by subject, demographic, performance objective, and TEKS to determine areas of strength and areas of improvement needed. Utilize data to create plans to increase student achievement at the Approaches, Meets and Masters Standard Level on all STAAR/EOC exams. **Strategy's Expected Result/Impact:** STAAR scores, Quarter and Benchmark Tests **Staff Responsible for Monitoring:** Administrators, curriculum specialist, dean of instruction, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase student achievement in the Approaches Standard level in all STAAR/EOC tested areas: English I from 84% to 90% or above, English II from 88% to 92% or above, Algebra I from 90% to 94% or above, Biology from 99% to 100% or above, and US History from 99% to 100% or above. **Strategy's Expected Result/Impact:** STAAR scores, Quarter and Benchmark Tests **Staff Responsible for Monitoring:** Administrators, curriculum specialist, dean of instruction, teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase student achievement in the Meets Standard level in all STAAR/EOC tested areas: English I from 74% to 78% or above, English II from 77% to 81% or above, Algebra I from 57% to 61% or above, Biology from 81% to 85% or above, and US History from 83% to 87% or above. **Strategy's Expected Result/Impact:** STAAR scores, Quarter and Benchmark Tests **Staff Responsible for Monitoring:** Administrators, curriculum specialist, dean of instruction, teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Increase student achievement in the Masters Standard level in all STAAR/EOC tested areas: English I from 23% to 30% or above, English II from 9% to 30% or above, Algebra I from 31% to 43% or above, Biology from 29% to 35% or above, and US History from 52% to 62% or above. **Strategy's Expected Result/Impact:** STAAR scores, Quarter and Benchmark Tests **Staff Responsible for Monitoring:** Administrators, curriculum specialist, dean of instruction, teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Engage in meaningful consultation with appropriate stakeholders in coordinating activities to utilize Title IV, Part A funds to ensure students have well-rounded educational opportunities, a safe and secure school to attend, mental health supports, and digital literacy proficiency. **Strategy's Expected Result/Impact:** Student attendance and family participation will increase. **Staff Responsible for Monitoring:** Director of Special Programs, campus and district admin, teachers, librarians	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 4: Increase the number of Distinction Designations awarded in recognition of outstanding achievement from 4 to 7.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilizing disaggregated data, develop plans to earn distinctions in ELA/Reading, Science and Postsecondary Readiness and maintain distinctions in Mathematics, Social Studies, Comparative Academic Growth and Comparative Closing the Gaps. **Strategy's Expected Result/Impact:** Increased number Distinction Designations **Staff Responsible for Monitoring:** Administrators, dean of instruction, teachers, college and career counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences. **Strategy's Expected Result/Impact:** Re-enrollment of dropout students, dropout prevention data, counselor logs, PEIMS reports, leaver reports **Staff Responsible for Monitoring:** Administrators, counselors, teachers, CIS personnel, truancy officers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 5: Increase performance in the area of college, career, and military readiness and post-secondary readiness at the district level as measured by the state accountability system from a 73 to a 90 or higher.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CHS will ensure students are college and career ready by providing the following: exposure to multiple careers based on career and interest assessments, hosting a career and college day, field trips, guest speakers, dual credit opportunities, certification programs, TSIA2, ASVAB, IHE partnerships, college essay, application and FASFA assistance, SAT/ACT, AP, PSAT, etc. Utilize Texas College Bridge program to assist students struggling to meet TSIA requirements. Utilize data to determine CCMR. **Strategy's Expected Result/Impact:** Better informed students and parents; increased participation in programs; increased number of students completing their endorsement **Staff Responsible for Monitoring:** CHS career counselor, assistant supt., campus administrators **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199 - General Operating - CTE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: CHS counselors will meet with students annually to review and refine their four year graduation plan and ensure they are on track to earn their selected endorsement. **Strategy's Expected Result/Impact:** Fewer schedule changes; increased number of students earning an endorsement; Naviance usage **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice. **Strategy's Expected Result/Impact:** Course catalog, CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military. **Staff Responsible for Monitoring:** Campus administration, district administration, CTE teachers **Funding Sources:** - 199 - General Operating - CTE, - 244 - CTE Carl Perkins (PIC 22)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Research workforce solution job market data to identify possible course additions. **Strategy's Expected Result/Impact:** Classes identified **Staff Responsible for Monitoring:** Dean of Instruction, CTE department chair, College and Career Counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide enriched accelerated courses PAC, AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, industry certifications, and /or licensing while in high school. **Strategy's Expected Result/Impact:** Number of students acquiring college hours, associates degrees, industry certifications, and licenses. **Staff Responsible for Monitoring:** Administrators, College and Career Counselor, Dean of Instruction **Funding Sources:** - 199 - General Operating - CTE - $13,000, - 199 - General Operating GT				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Ensure all students are college and career ready by implementing College and Career Readiness Standards (CCRS) to include components of rigor, relevance, and relationships. **Strategy's Expected Result/Impact:** Students and parents increased awareness and participation in college and career activities and courses. **Staff Responsible for Monitoring:** CHS career counselor, counselors, administrators, dean of instruction **Funding Sources:** - 199 - General Operating: CCMR				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Utilize YouScience for career aptitude and interest in grades 9-12. **Strategy's Expected Result/Impact:** 100% of CHS students will have access to career investigation resources **Staff Responsible for Monitoring:** Administrators, teachers, counselors **Funding Sources:** - 199 - General Operating - CTE, - 244 - CTE Carl Perkins (PIC 22)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Strengthen partnerships with IHEs and Craft Training Center to create additional academic and post-secondary opportunities for Calallen High School students. Continue to approach businesses regarding the support of CTE and STEM classes. Work with proprietary schools to offer career programs that align with workforce demands. **Strategy's Expected Result/Impact:** Increased partnerships **Staff Responsible for Monitoring:** Administrators, dean of Instruction, college and career counselor **Funding Sources:** - 244 - CTE Carl Perkins (PIC 22), - 199 - General Operating - CTE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CHS will foster engagement by integrating personalized learning experiences that align with selected endorsement.

Performance Objective 6: CCMR Board Outcome Goal: The percentage of graduates that meet the criteria for CCMR will increase from 73% to 80% by August 2025.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The Student Achievement domain will be used to evaluate district and campus performance based on three areas: performance on STAAR assessments, College Career and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Individual CCMR indicators will be monitored to ensure students are being provided adequate support in achieving at least one indicator. **Strategy's Expected Result/Impact:** STAAR Reports, counselor logs, PEIMS, SAT/ACT, TSIA2, AP reports, and certifications earned. **Staff Responsible for Monitoring:** Administration, PEIMS clerk, counselors, teachers **Funding Sources:** - 199 - General Operating: CCMR				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1: Increase parental involvement and connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Sources: Parent attendance at school events; sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CHS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication: parent teacher conferences, phone calls, Skyward, Parent Square, teacher web pages, etc.. **Strategy's Expected Result/Impact:** Parent communication logs, Parent Square and Skyward distribution logs, CIS logs **Staff Responsible for Monitoring:** Administrators, dean of instruction, CIS, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives. **Strategy's Expected Result/Impact:** Participation of parents in meeting, sign in sheets **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/ intervention (including prevention, identification, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression) dyslexia identification and intervention, accelerated education, and social/emotional/health issues. CHS does not tolerate dating violence. The district SHAC/Safety committee will establish procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines for students who are victims will also be established. Age-appropriate educational materials on the dangers pertaining to dating violence and associated resources for students seeking help will be made available. Specific strategies will address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents. **Strategy's Expected Result/Impact:** Lesson plan documentation, counselor logs, referrals **Staff Responsible for Monitoring:** Administrators, counselors, teachers, CIS personnel **Funding Sources:** - 199 - General Fund: SCE, - 199 - General Operating: Dyslexia				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue campus representation at Gifted and Talented Advisory Committee meetings, SHAC, DEIC, SBDM, and Parent Orientation meetings. Continue parent training opportunities on course offerings, graduation requirements, and other pertinent topics as needed. **Strategy's Expected Result/Impact:** Participation of parents at meetings, sign-in sheets **Staff Responsible for Monitoring:** GT coordinator, district RN, campus administrators, dean of instruction, parents, marketing coordinator				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide information to students, parents, teachers, and counselors of students about : 1. higher education admissions and financial aid opportunities, 2. TEXAS grant program and Teach for Texas grant programs, 3. the need for students to make informed college and career choices to be prepared for success beyond high school, 4. host FAFSA events/workshops, 5. talk to ABC parents about financial aid, 6. refer students/parents to utilize Coastal Compass, 7. provide presentations by college and military representatives. **Strategy's Expected Result/Impact:** Participation of parents in meetings **Staff Responsible for Monitoring:** Counselors, college and career counselor, administrators, CIS, parents, students, teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Counselors will work with district homeless liaison to request assistance for secondary homeless students on a case-by-case basis. **Strategy's Expected Result/Impact:** Monitor list of homeless students receiving appropriate services on campus **Staff Responsible for Monitoring:** Administrators, teachers, CIS **Funding Sources:** - 199 - General Fund: SCE				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Inform parents of the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance. **Strategy's Expected Result/Impact:** Monitor reports frequently throughout the year; individual counseling, home visits, CISD website **Staff Responsible for Monitoring:** Truancy officers, Counselors, CIS, administrators, parents, students, teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 2: Continue to implement and monitor our current peer mentoring/coaching program; highlighting best practices to positively impact all teachers involved.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue to provide a quality professional development program that provides on-going PD for teachers and paraprofessionals that highlights best practices and builds knowledge and skills necessary to achieve excellence and equity for all students. **Strategy's Expected Result/Impact:** Teacher training logs and evaluations **Staff Responsible for Monitoring:** Administrators, dean of instruction, data analysis, department chairs, SBDM members, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Share best practices through departments and grade level subject areas teams through PLC time. **Strategy's Expected Result/Impact:** Supportive environment. PLC agendas **Staff Responsible for Monitoring:** Administrators, dean of instruction **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Encourage and arrange for teachers to observe other teachers within/out of their content for alignment, strategy implementation, etc. and encourage videotaping (good lessons, activities, etc.) for all teachers. **Strategy's Expected Result/Impact:** Increased usage of high yield instructional strategies and collaborative atmosphere **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue to participate in the district "CATS" teacher mentoring program. **Strategy's Expected Result/Impact:** Increased teacher retention **Staff Responsible for Monitoring:** District and campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CHS will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 3: Provide an intentional culture of school safety by all school staff and practiced by all students.

Evaluation Data Sources: Safety drills

Strategy 1 Details	Reviews			
Strategy 1: Promote the physical, mental, social and emotional well being of all students and provide counseling as needed and communicate frequently with parents.	Formative			Summative
Strategy's Expected Result/Impact: Students and parents are informed and supported **Staff Responsible for Monitoring:** Administrators, assistant supt., counselors	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Multi-hazard Emergency Operations Plan will be put into place. It will have provisions pertaining to substitute teachers and regular employees during an emergency or a drill. It will also mandate the development of a school safety and security committee with specified members and duties an a threat assessment team appointed by the superintendent.	Formative			Summative
Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee **Staff Responsible for Monitoring:** Superintendent; Campus administration	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: CHS will continue to have district peace officers perform duties as assigned via a Trauma Informed Care Policy that will address resources to increase staff and parent awareness of trauma informed care and implementation of trauma informed practices and care by trained staff.	Formative			Summative
Strategy's Expected Result/Impact: Safe schools, Trauma Informed Care Policy, increased awareness. **Staff Responsible for Monitoring:** Superintendent; Campus Administration	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: CHS will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: 1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; 2. Recognize students displaying early warning signs and a possible need for early mental health intervention; and 3. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL). **Strategy's Expected Result/Impact:** Teacher training documentation; training evaluations **Staff Responsible for Monitoring:** Counselors, teachers, nurses, administrators, law enforcement officers, CIS personnel				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that CHS staff and students advocate for safety in the schools, districts, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities. **Strategy's Expected Result/Impact:** Complete safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments. **Staff Responsible for Monitoring:** Director of Operations, administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CHS will maintain current and next generation digital content and tools for students and teachers.

Performance Objective 1: CHS will prepare all stakeholders to effectively utilize digital resources.

Evaluation Data Sources: Virtual learning, technology being used for student work/projects

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support CHS special populations by upgrade technology and assistive technology for both special education classrooms and inclusion settings. **Strategy's Expected Result/Impact:** Successful implementation of technology devices to support special populations **Staff Responsible for Monitoring:** Special education director, diagnosticians, counselors, LSSPs, SLPs, teachers, administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Foster communication between district IT specialists, DLC's, administration, and teachers so all staff knows what programs and devices are available and how to use them. **Strategy's Expected Result/Impact:** Increased specialized training to enhance student learning **Staff Responsible for Monitoring:** Technology, campus administrators, teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize activities to improve use of technology in order to improve academic achievement and digital literacy for all students. Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA. Increase appropriate curriculum technology integration in all grades and all subject areas. **Strategy's Expected Result/Impact:** Student products, lesson plans, technology benchmark testing for appropriate grade level students; Makerspace sign-in sheets **Staff Responsible for Monitoring:** District Technology Specialists, DLC's, campus administrators **Funding Sources:** - 199 - General Fund	No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CHS will maintain current and next generation digital content and tools for students and teachers.

Performance Objective 2: Offer technology tools and ongoing training opportunities to all CHS teachers.

Evaluation Data Sources: Trainings offered and attended

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offer extensive technology professional development opportunities to increase the proficiency levels of all CHS employees. **Strategy's Expected Result/Impact:** Computer lab, hardware and software **Staff Responsible for Monitoring:** Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management. Continue to implement different technology options to ensure the engagement of all students. **Strategy's Expected Result/Impact:** Teacher training documentation; training evaluations **Staff Responsible for Monitoring:** Technology integration specialist, data fellow				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide teachers with training and support from Instructional Technology Specialist and integrate Technology Applications (TA) standards, into the content areas utilizing a variety of technology devices. **Strategy's Expected Result/Impact:** Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations. **Staff Responsible for Monitoring:** Administrators, technology integration specialist, teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: CHS will attract and support high quality staff members that are focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally).

Performance Objective 1: Create a learning organization supported by 100% innovative and engaged staff who use relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize TRS (sso) documents to create engaged lesson plans and materials to support classroom instruction, emphasize higher-order thinking skills, and ensure instruction occurs at the appropriate levels of depth and complexity. **Strategy's Expected Result/Impact:** Engaged students, lesson plans, increased benchmark and STARR scores **Staff Responsible for Monitoring:** Administrator, dean of instruction, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow the adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum. **Strategy's Expected Result/Impact:** Decrease in number of bullying reports **Staff Responsible for Monitoring:** Administrators, teachers, counselors, all staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/intervention, dyslexia identification and intervention and accelerated education. **Strategy's Expected Result/Impact:** Lesson plans, counselor logs, Restorative circles, individual guidance **Staff Responsible for Monitoring:** Administrators, Dyslexia specialist, counselors, teachers, CIS personnel				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue to provide PLUS (a non-disciplinary alternative education program) instruction for students that meet program requirements and are at risk for dropping out of school. **Strategy's Expected Result/Impact:** Graduation rate **Staff Responsible for Monitoring:** Administrators, counselors, PLUS teacher				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: CHS will continue to provide training on Restorative Practice techniques and practices to build relationships. **Strategy's Expected Result/Impact:** Fewer discipline referrals, healthy relationships between students and teachers, sign in sheets, evaluations **Staff Responsible for Monitoring:** Administrators, CIS, counselors, teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide training and begin implementation of "The Leader in Me." A character education program containing HB 1026 mandated character traits (A15). **Strategy's Expected Result/Impact:** Counselors trained on selected character education program; student lessons provided and implemented. **Staff Responsible for Monitoring:** Administrators, counselors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for emergent bilingual students. Train counselors and staff on DRC LAS Links and Riverside Insights as needed. Increase resources for core subject area staff development for emergent bilingual students. **Strategy's Expected Result/Impact:** Feedback from session evaluation forms; lesson plan documentation; program reports; Project ELL (Education) reports **Staff Responsible for Monitoring:** ESL/EL Migrant coordinator, campus admin, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: CHS will attract and support high quality staff members that are focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally).

Performance Objective 2: Design and implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize the student and parent survey regarding teachers and the effectiveness of their teaching styles. Work to ensure a positive campus culture. **Strategy's Expected Result/Impact:** Increased satisfaction survey results, positive campus culture **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development in state mandated topics including but not limited to: AED, CPR, technology, TA-TEKS, sexual abuse and other maltreatment of children, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Imitative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education, implementation of TEKS/ELPS, LPAC, RtI, conflict resolution, G/T, and ESL for staff and administrators. **Strategy's Expected Result/Impact:** Teacher training documentation, training evaluations, Eduphoria data **Staff Responsible for Monitoring:** Administrators, central office administration, curriculum coordinators, teachers **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue to inform teachers of all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize DMAC data and ensure that CHS staff can effectively utilize DMAC. **Strategy's Expected Result/Impact:** Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, teachers, counselors, curriculum dept.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: CHS will attract and support high quality staff members that are focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally).

Performance Objective 3: Teacher recruitment and retention programs will utilize CHS fiscal resources to ensure that teaching staff for all courses are trained, hired, and retained so that student achievement is maximized.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: This strategy aims to foster a supportive and calm school environment that prioritizes teacher well-being by integrating intentional time for stress relief and quiet reflection into the workday and minimizing workplace stressors through improved scheduling, communication, and support systems. By promoting a wellness-centered campus culture, the school seeks to enhance teacher retention and recruitment efforts. Expected outcomes include higher teacher morale, reduced turnover rates, improved perceptions of campus climate, and a stronger reputation as a supportive workplace. Success will be measured through improved staff satisfaction on climate surveys, increased retention rates, higher-quality applicant pools, and consistent participation in wellness initiatives. **Strategy's Expected Result/Impact:** Increased teacher morale and improved climate and culture Increased teacher morale and improved climate and culture. **Staff Responsible for Monitoring:** Counselors and Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	No Progress	No Progress	No Progress	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Institutionalized Initatives

Performance Objective 1: CHS will remain cognizant of and monitor implementation of 100% of the initiatives/strategies that are ongoing or continue from year-to-year.

Evaluation Data Sources: Data on initiatives

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prioritize programs for evaluation based on fidelity and efficiency, apply an evaluation tool to review findings utilizing stakeholder committees, and eliminate those programs that are not aligned to campus and district goals, beliefs, and standards. **Strategy's Expected Result/Impact:** List of programs to continue; list of programs to eliminate/discontinue **Staff Responsible for Monitoring:** District and campus administrators, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data- driven PLCs. **Strategy's Expected Result/Impact:** Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar **Staff Responsible for Monitoring:** Data fellow, curriculum dept, campus admin	No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Focus on reading and writing literacy and comprehension for emergent bilingual students. Update accommodations for emergent bilingual students Ensure that emergent bilingual identified students are being served by an ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments. **Strategy's Expected Result/Impact:** Student scores, nine-week grades, benchmark assessments; emergent bilingual accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters **Staff Responsible for Monitoring:** ESL coordinator, campus admin, counselors	No Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success. **Strategy's Expected Result/Impact:** Report on RDA risk elements; NWEA data - progress monitoring **Staff Responsible for Monitoring:** Special ed dir, campus admin, diagnosticians, counselors	No Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons. **Strategy's Expected Result/Impact:** Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons. **Staff Responsible for Monitoring:** Curriculum dept, campus admin	No Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Continue to provide incentives for students to attend school on a daily basis to improve overall academic outcomes and reduce chronic absenteeism. **Strategy's Expected Result/Impact:** Improved attendance rates and academic outcomes **Staff Responsible for Monitoring:** Attendance, Counselors, Administration	No Progress	No Progress	No Progress	

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Continue to provide incentives for teachers and staff to increase morale, attendance and promote a positive campus culture. **Strategy's Expected Result/Impact:** Increased teacher attendance, morale and campus culture **Staff Responsible for Monitoring:** Principal	No Progress	No Progress	No Progress	

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
3	1	3			$0.00
4	2	2			$0.00
				Sub-Total	$0.00

199 - General Fund: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	6			$0.00
1	2	2			$0.00
2	1	3			$0.00
2	1	6			$0.00
				Sub-Total	$0.00

199 - General Fund: Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

199 - General Operating GT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	5			$0.00
				Sub-Total	$0.00

199 - General Operating: CCMR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	6			$0.00
1	6	1			$0.00
				Sub-Total	$0.00

199 - General Operating: Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
				Sub-Total	$0.00

199 - General Operating - CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$0.00
1	5	1			$0.00
1	5	3			$0.00
1	5	5			$13,000.00
1	5	7			$0.00
1	5	8			$0.00
				Sub-Total	$13,000.00

199 - General Operating Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
				Sub-Total	$0.00

244 - CTE Carl Perkins (PIC 22)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$41,806.00
1	2	4			$0.00
1	5	3			$0.00
1	5	7			$0.00
1	5	8			$0.00
				Sub-Total	$41,806.00

263 - ESSA Title III, Pt. A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
				Sub-Total	$0.00

Addendums

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

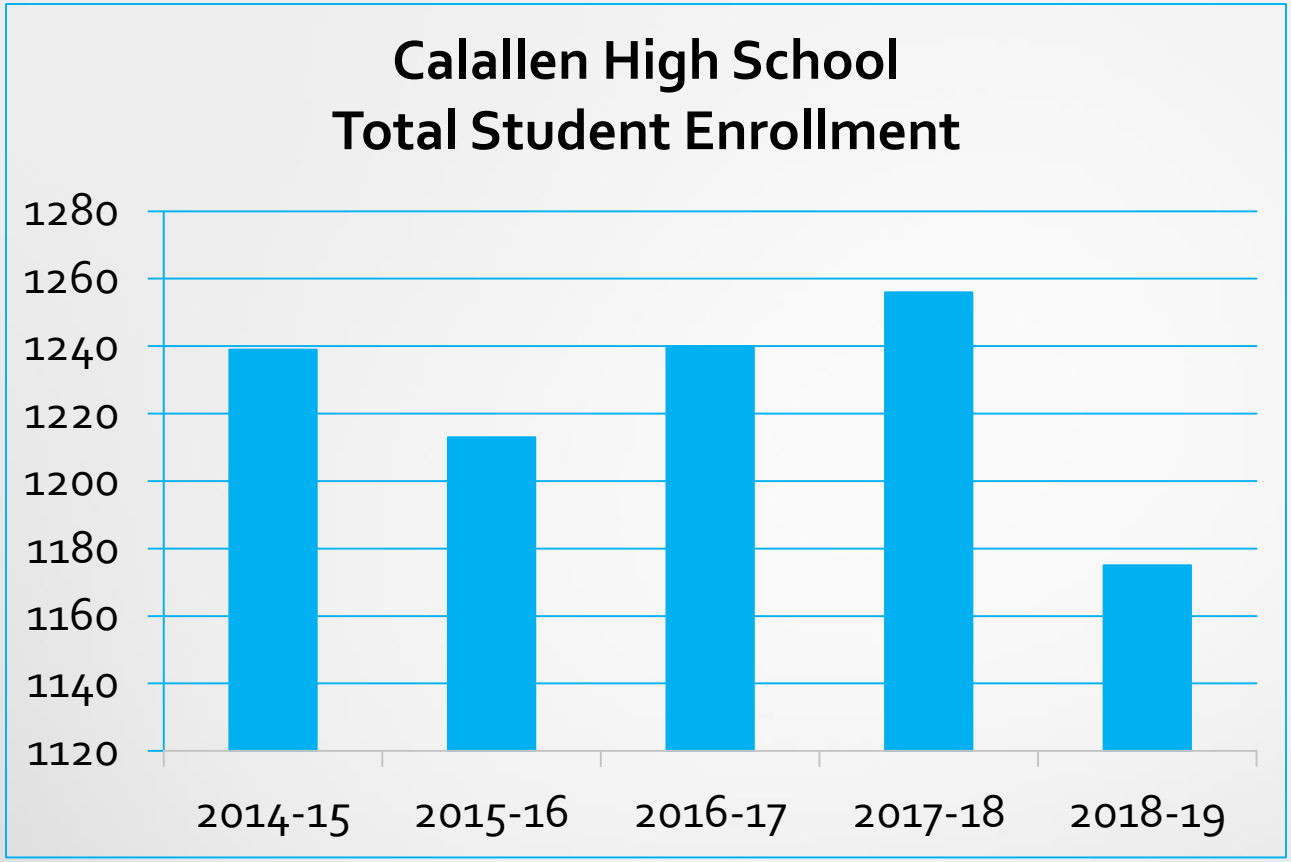
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

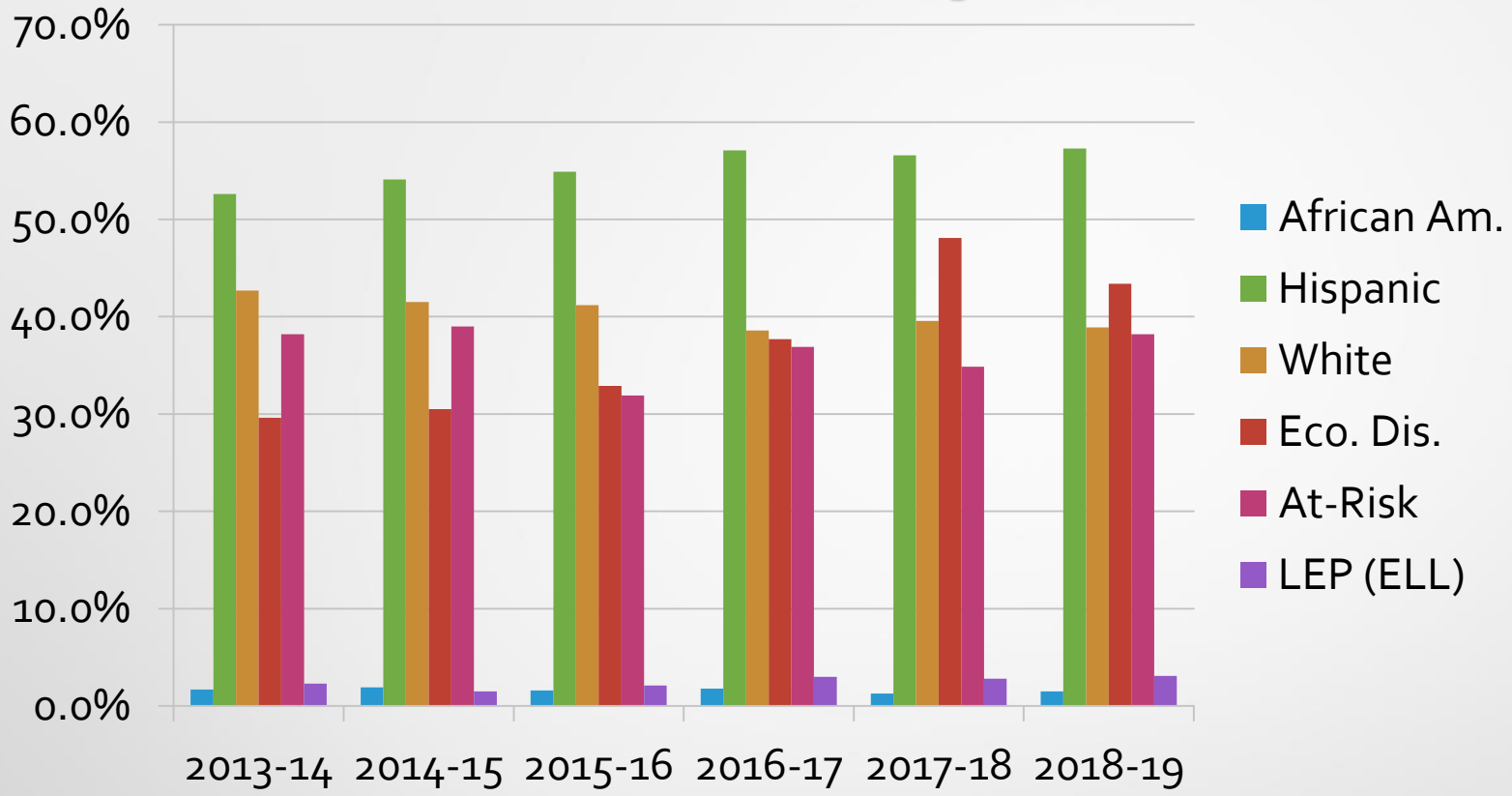


Calallen ISD
Transforming the Vision 2020



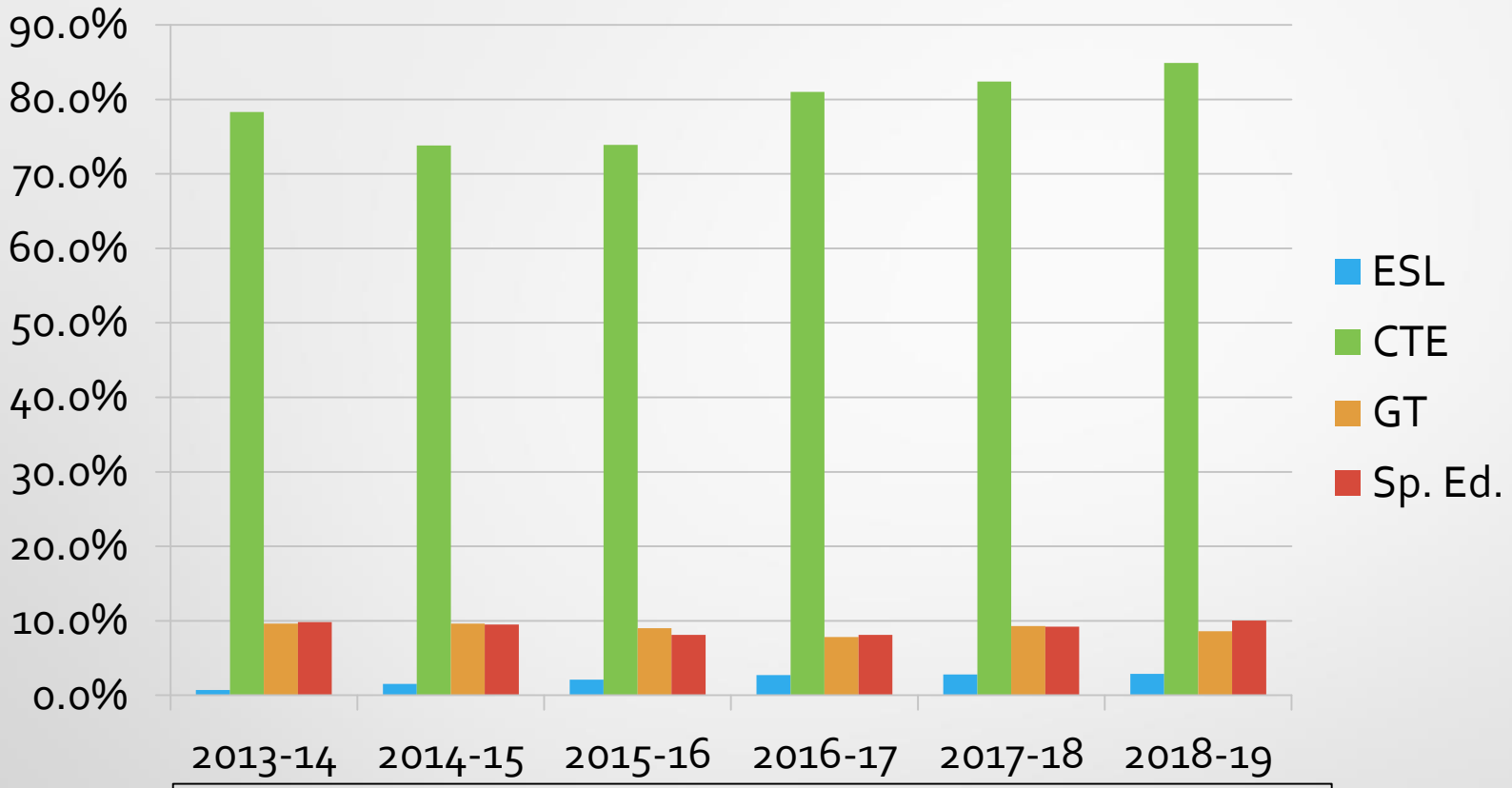
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



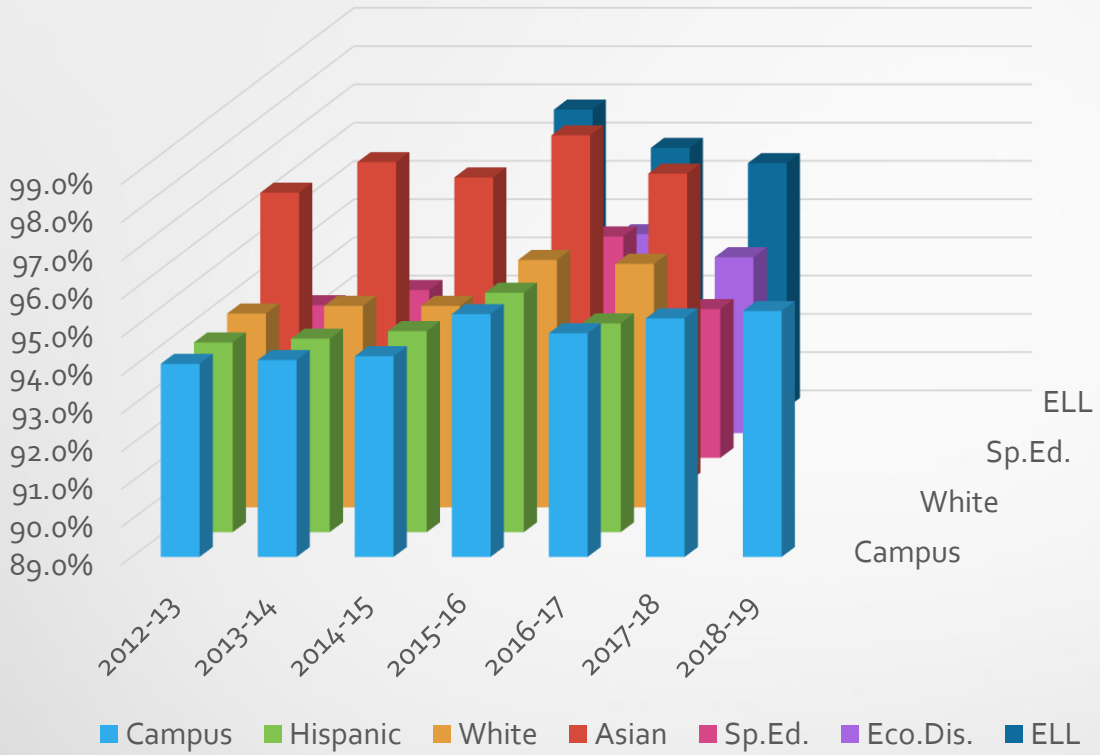
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

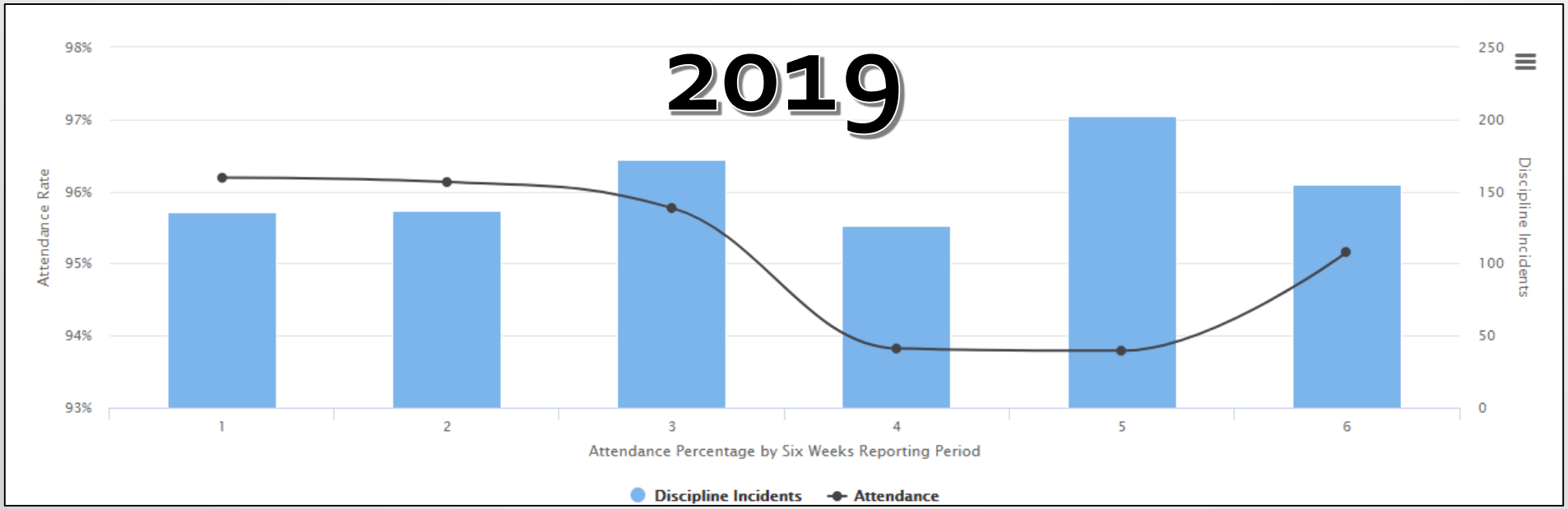


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

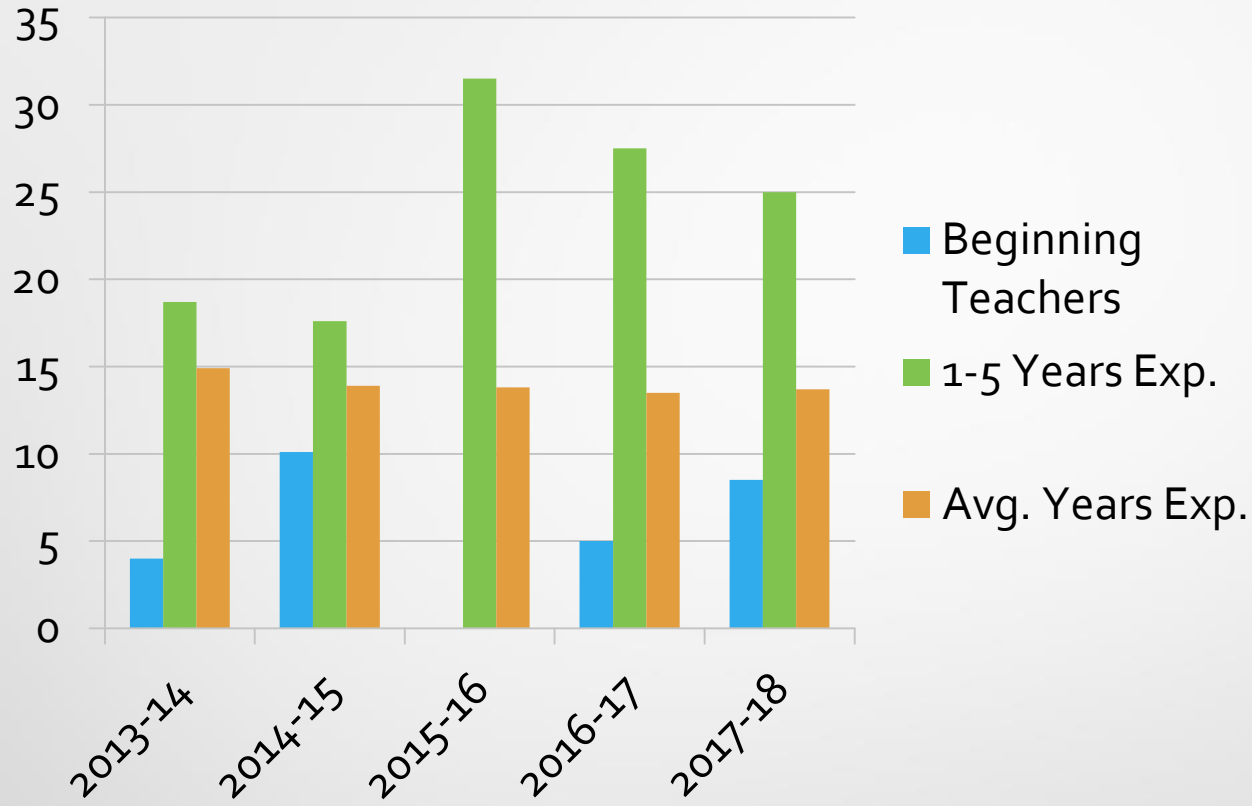
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

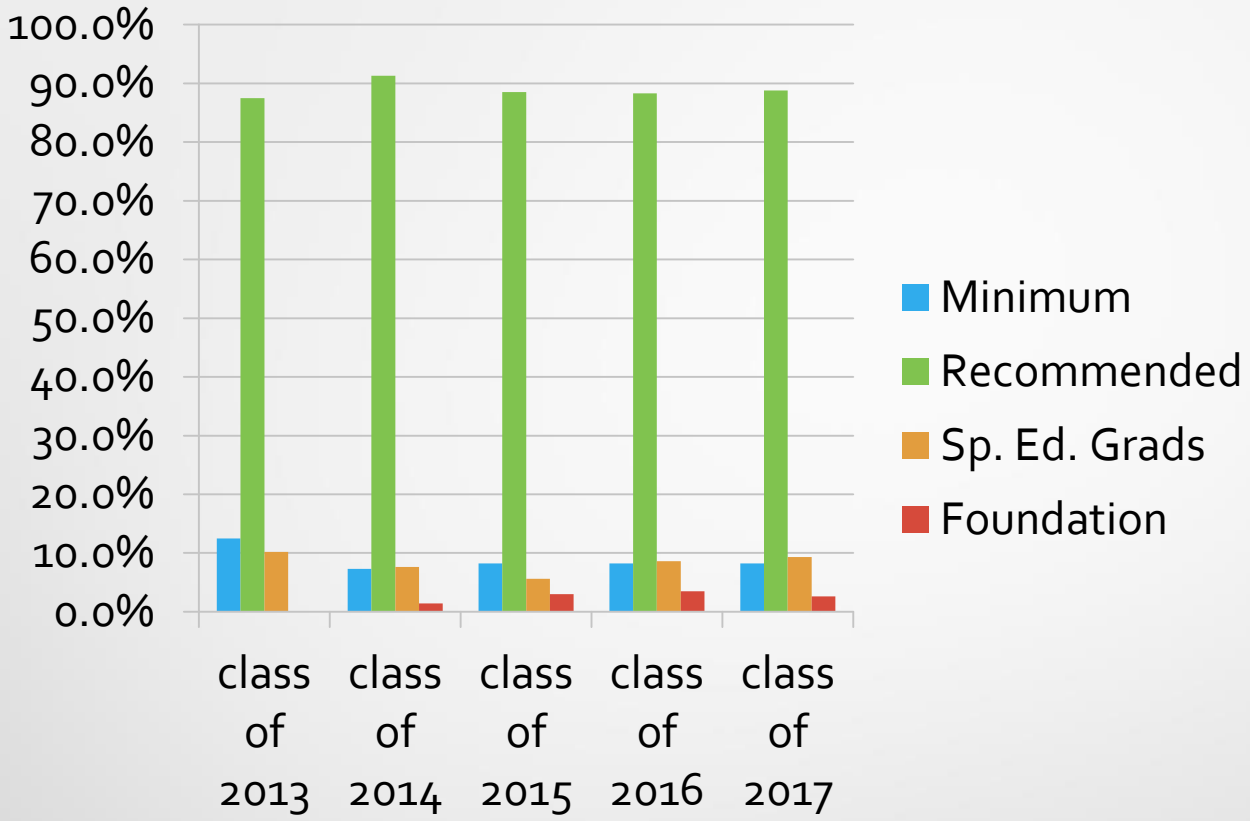
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

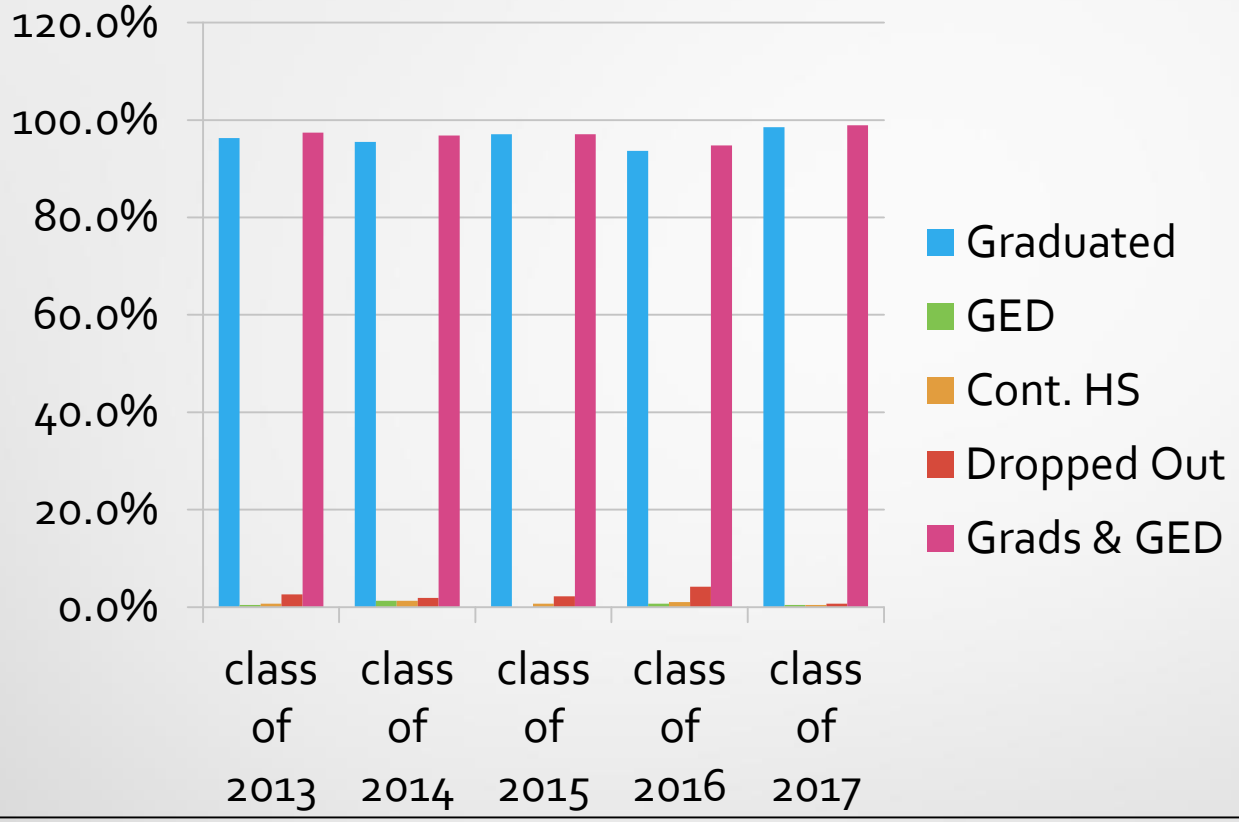
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

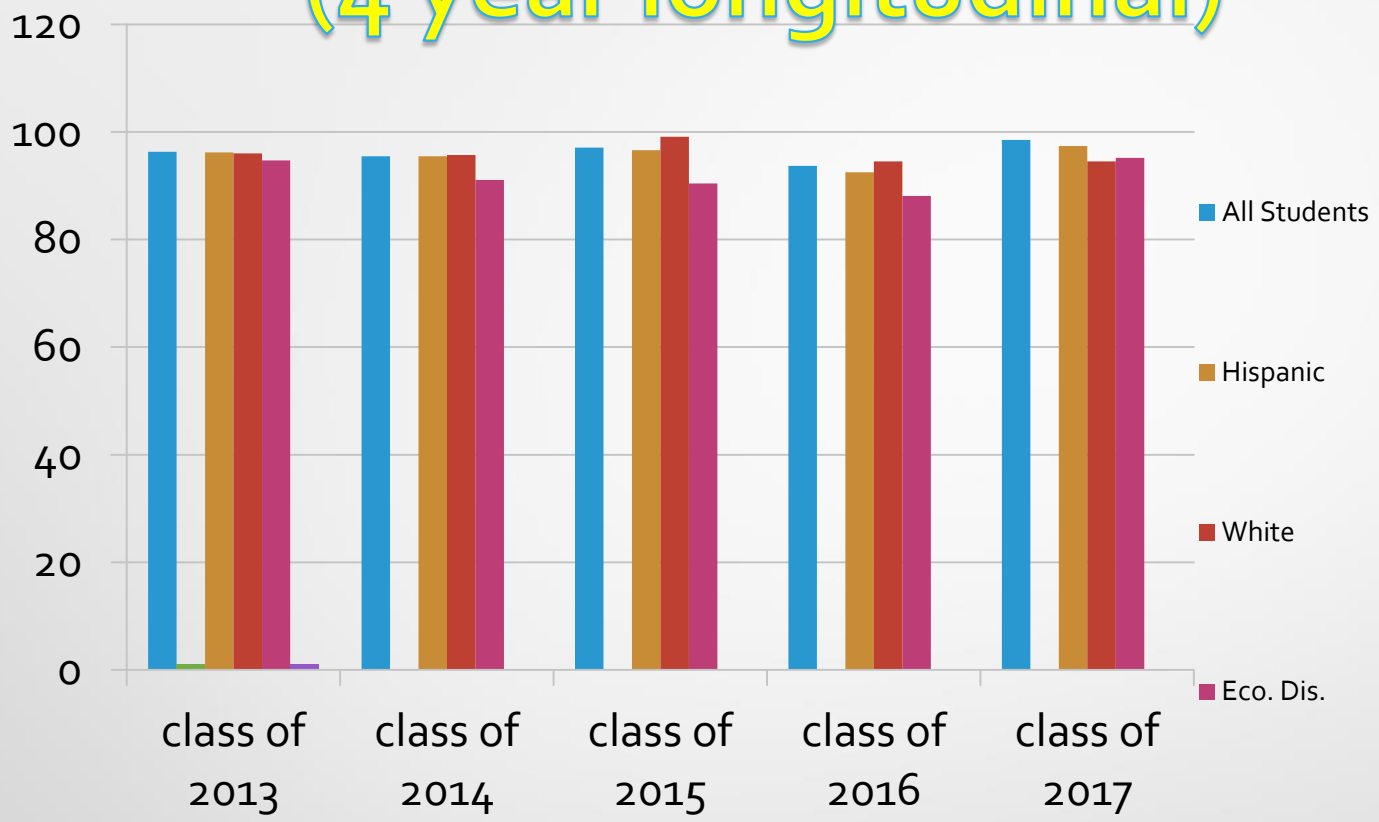
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



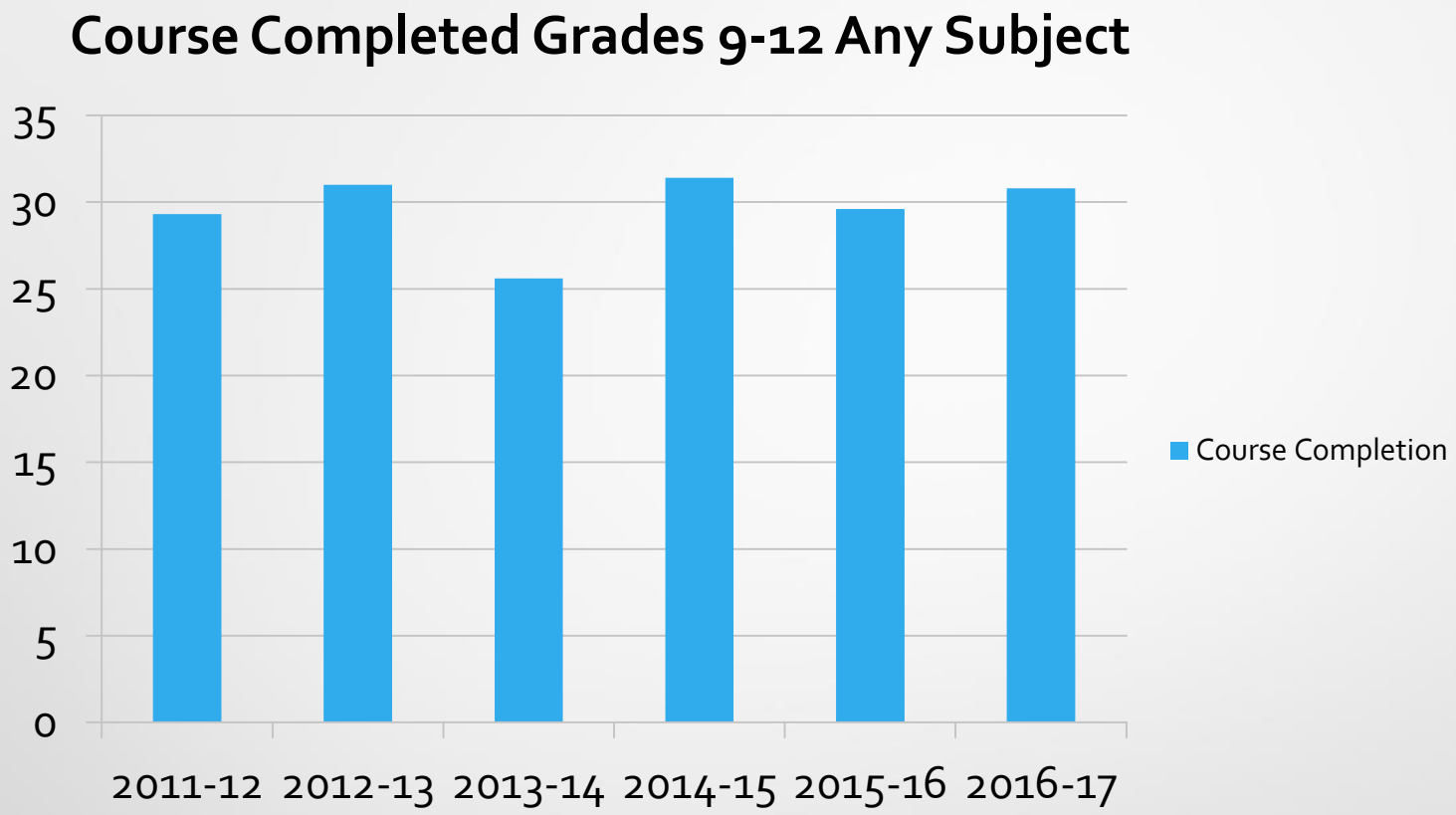
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

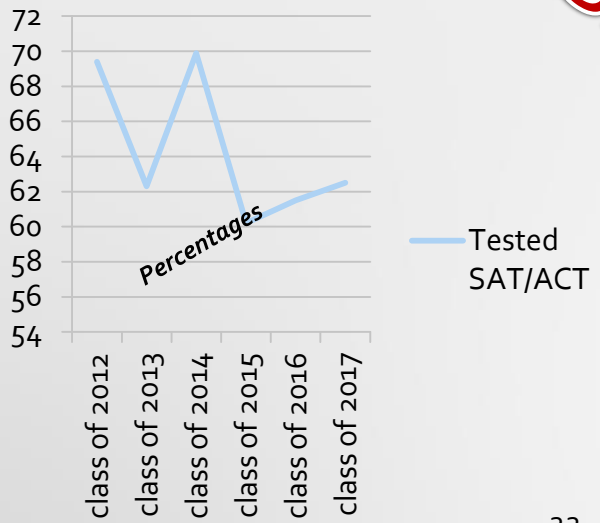


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

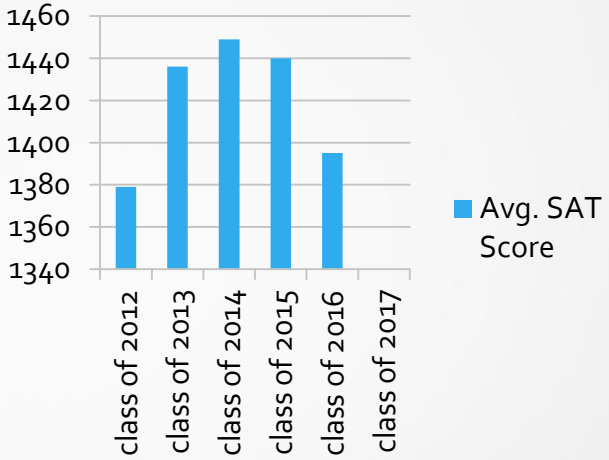
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

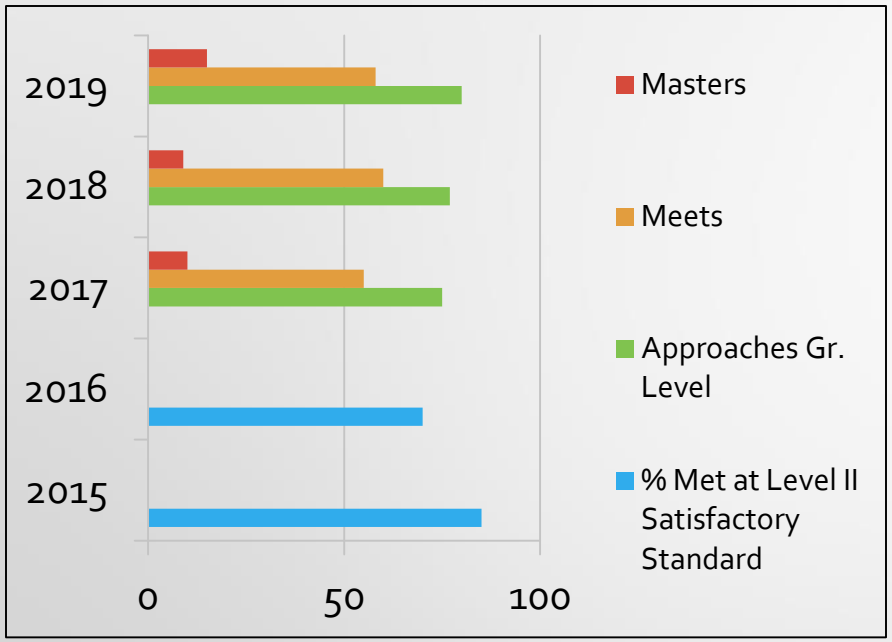
CHS



Calallen High School

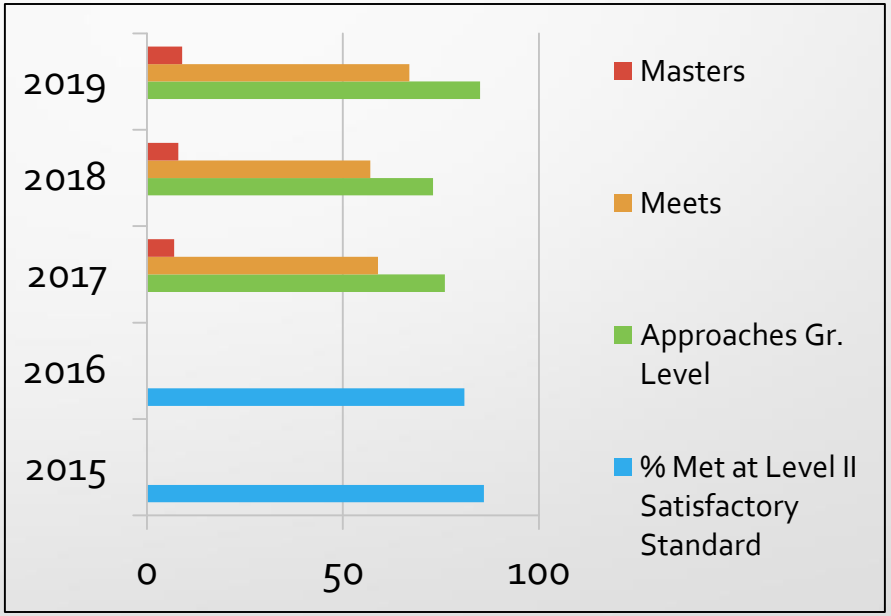


English I



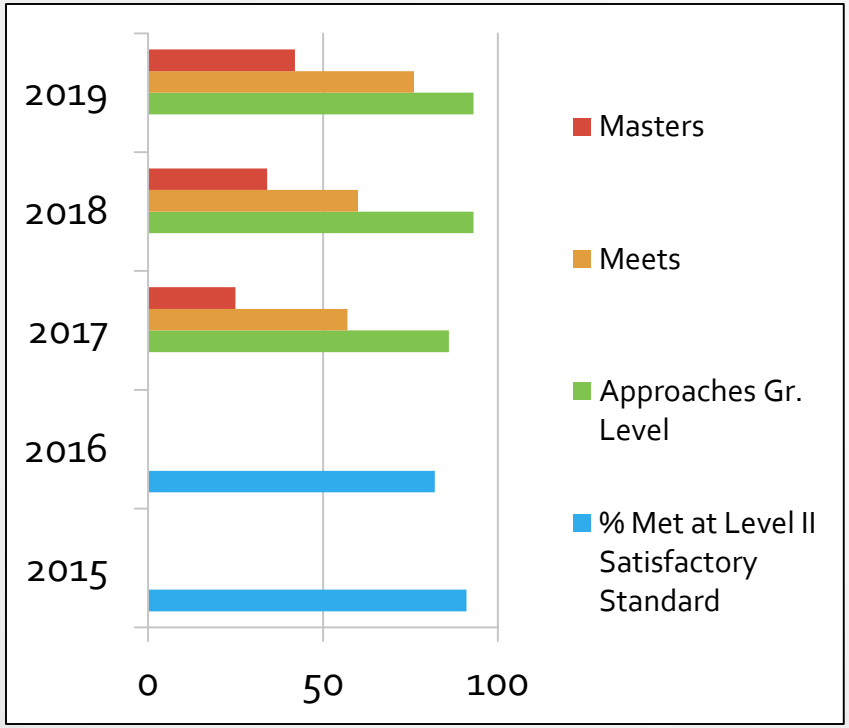
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

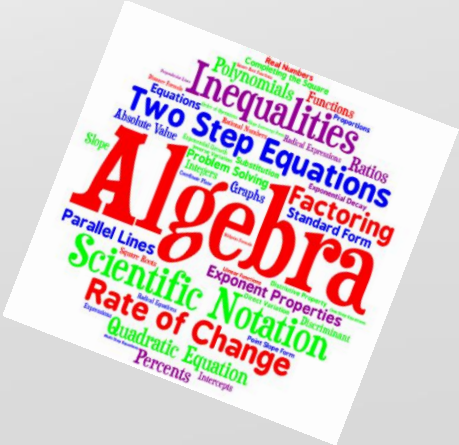


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

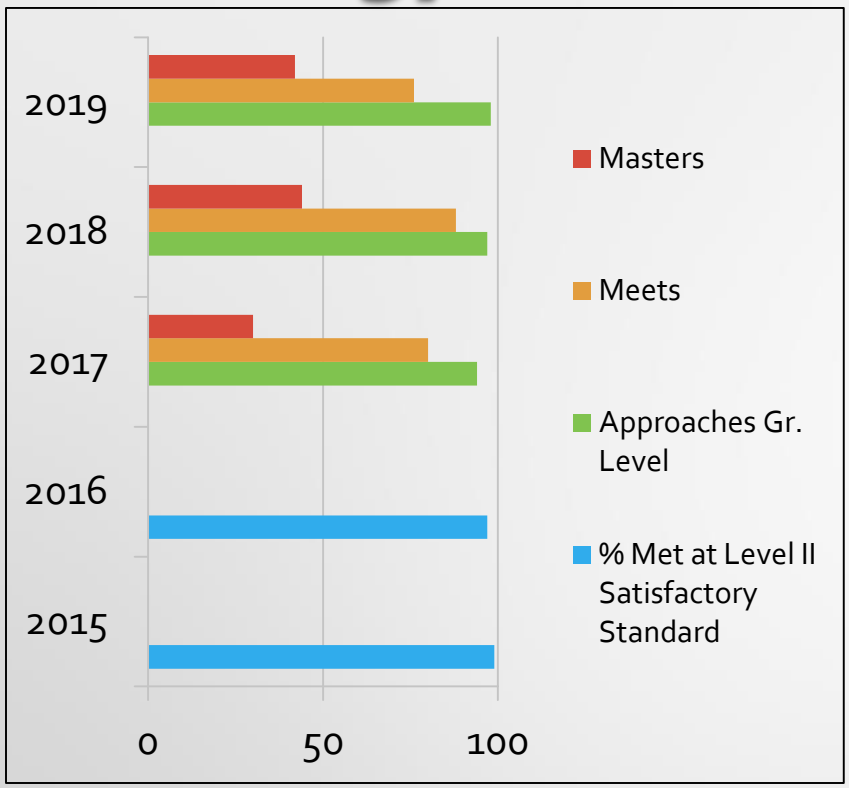


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

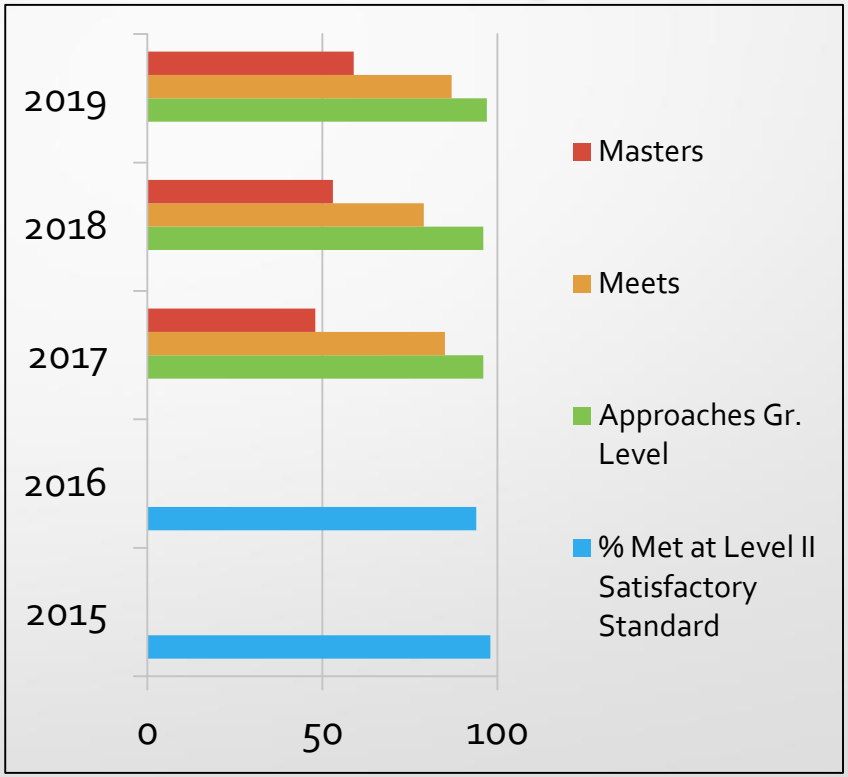
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

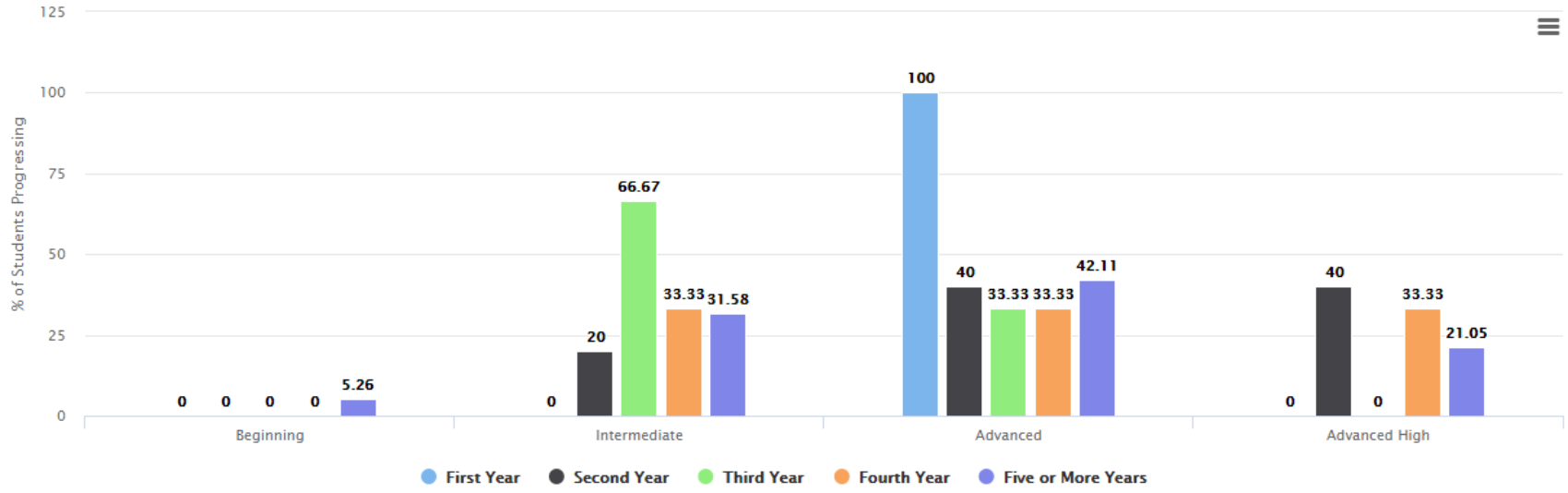


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

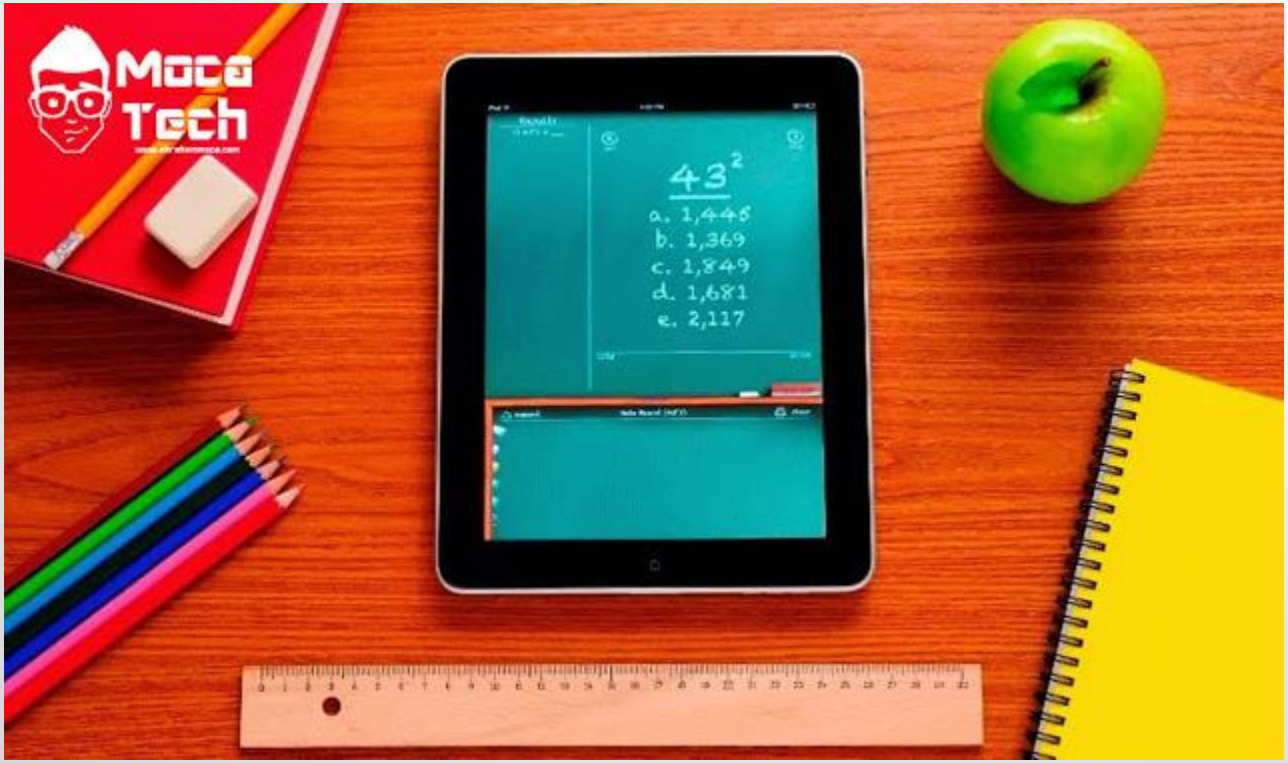
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

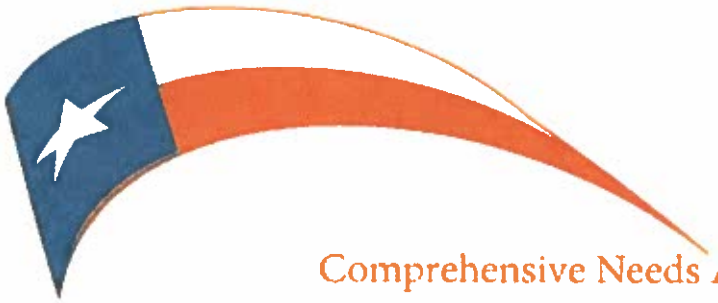
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

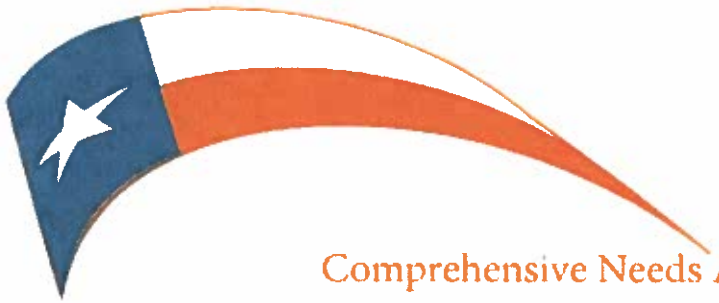
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

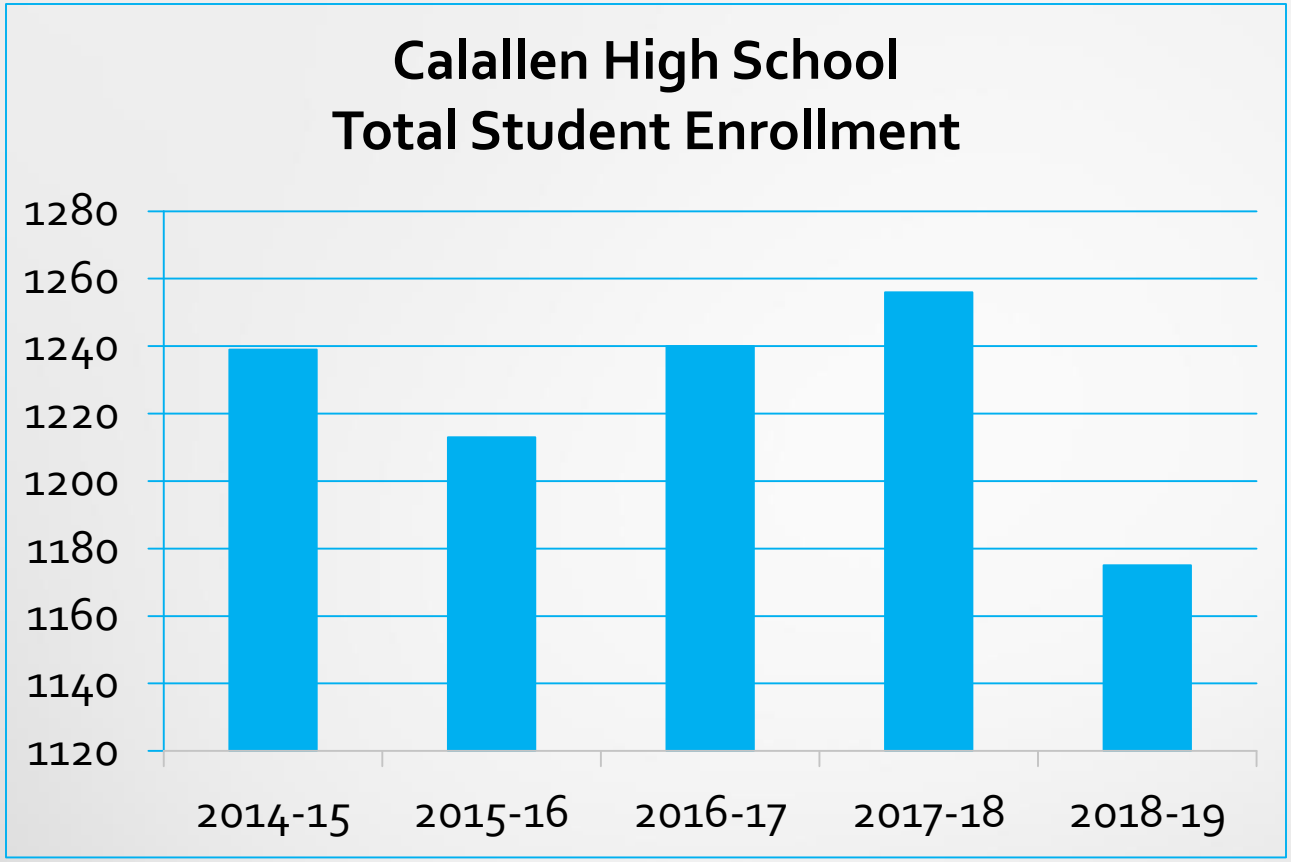
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

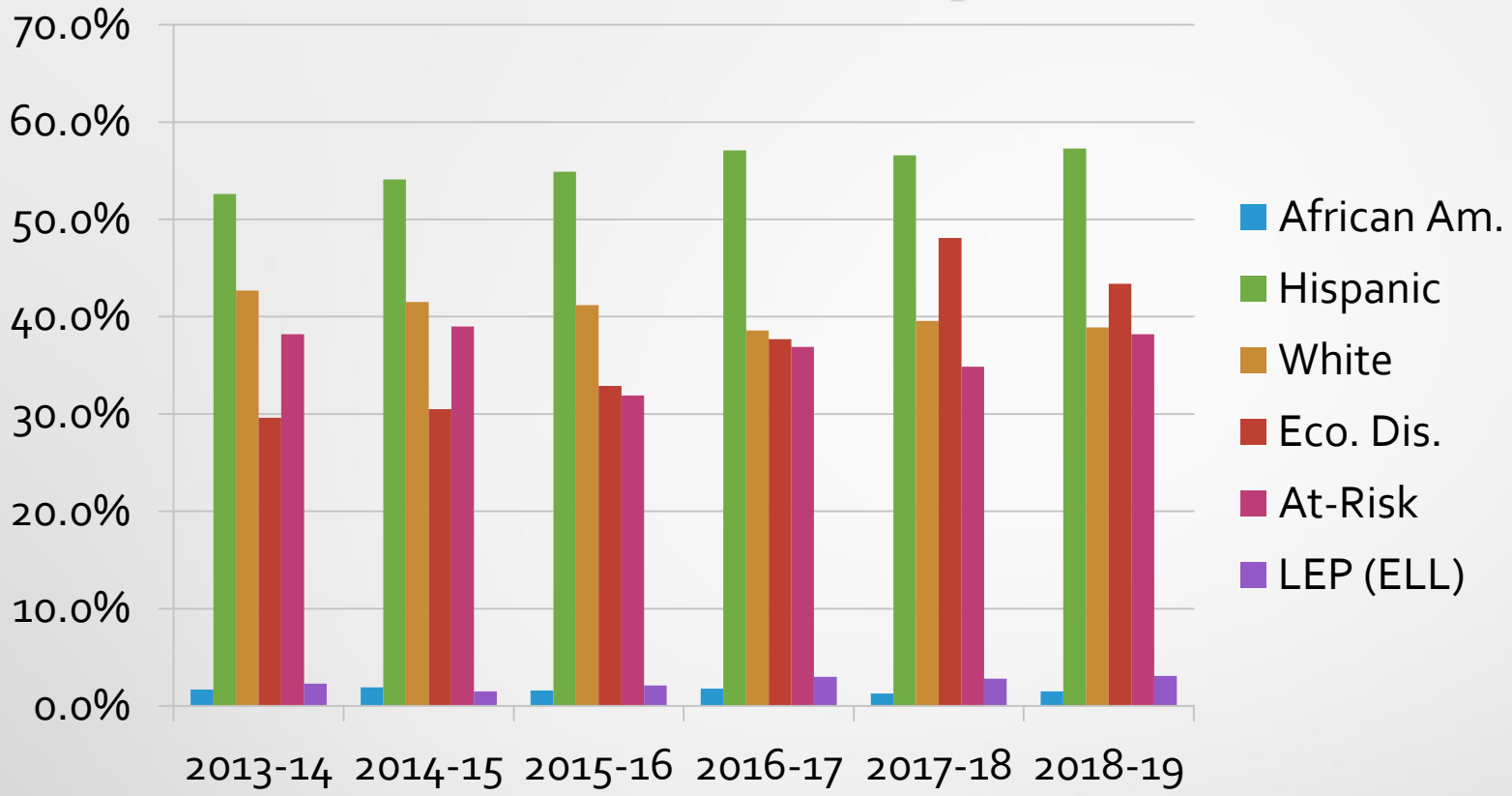


Calallen ISD
Transforming the Vision 2020



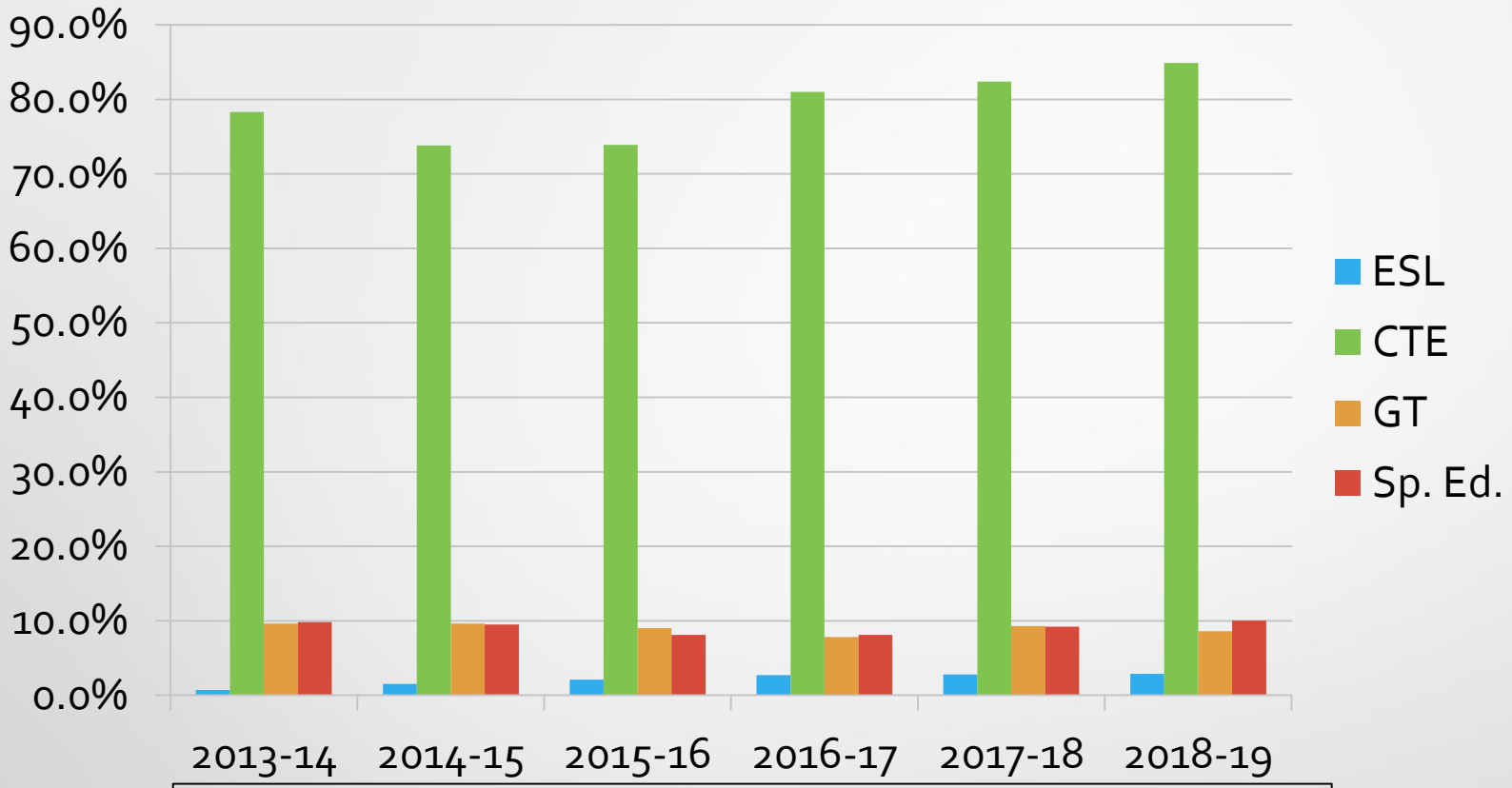
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



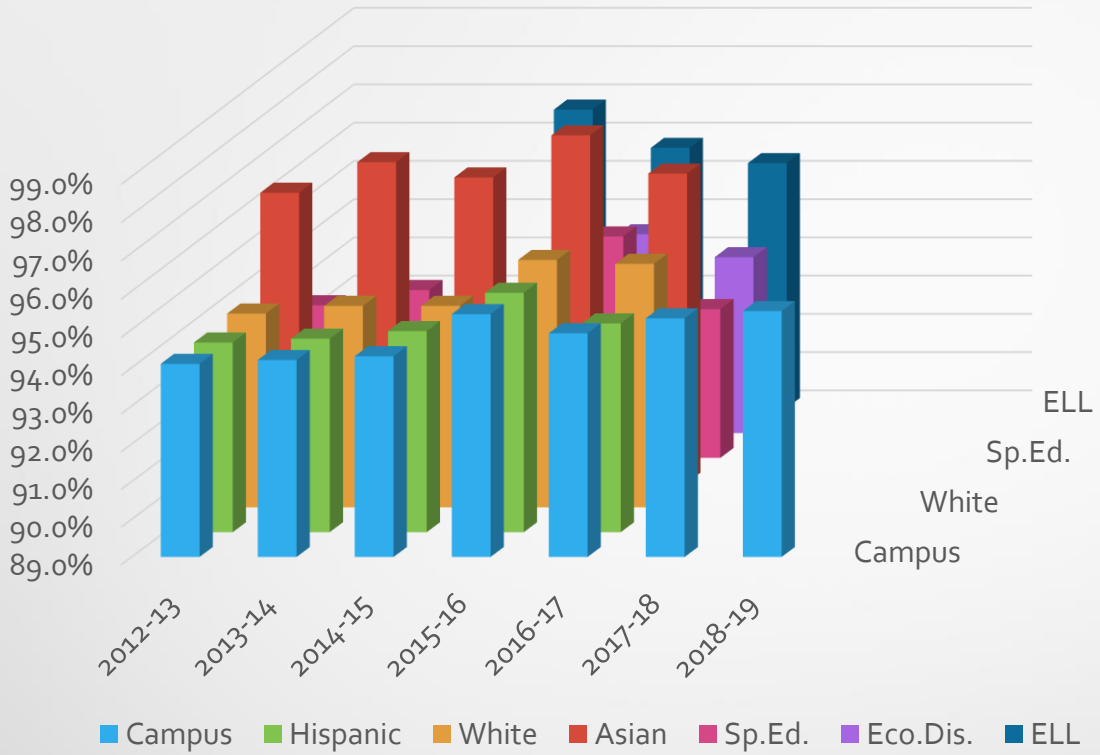
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

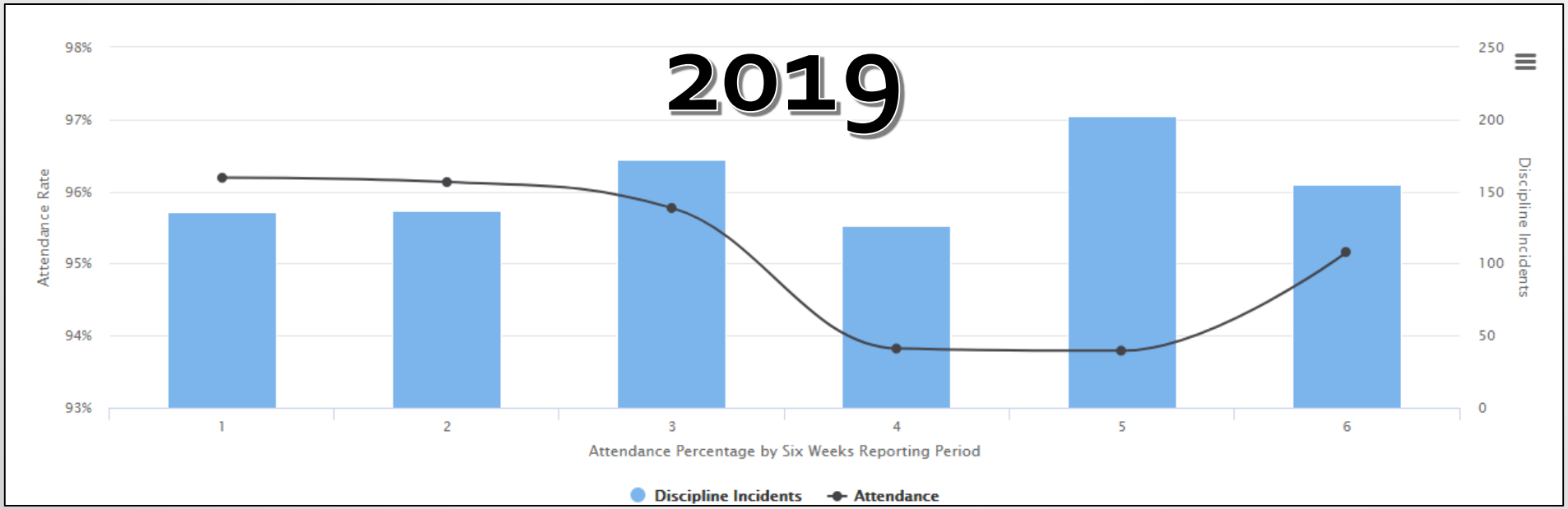


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

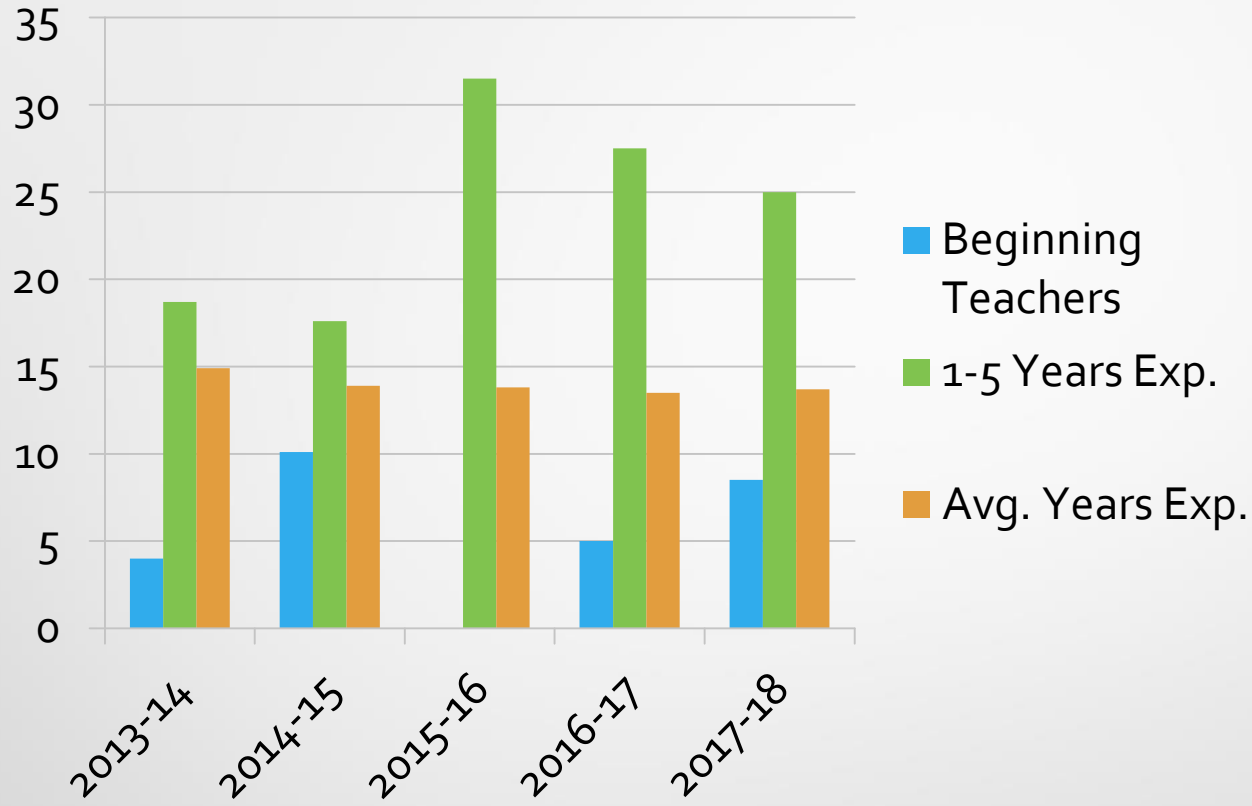
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

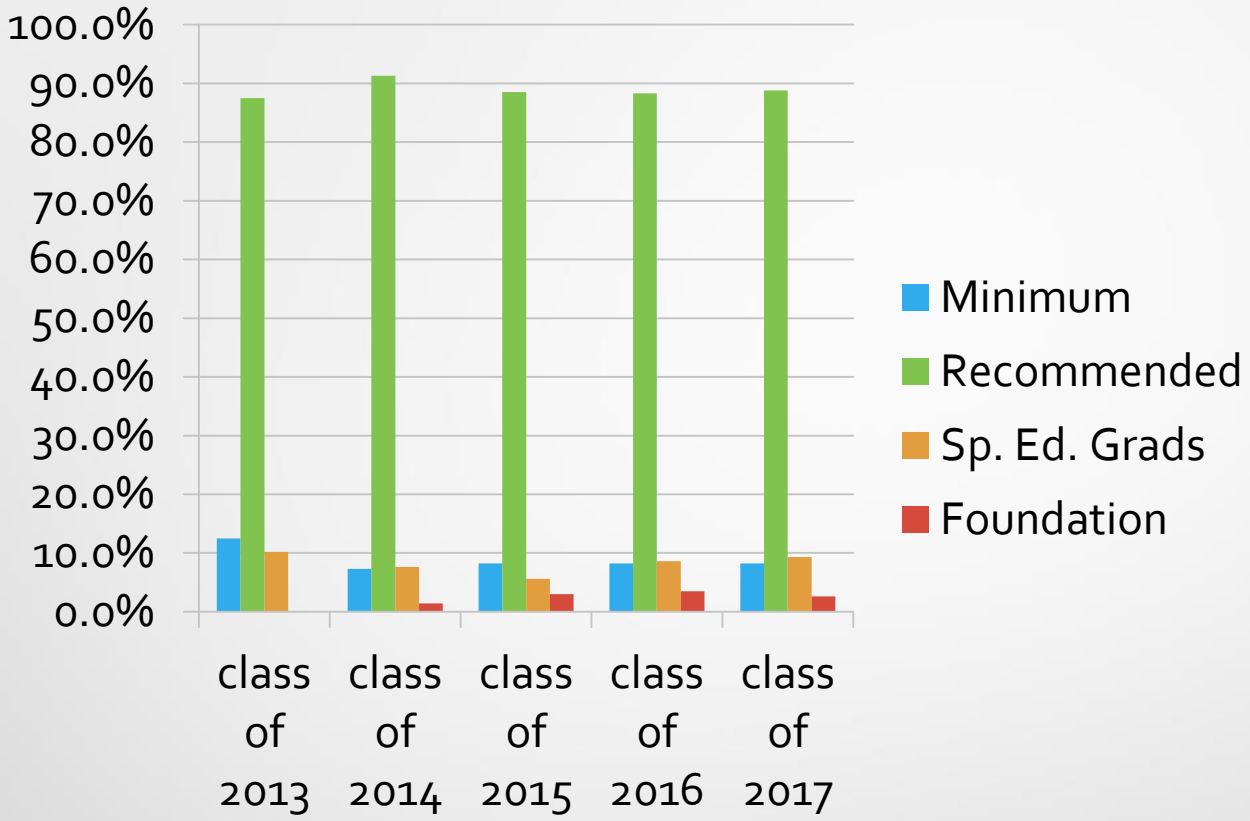
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

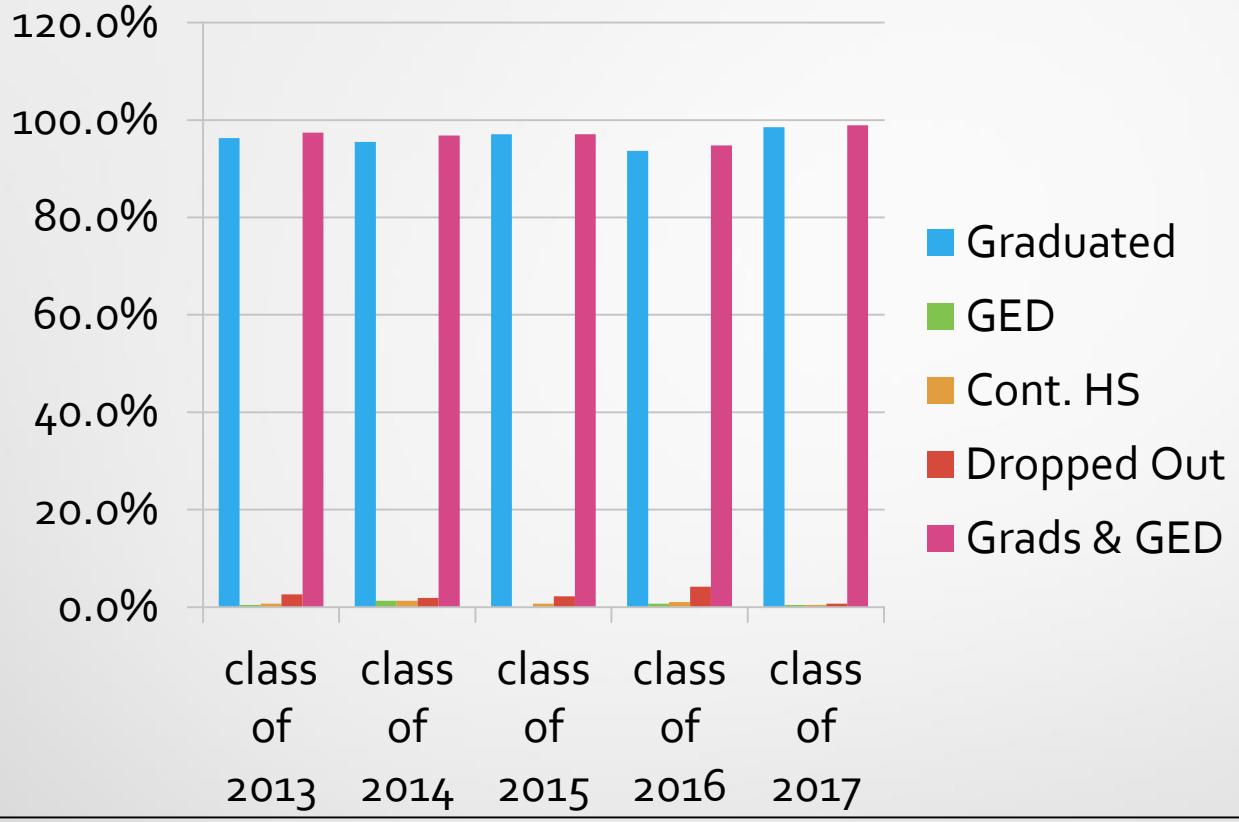
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

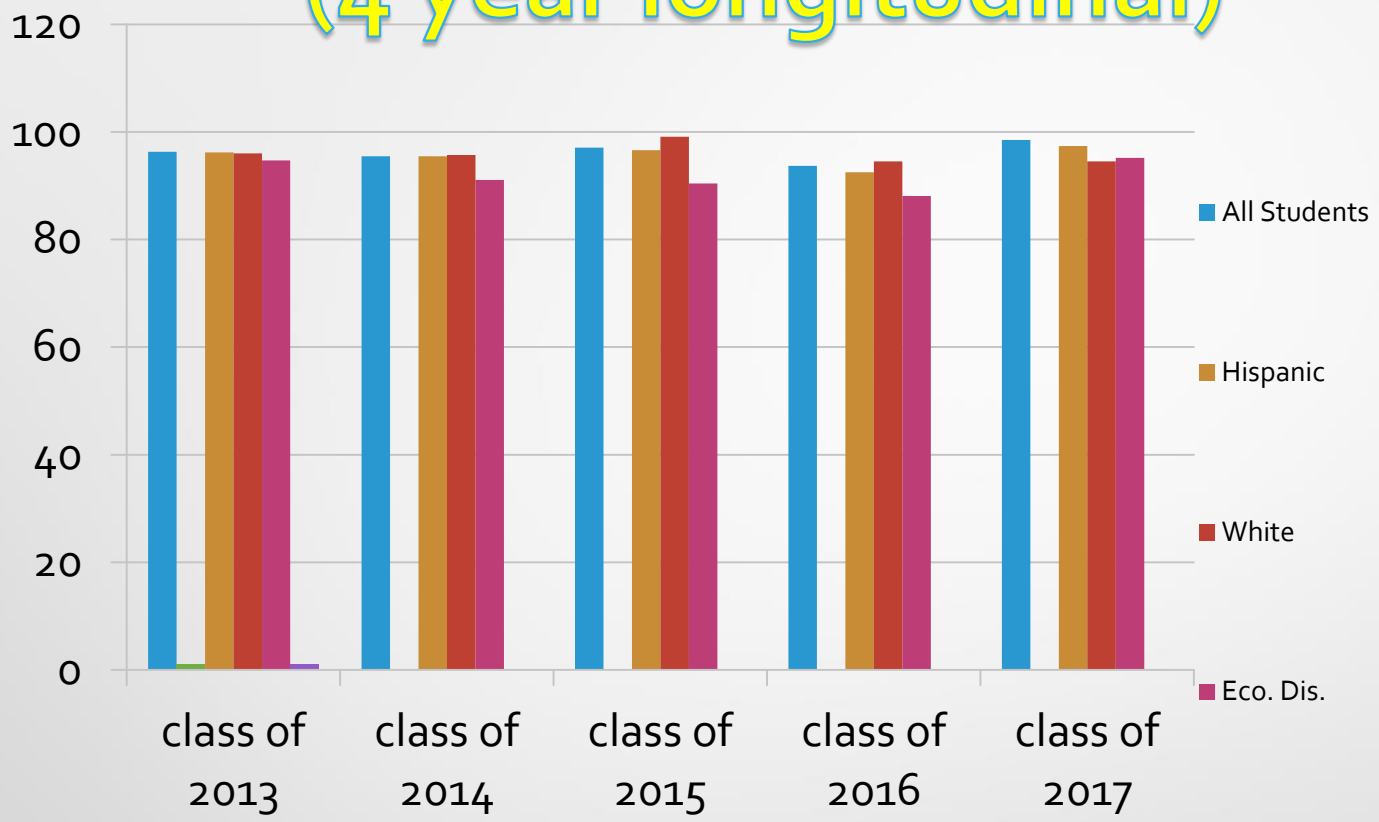
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



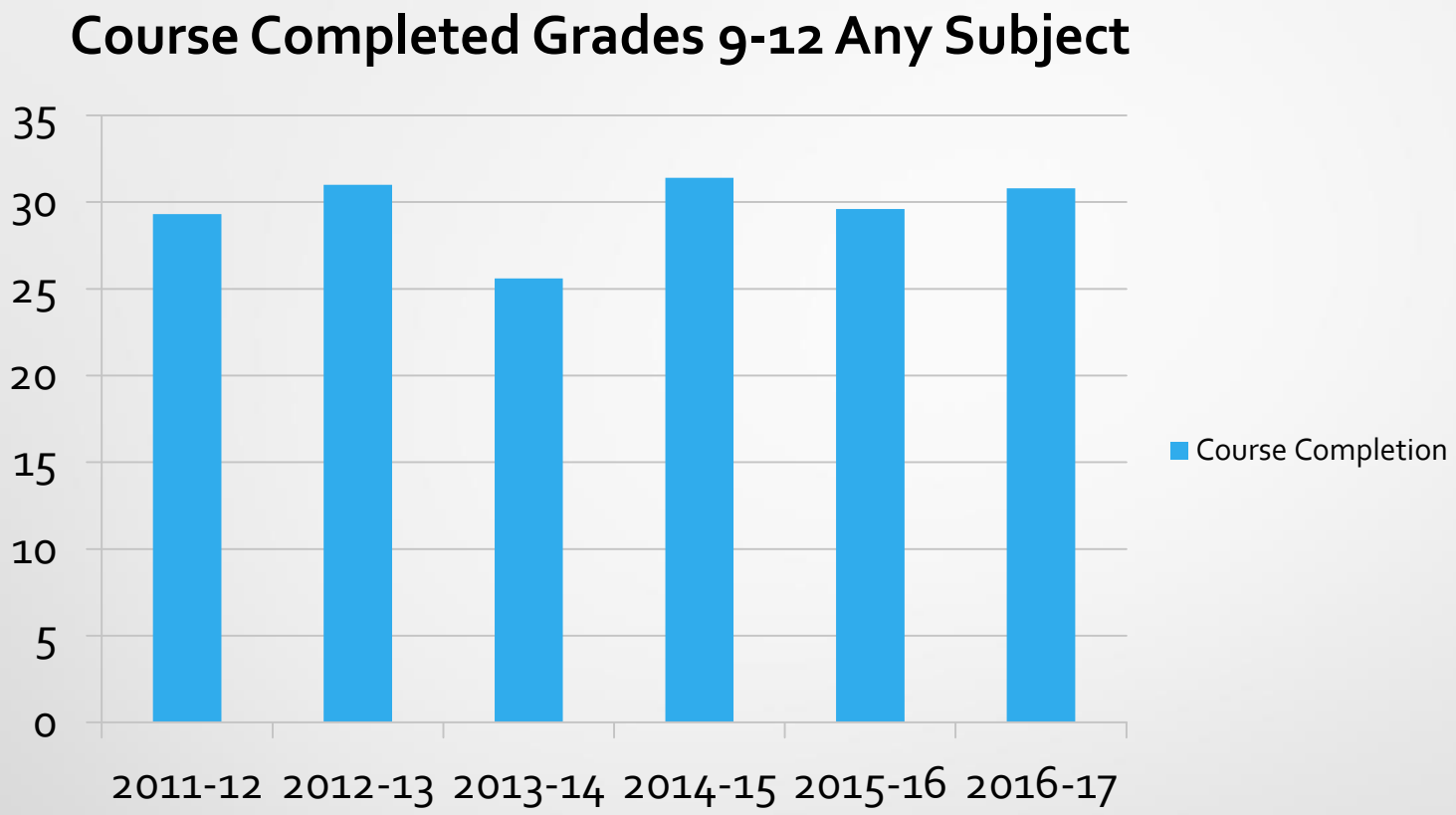
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

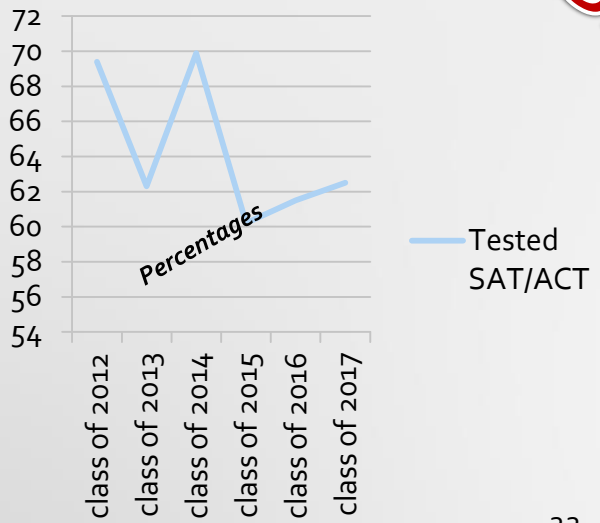


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

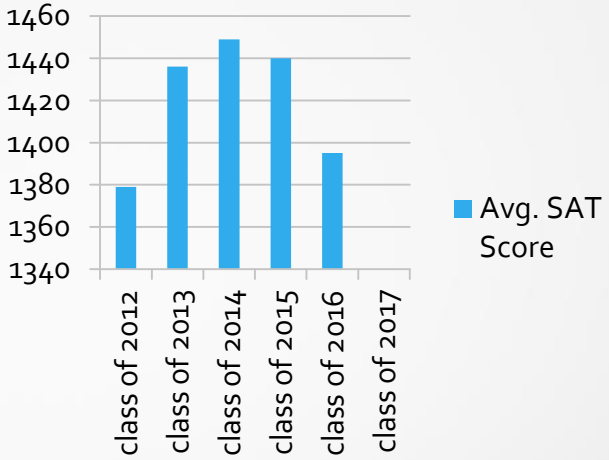
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

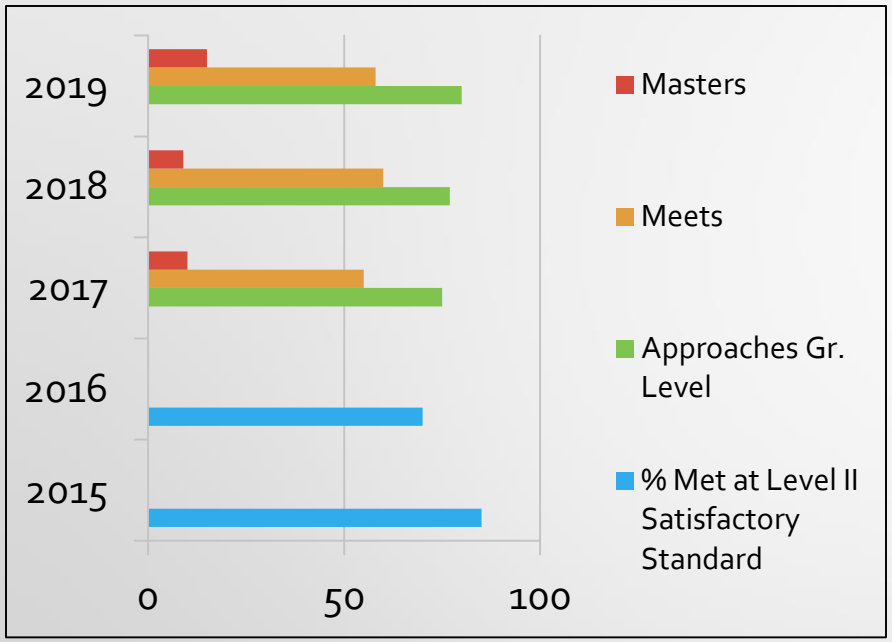
CHS



Calallen High School

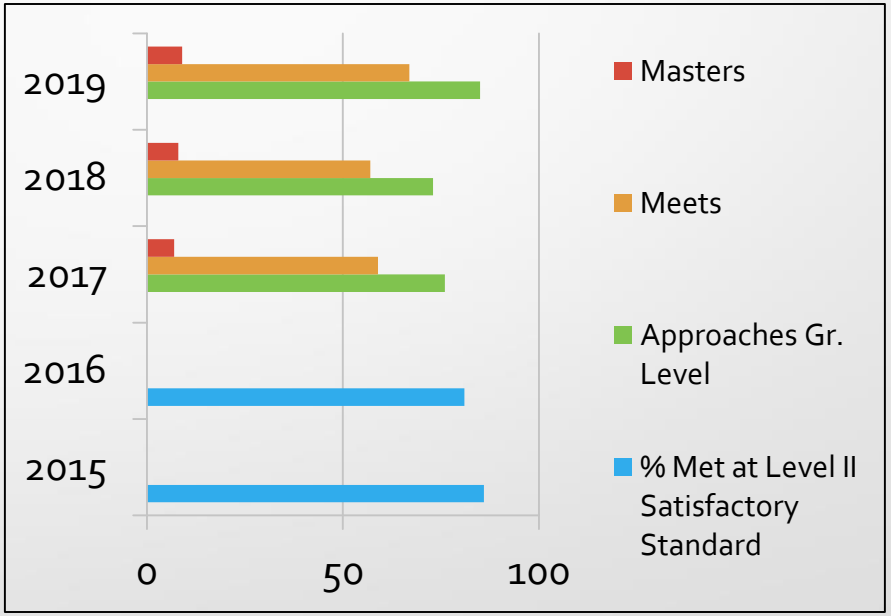


English I



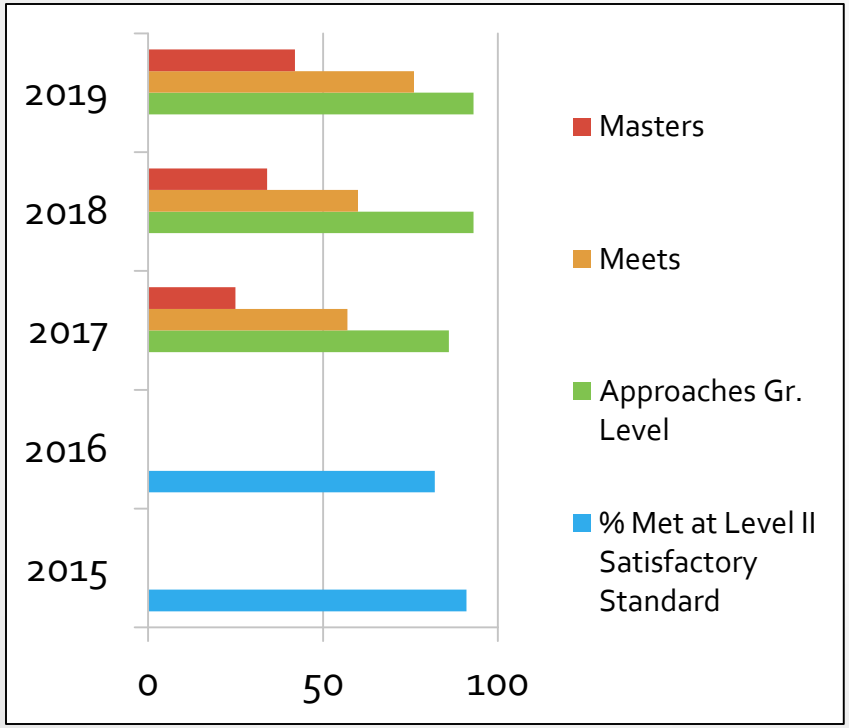
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

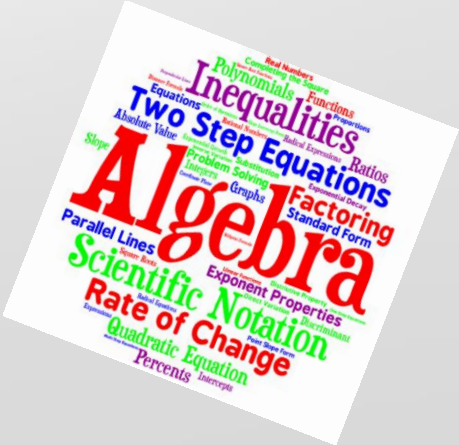


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

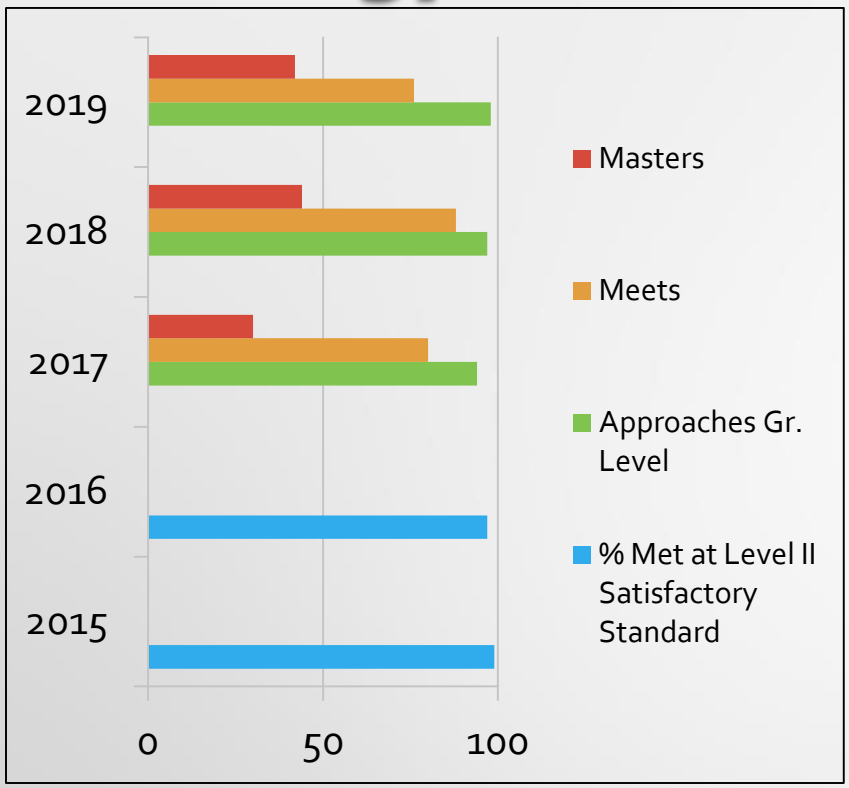


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

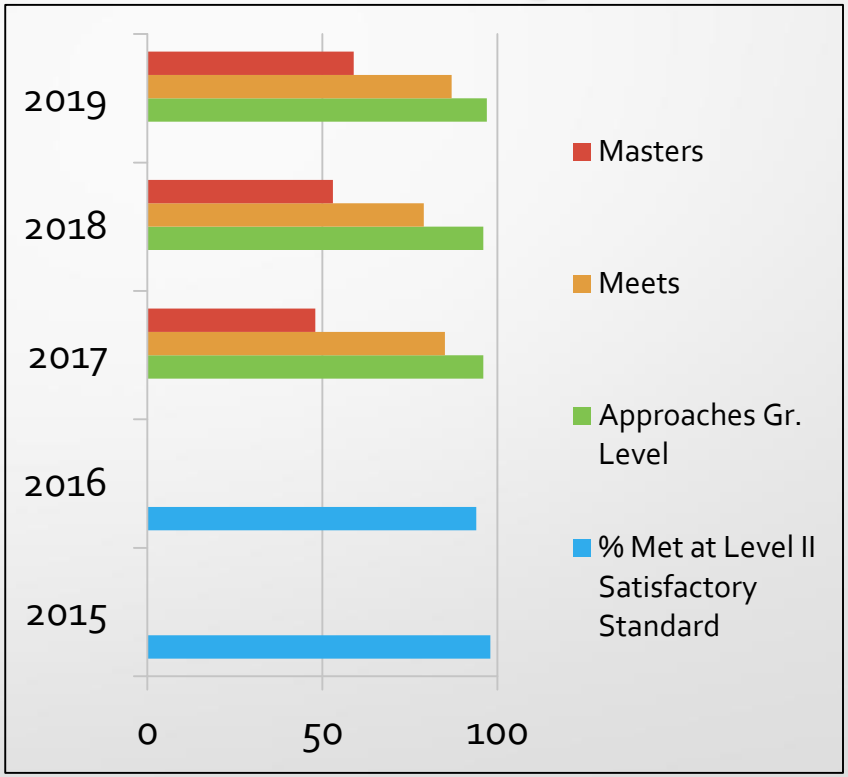
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

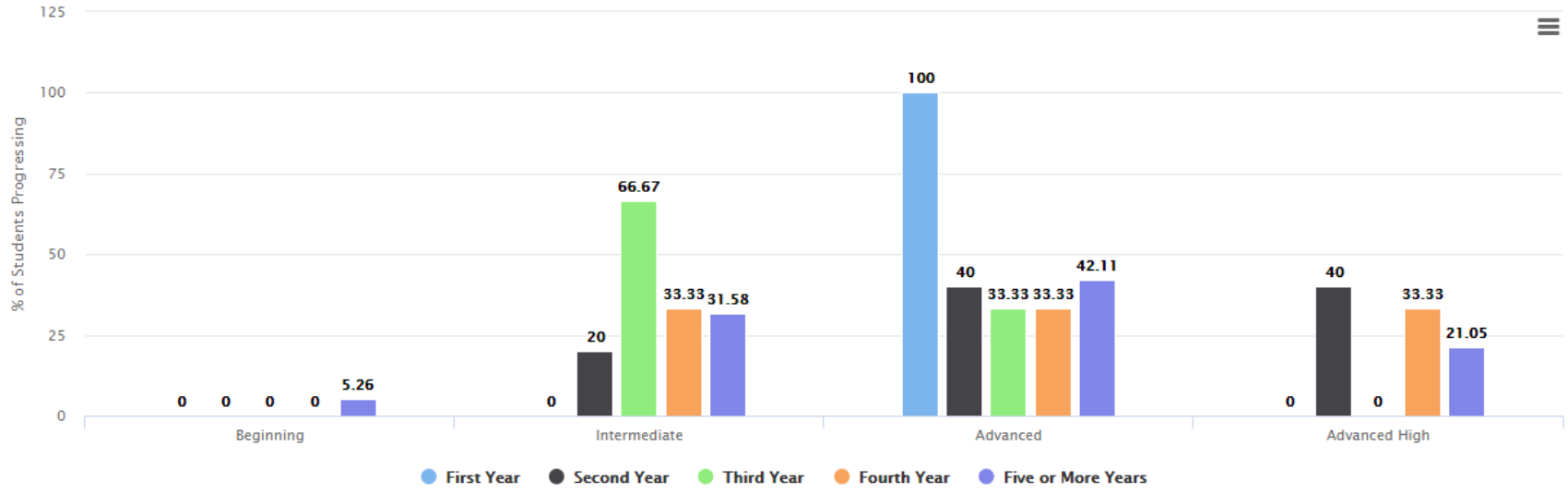


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

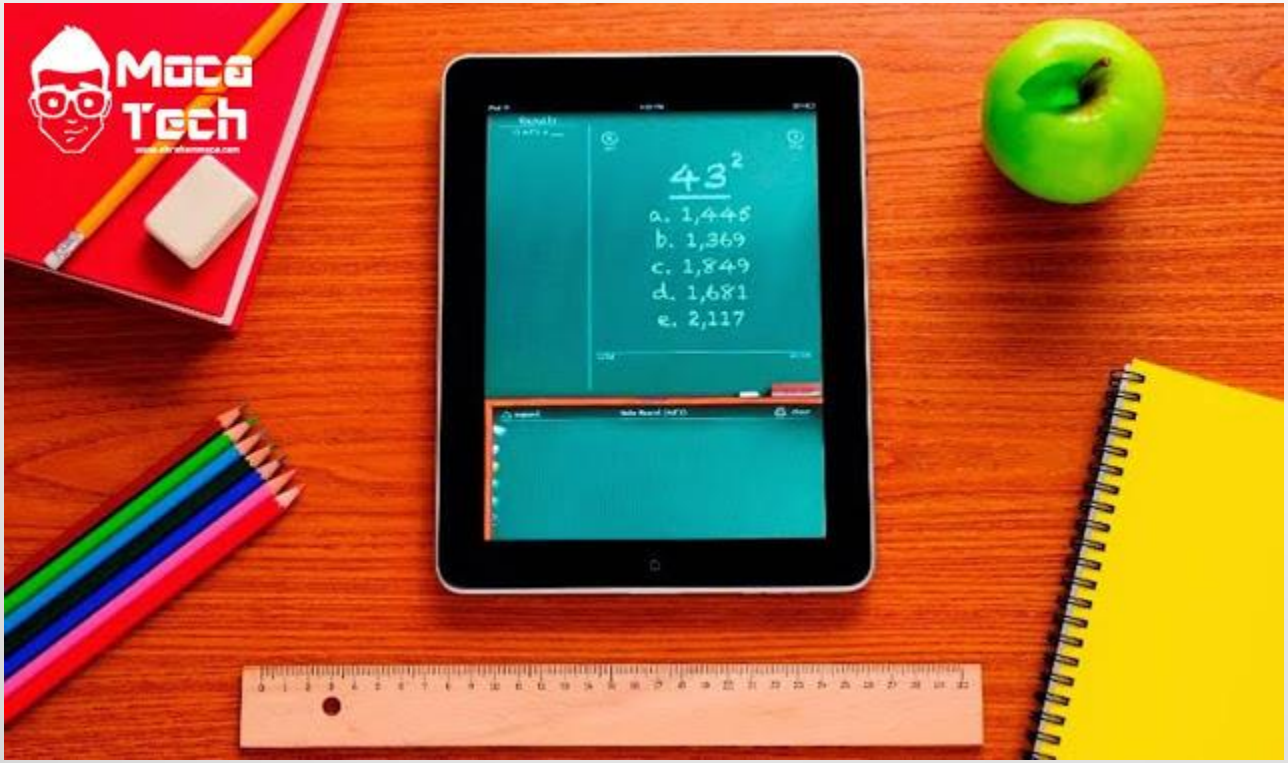
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

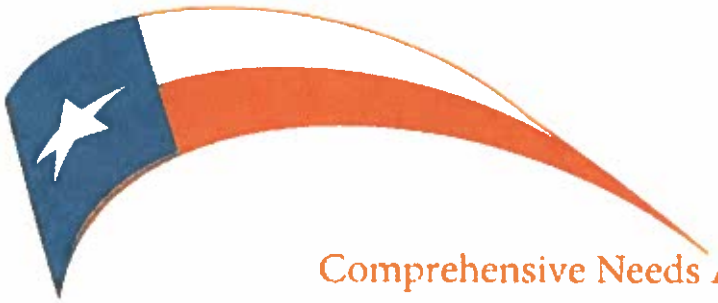
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

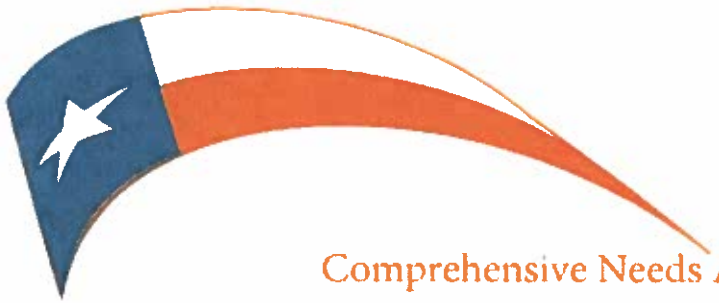
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

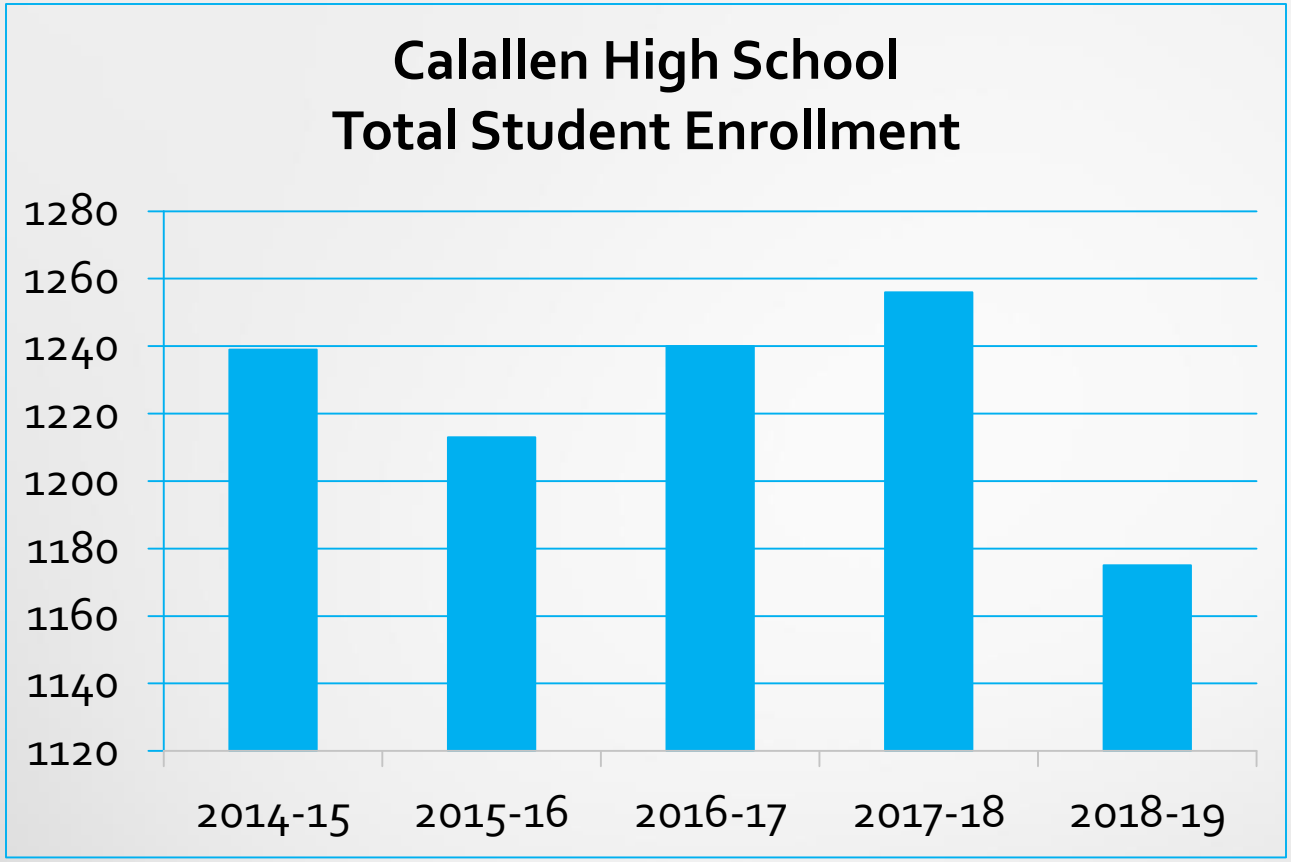
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

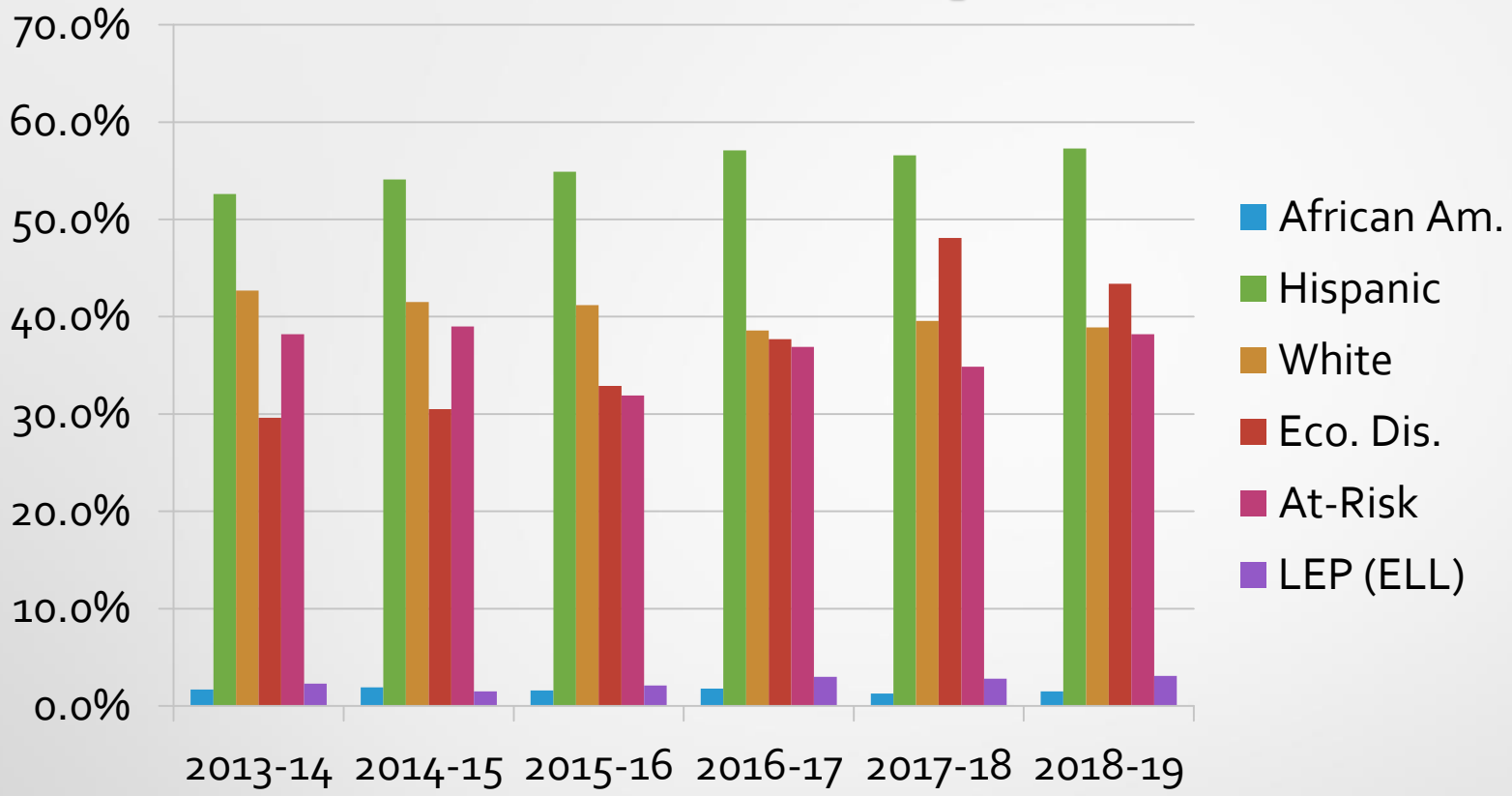


Calallen ISD
Transforming the Vision 2020



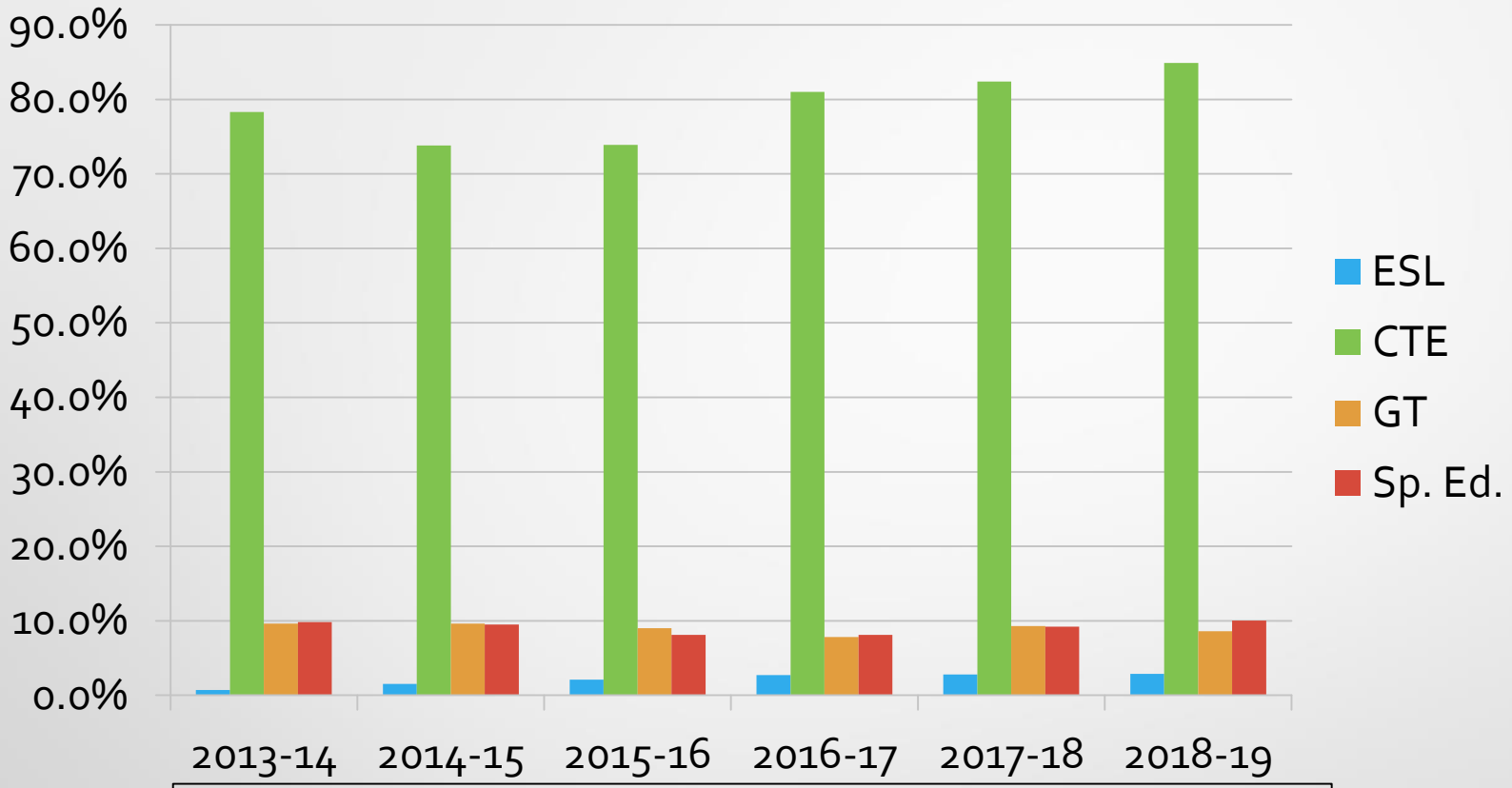
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



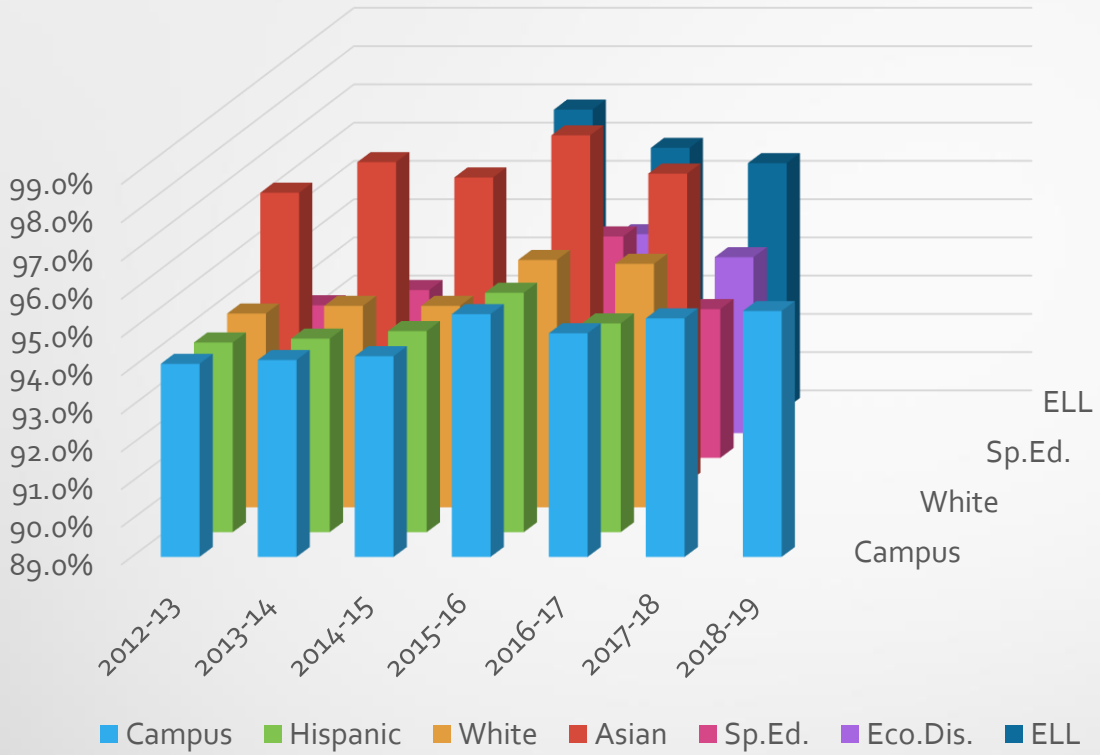
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

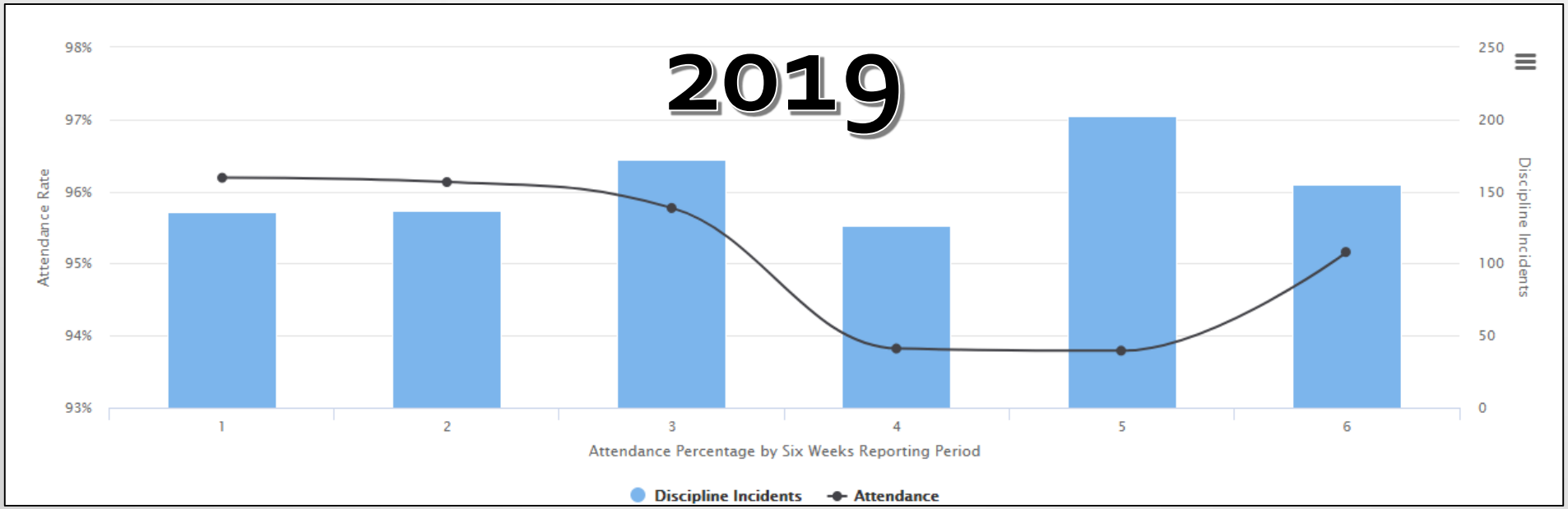


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

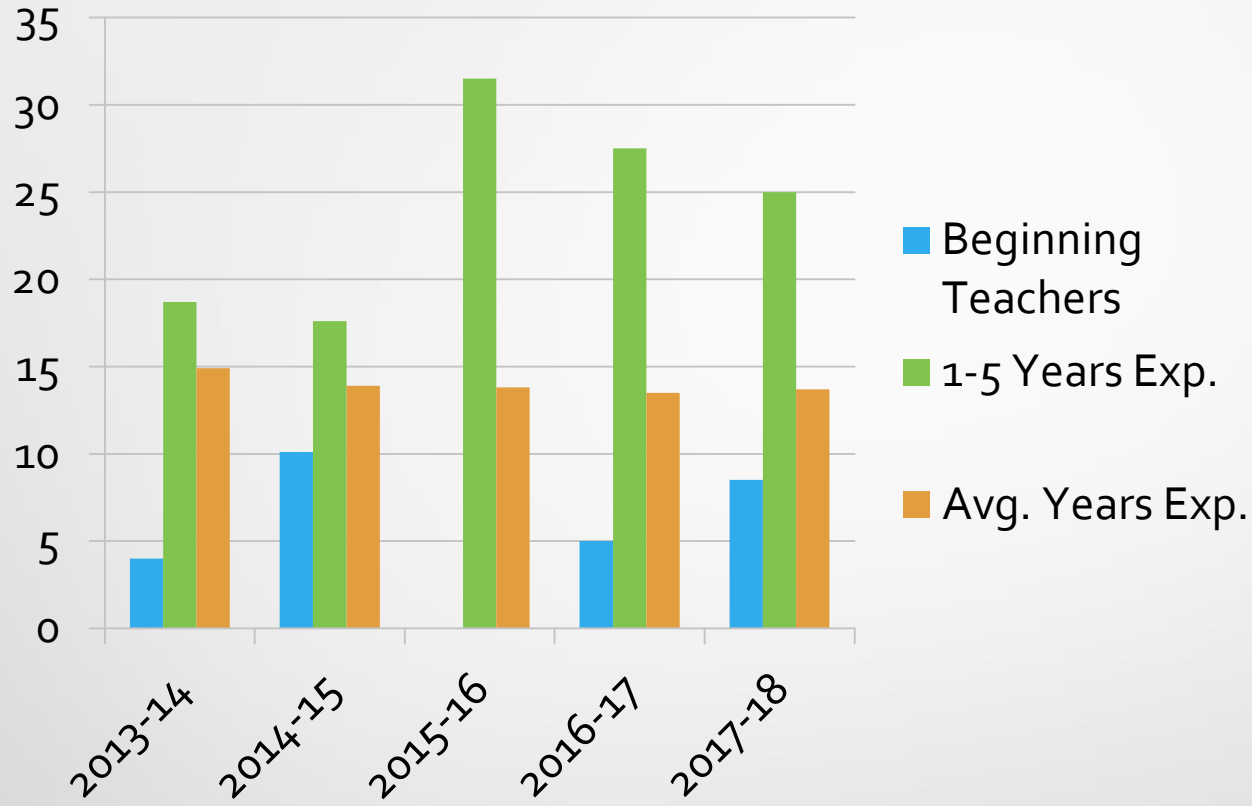
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

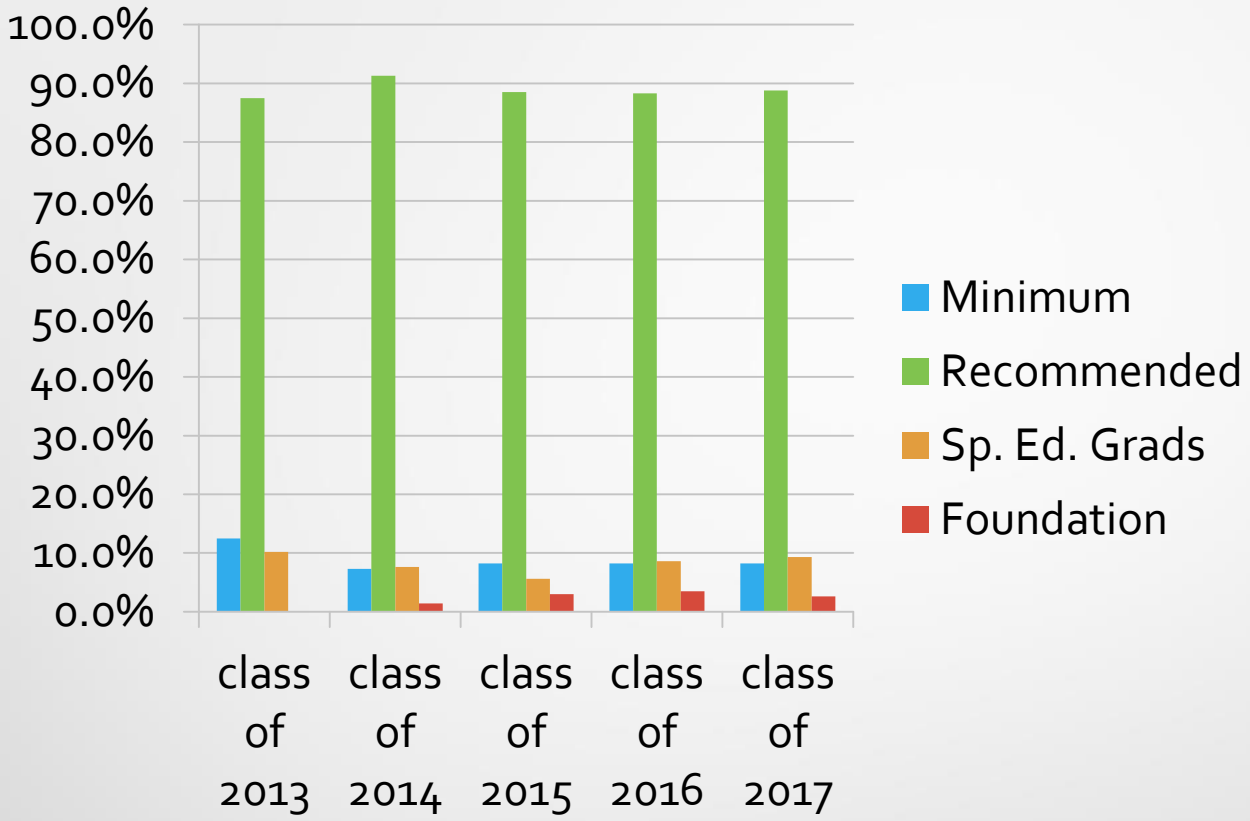
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

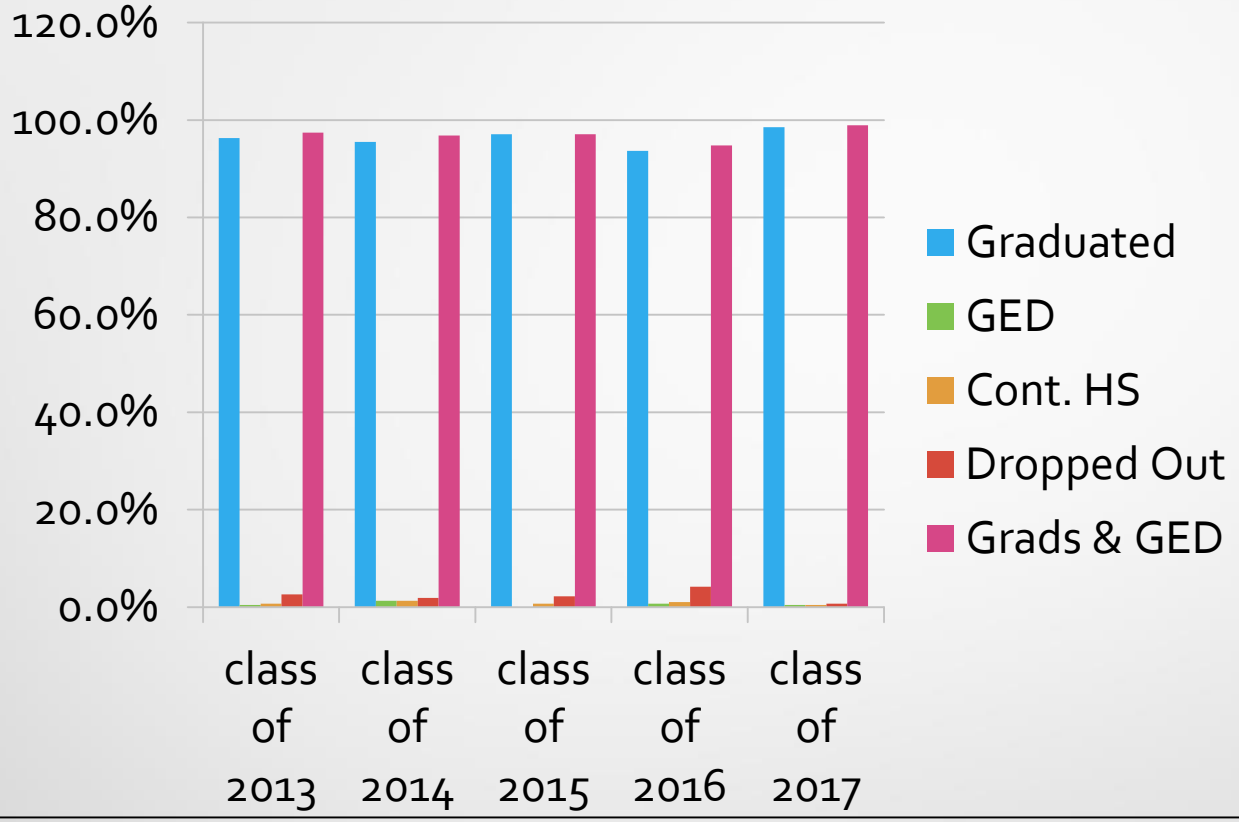
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

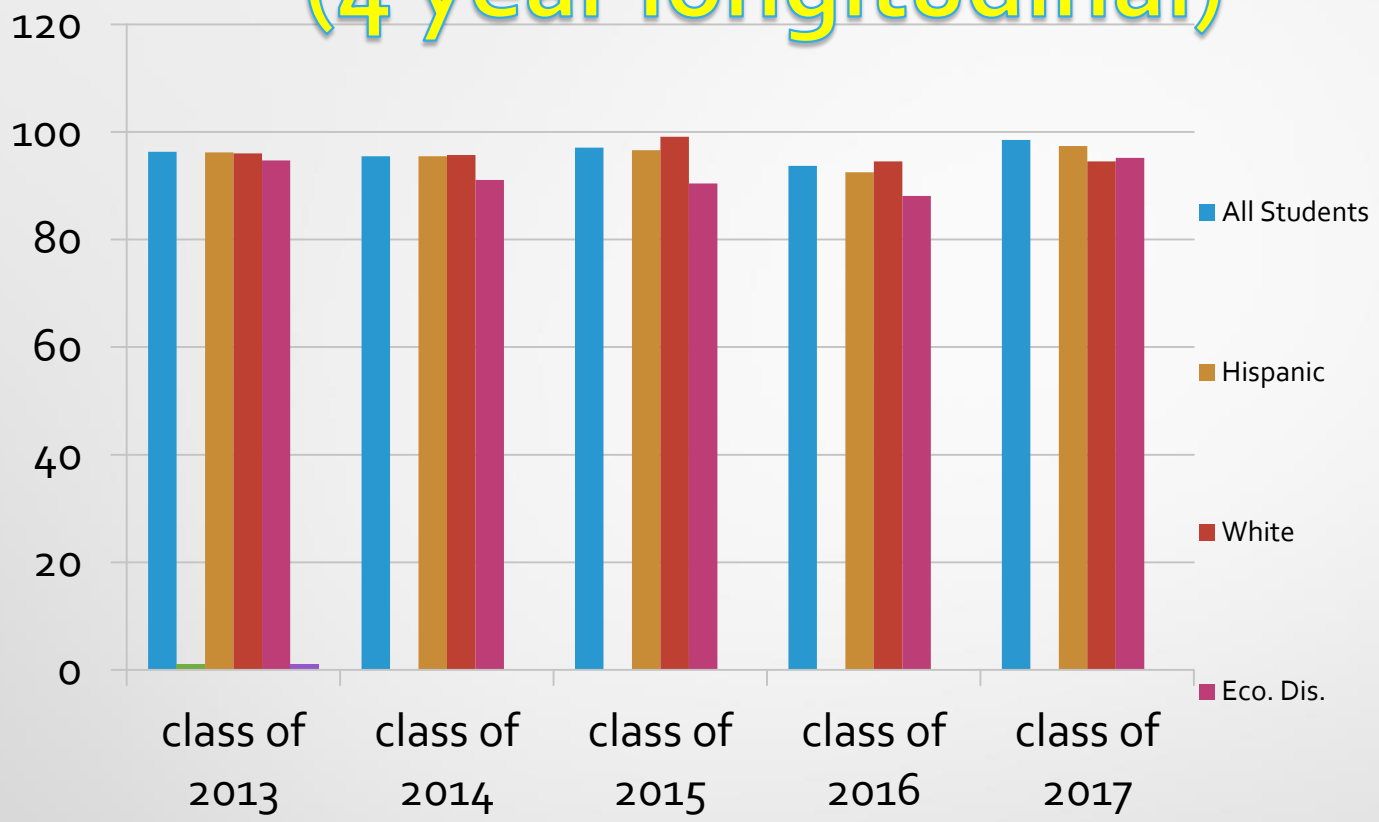
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



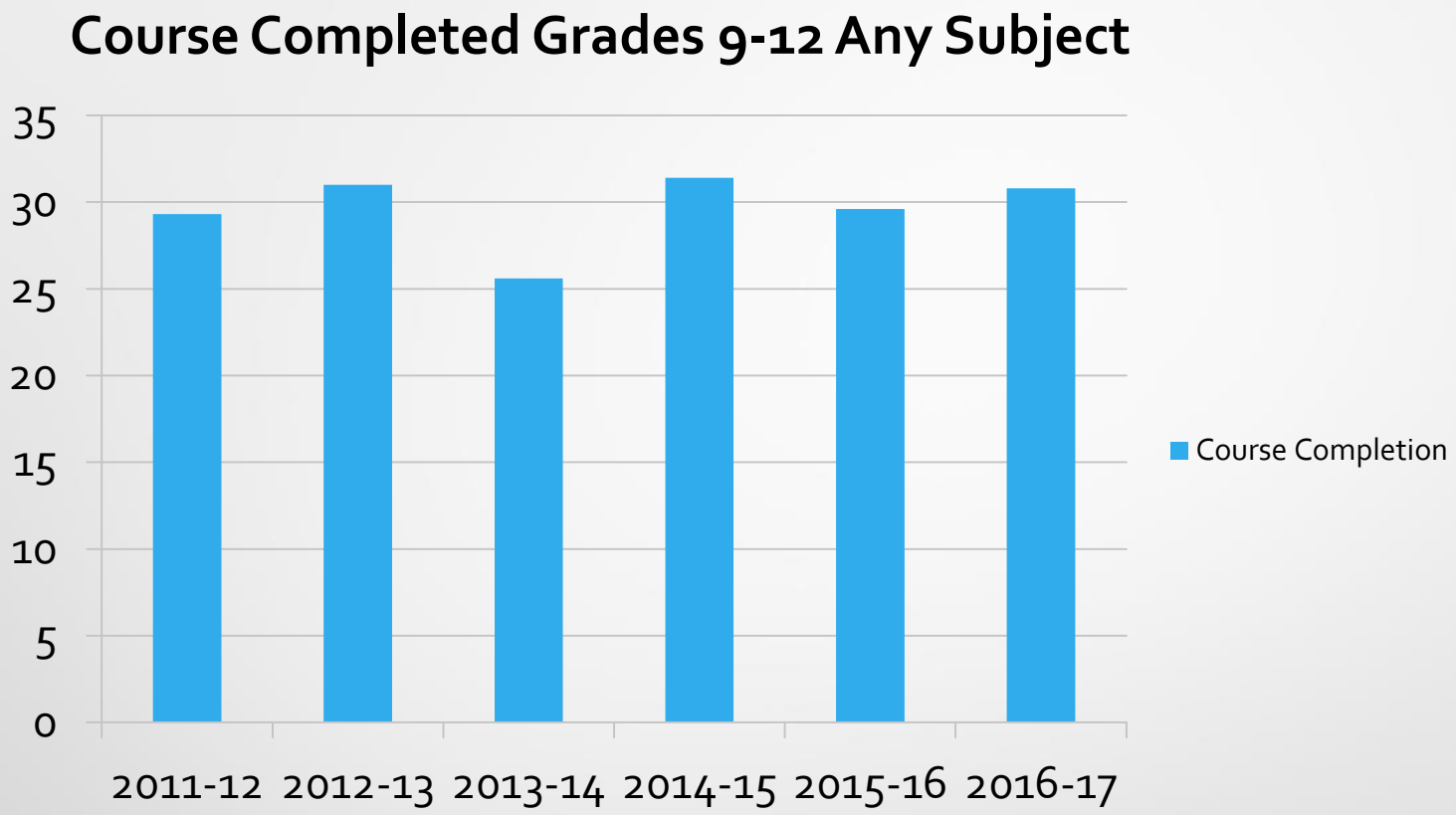
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

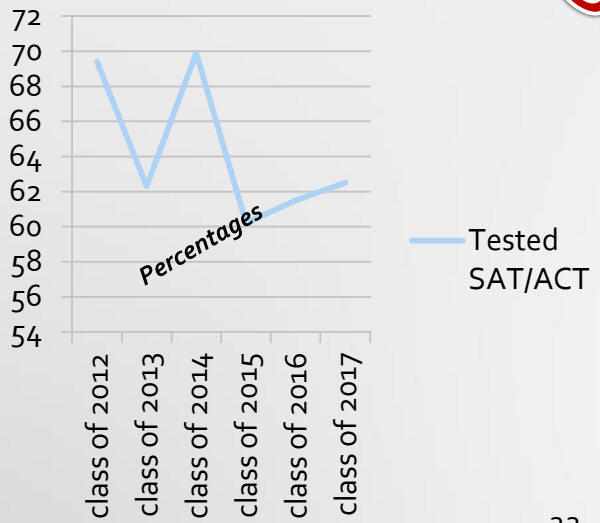


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

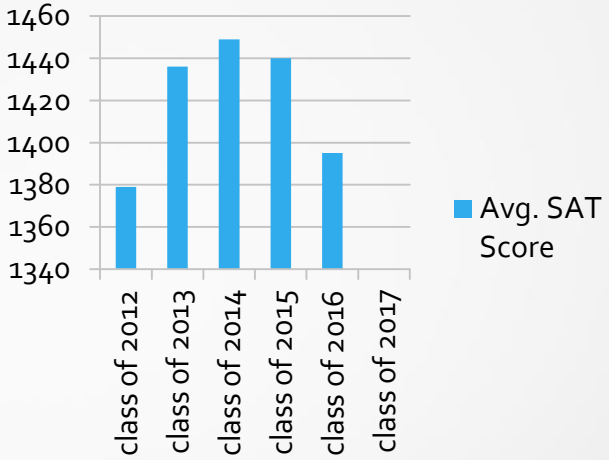
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

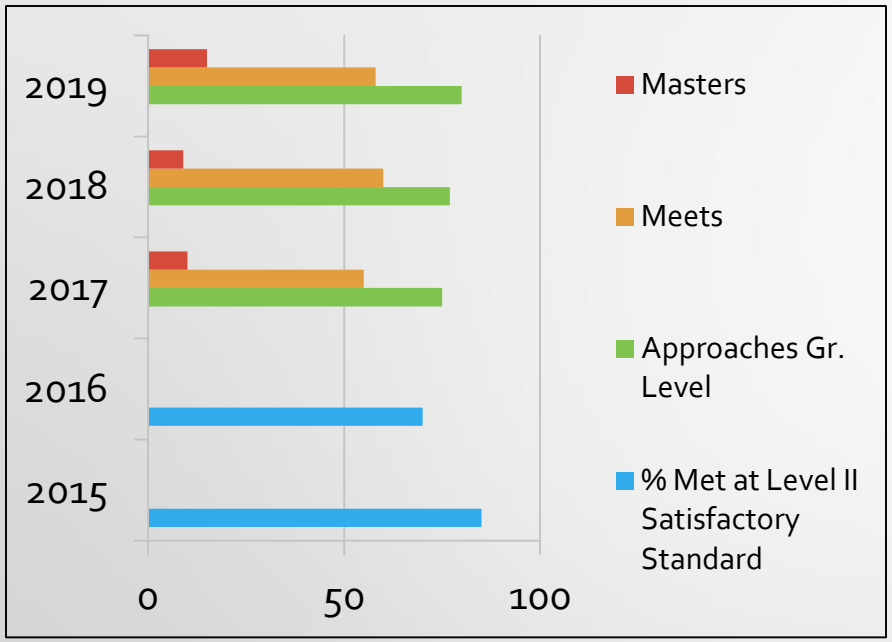
CHS



Calallen High School

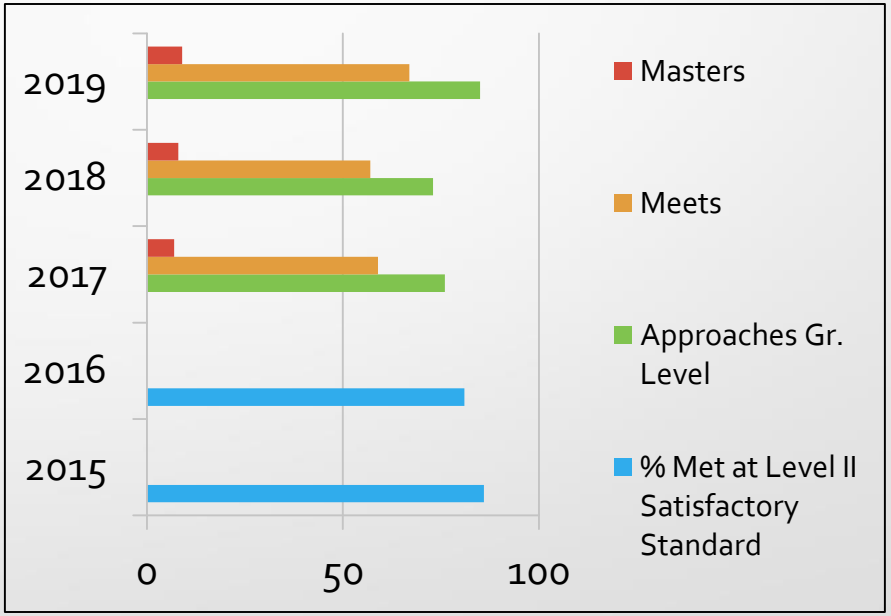


English I



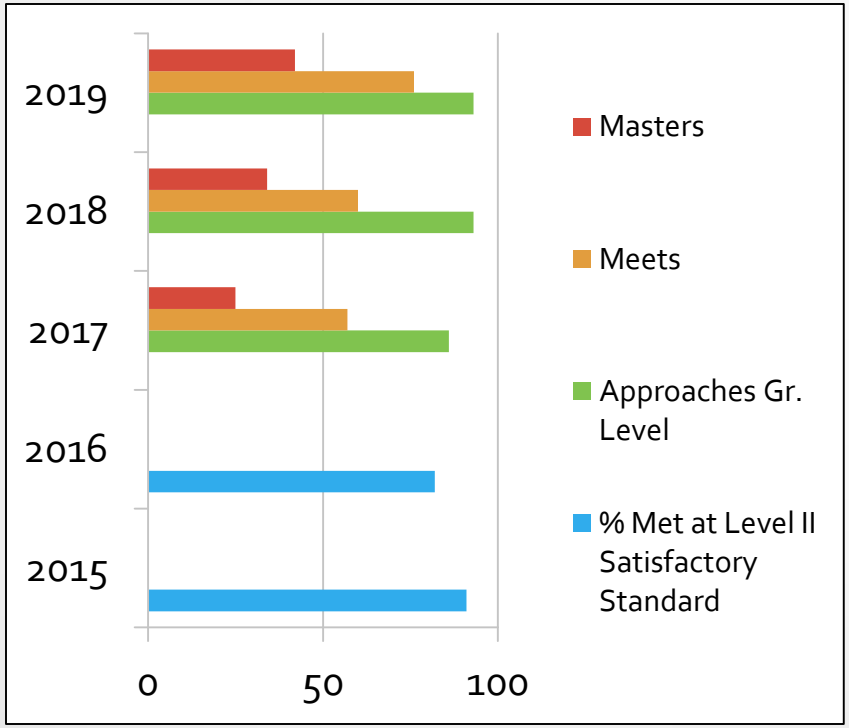
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

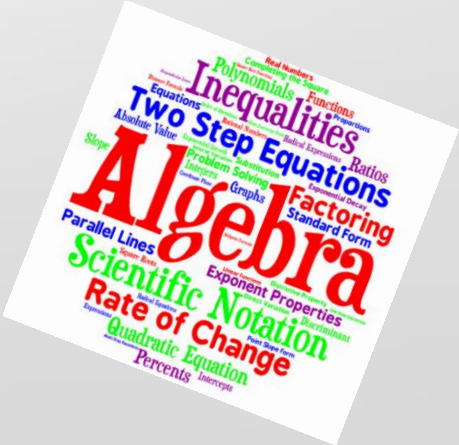


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

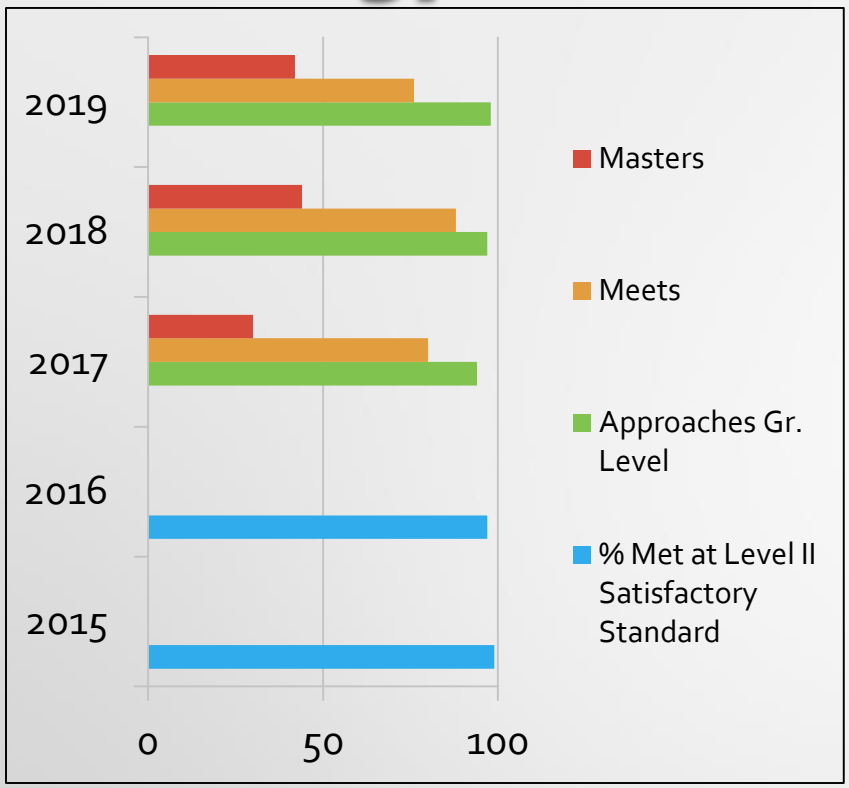


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

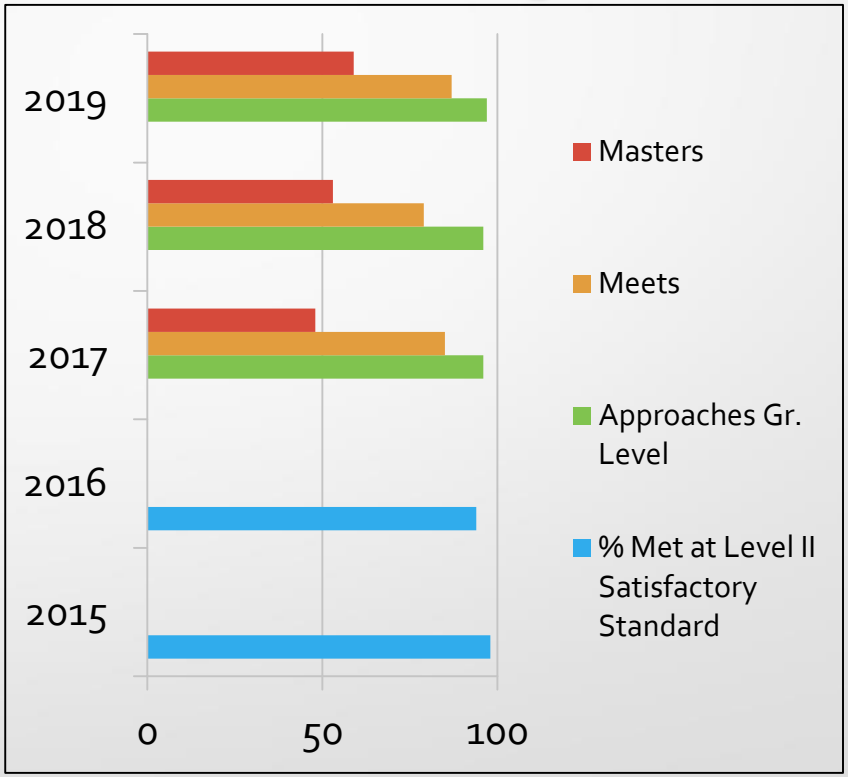
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

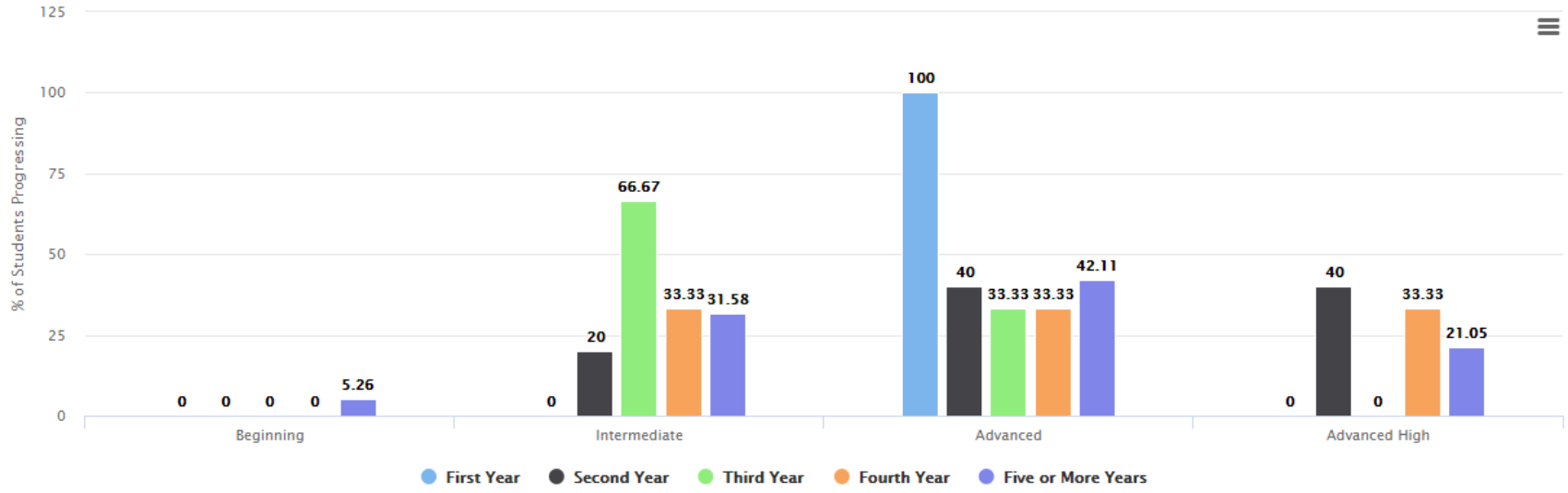


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

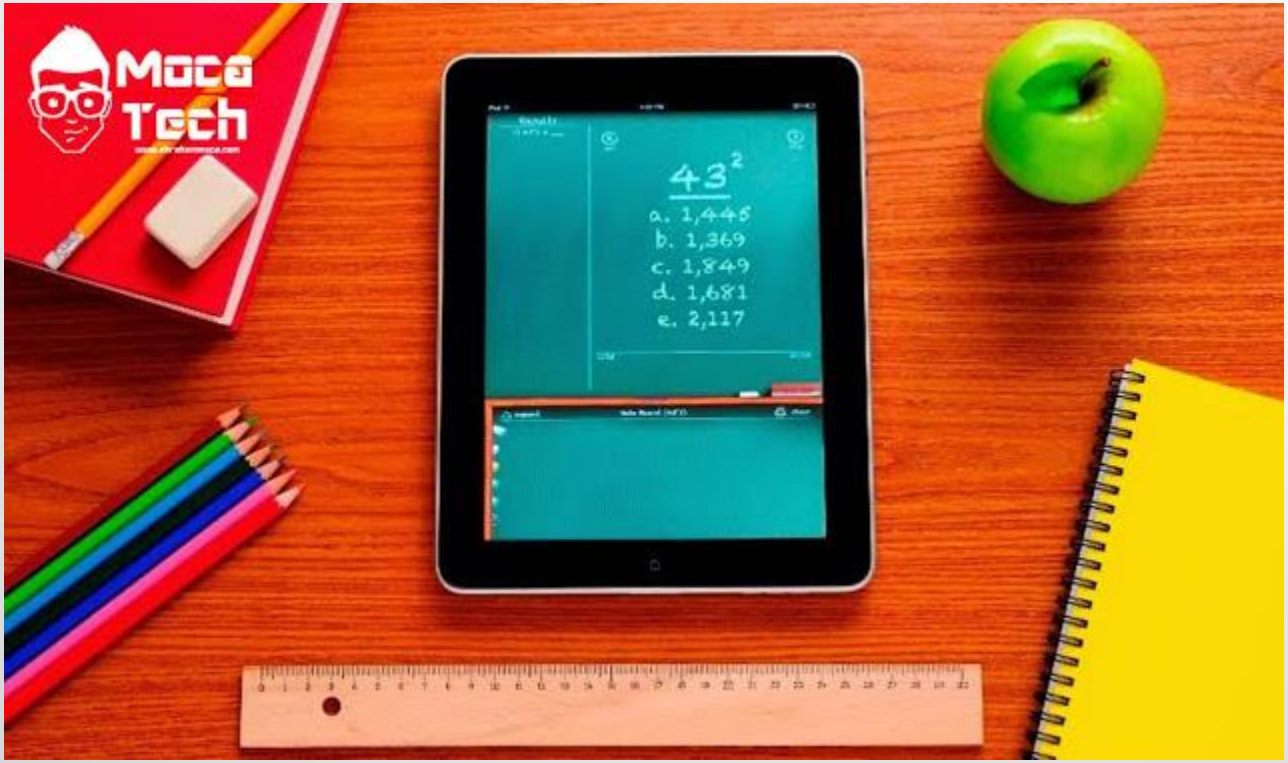
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

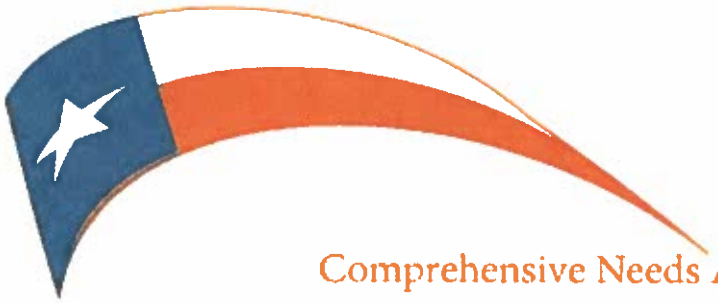
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

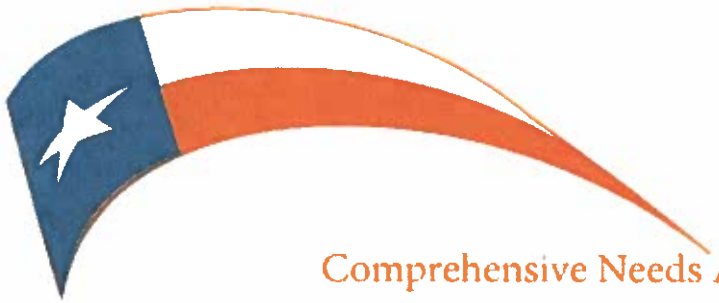
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

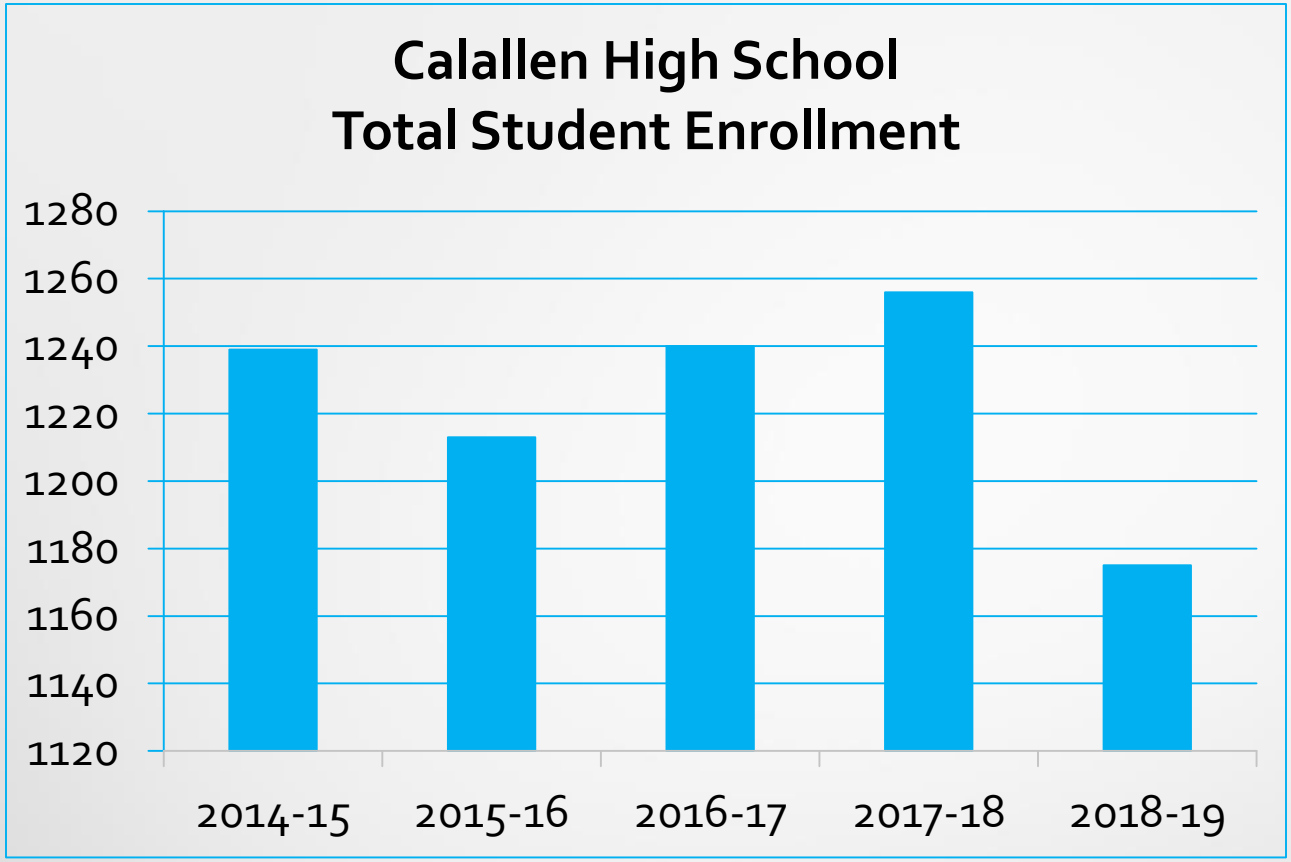
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

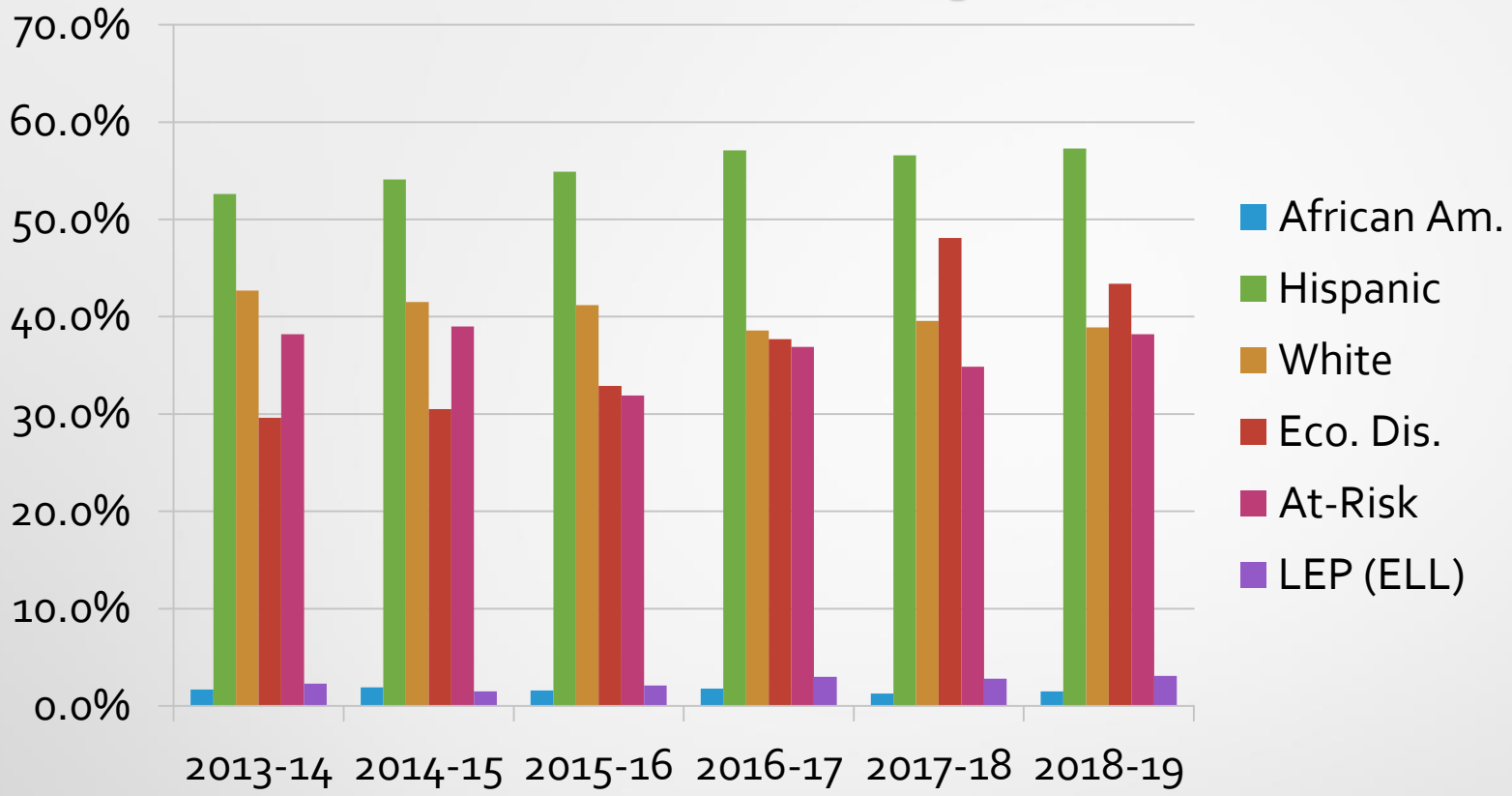


Calallen ISD
Transforming the Vision 2020



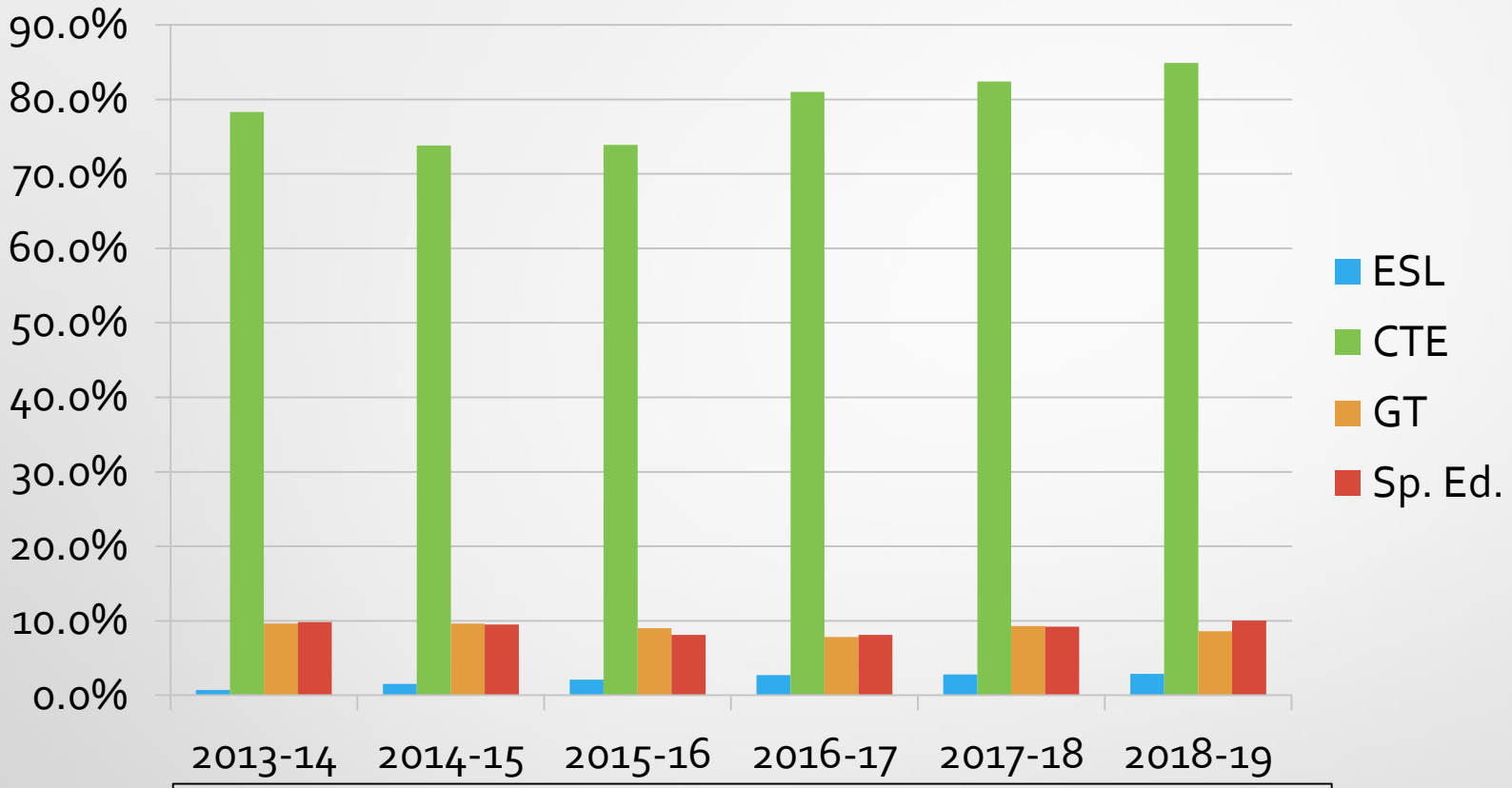
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



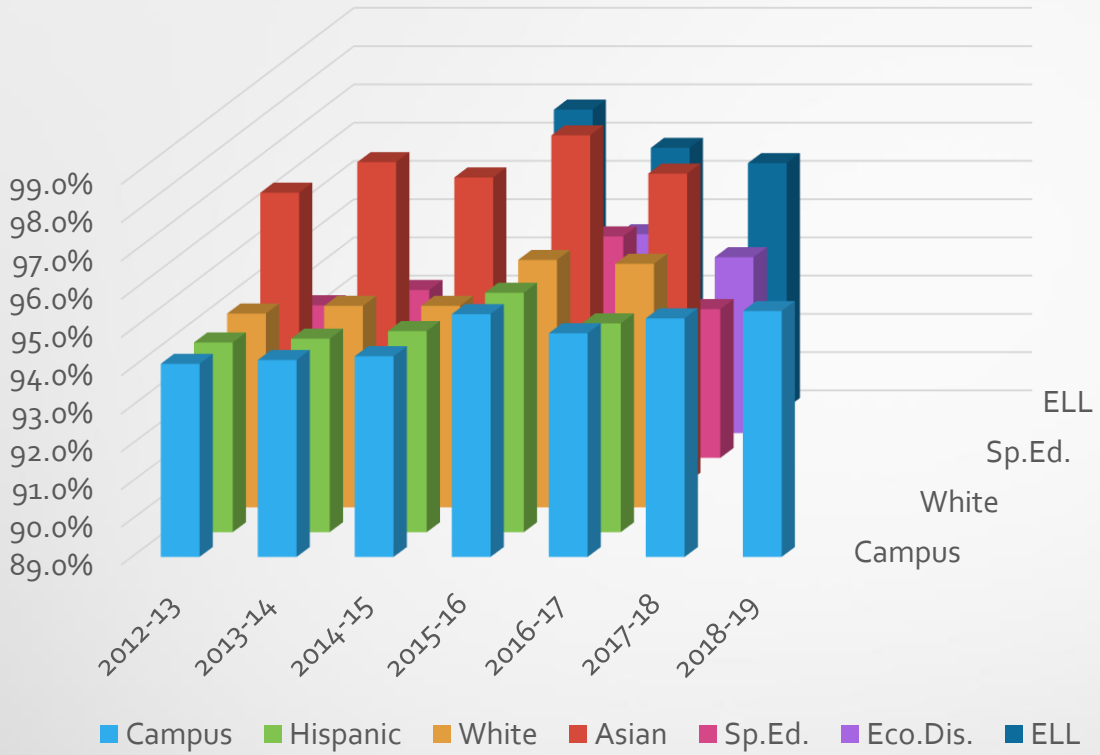
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

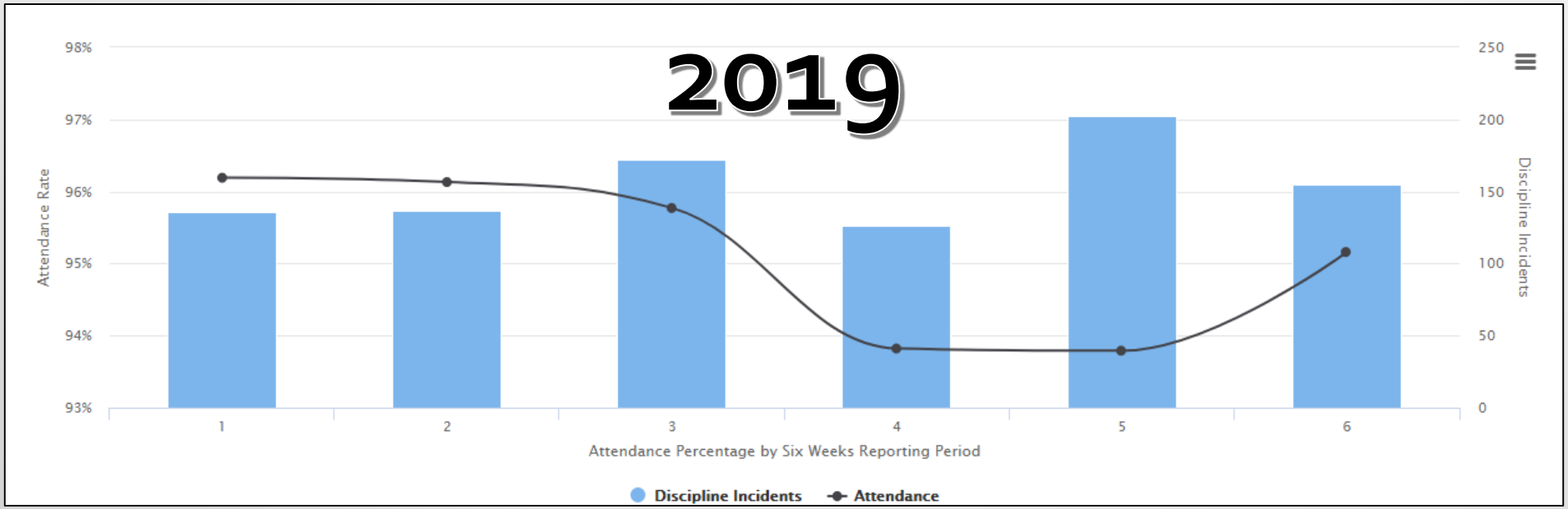


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

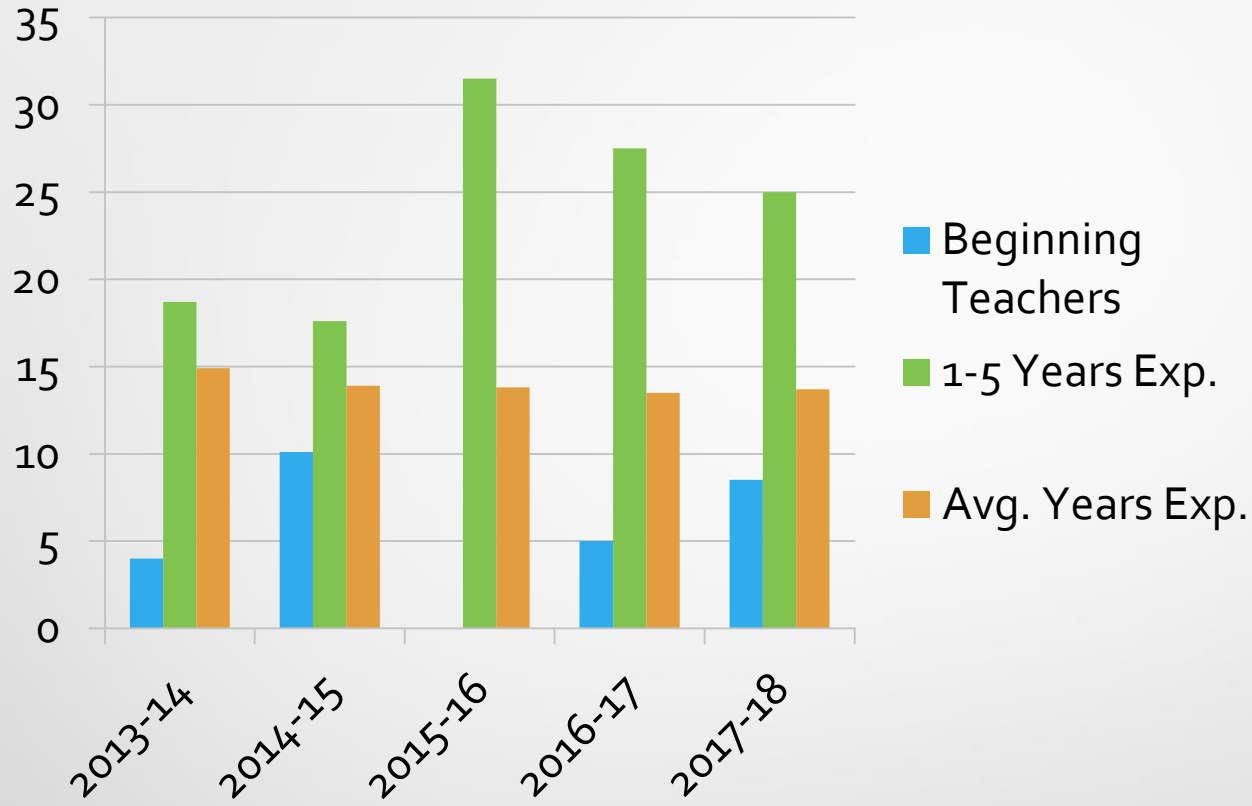
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

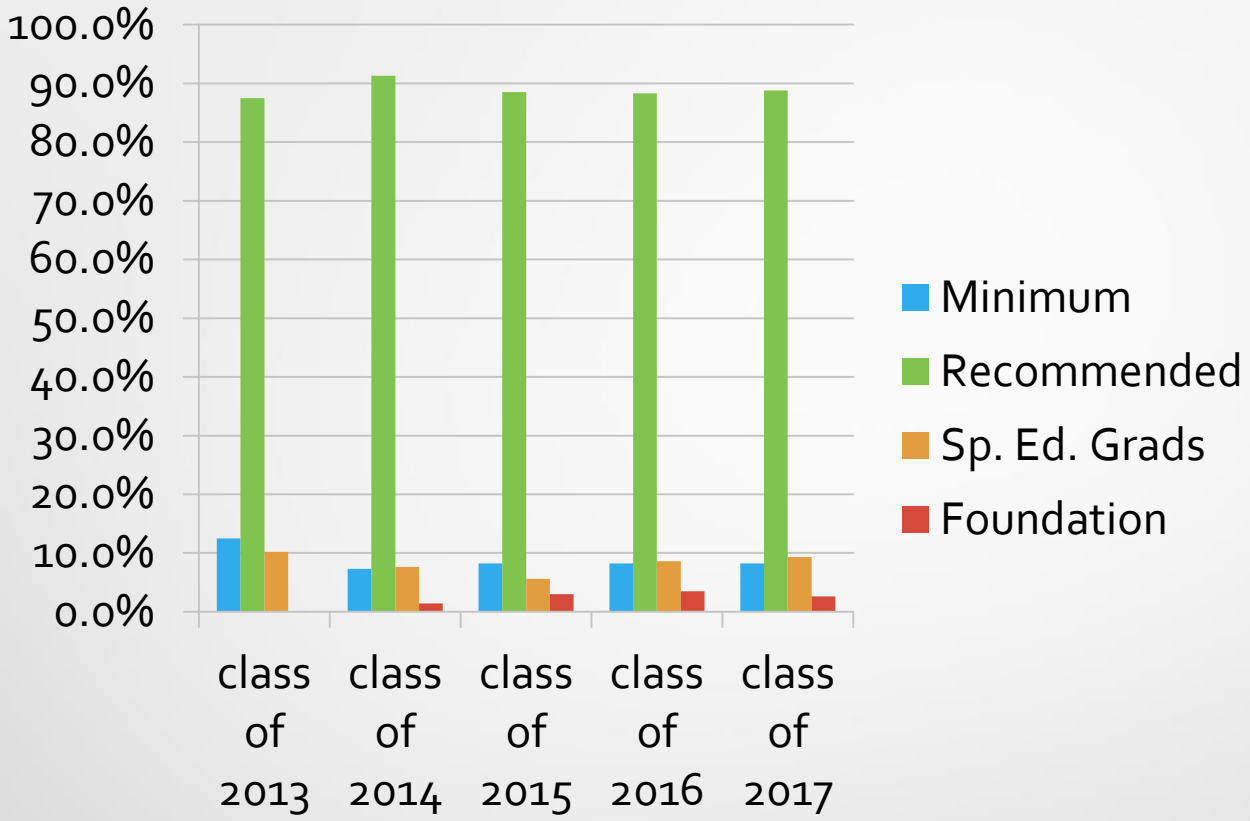
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

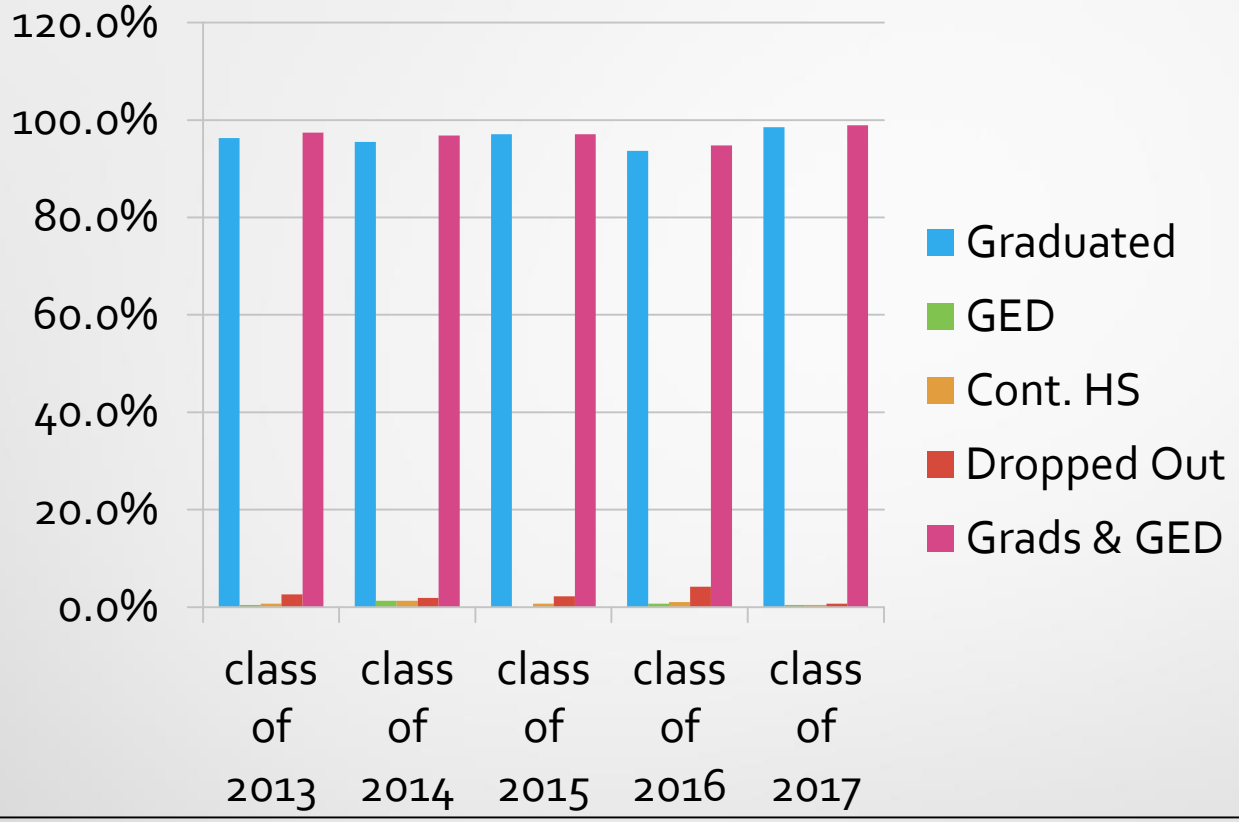
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

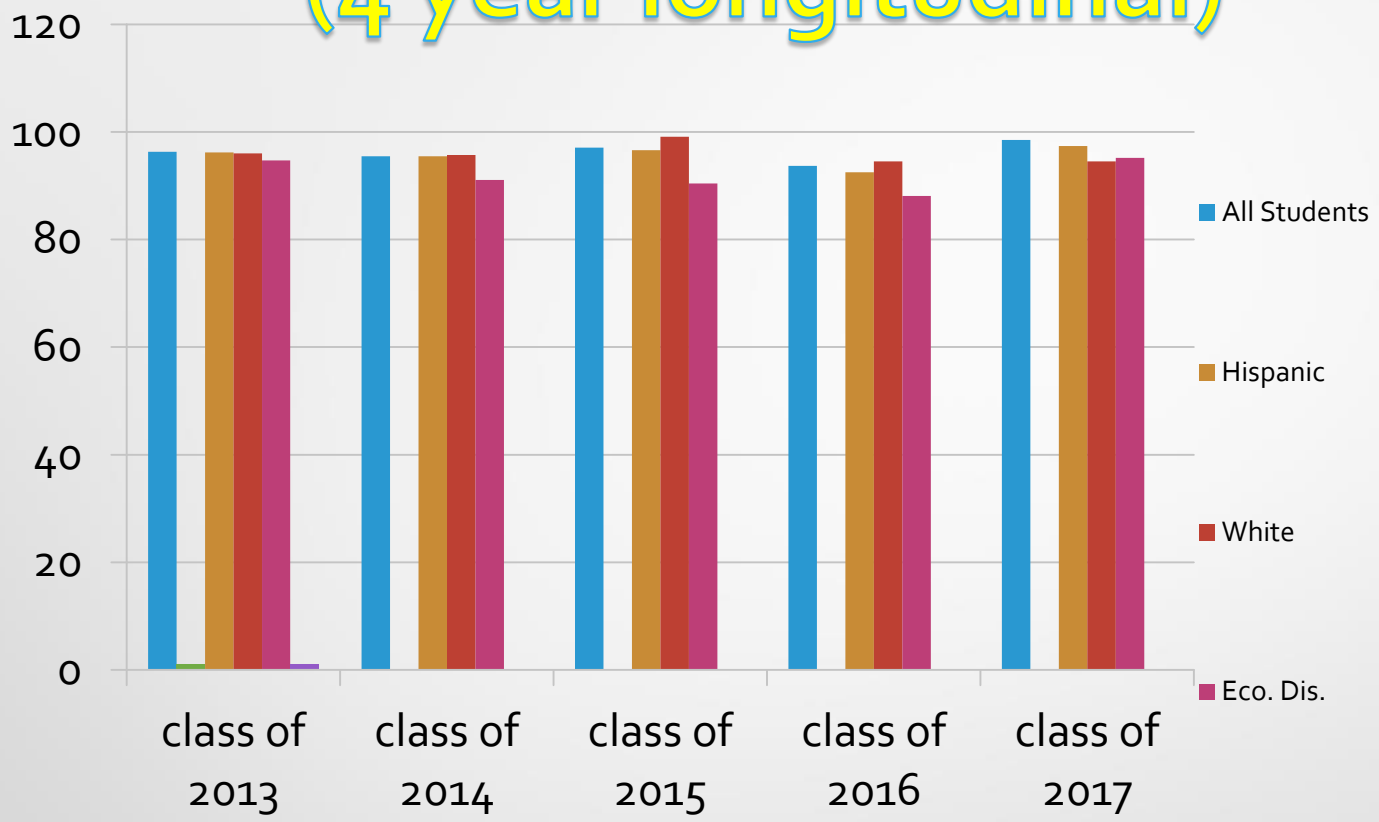
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



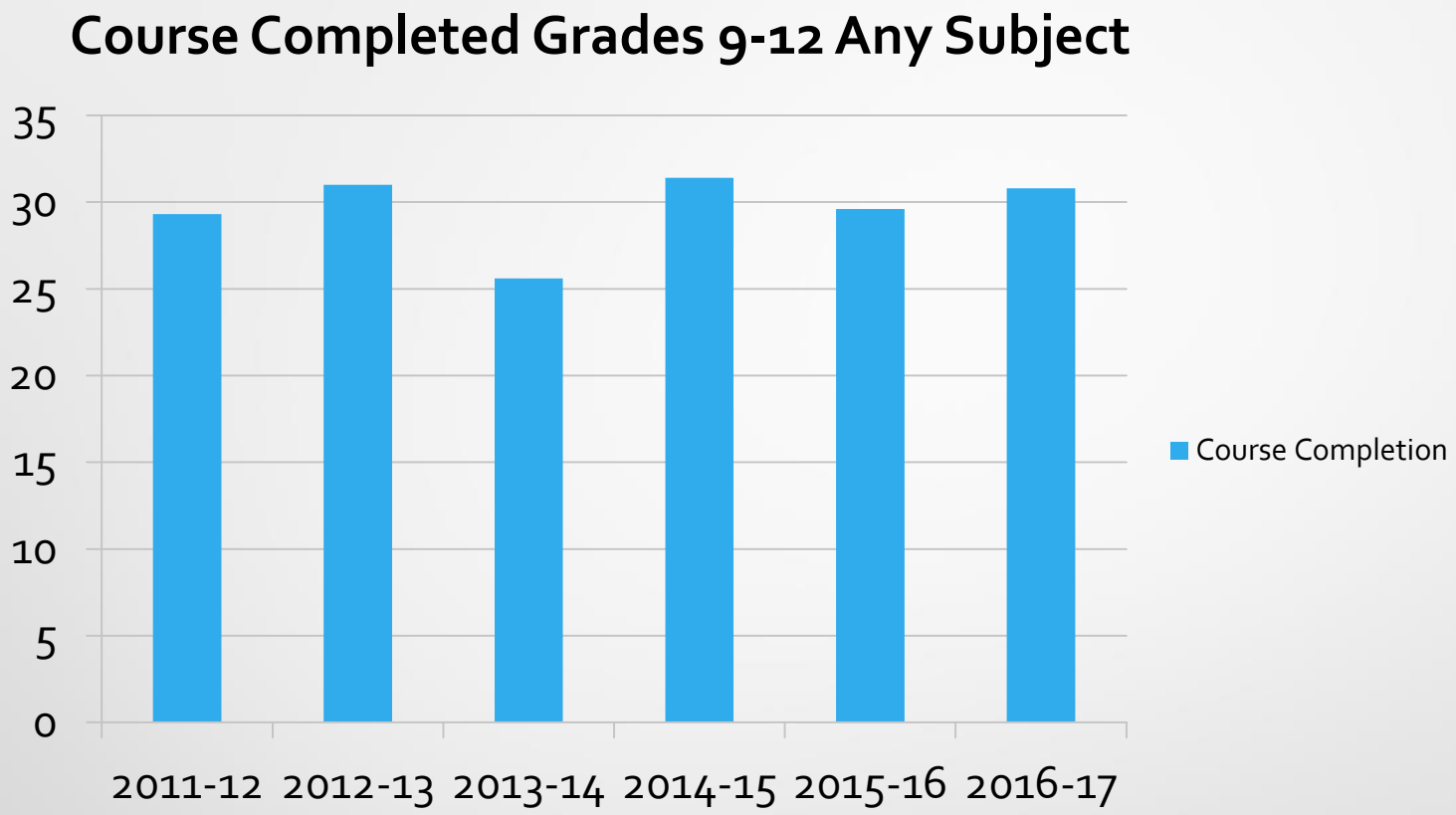
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

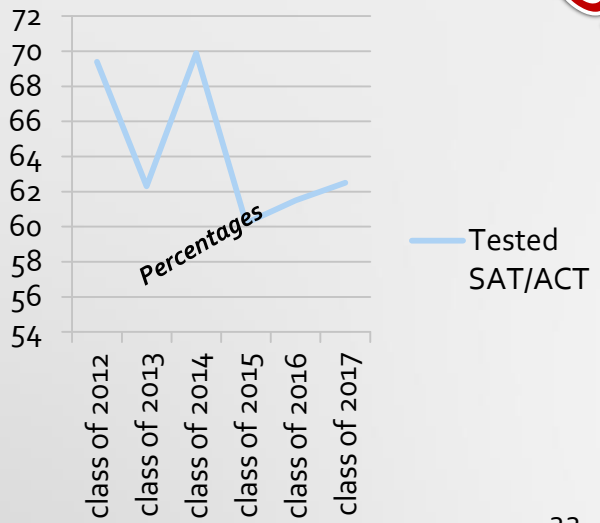


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

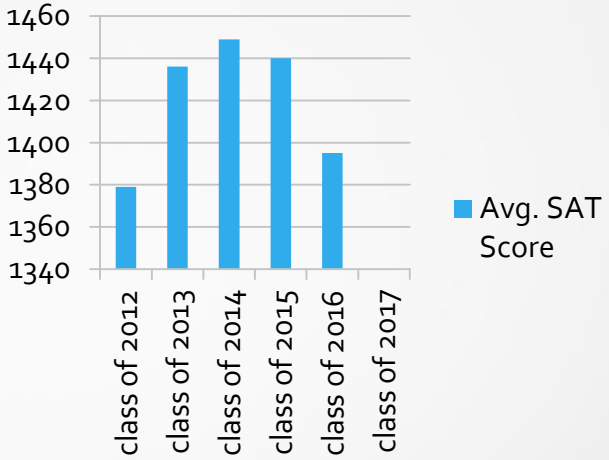
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

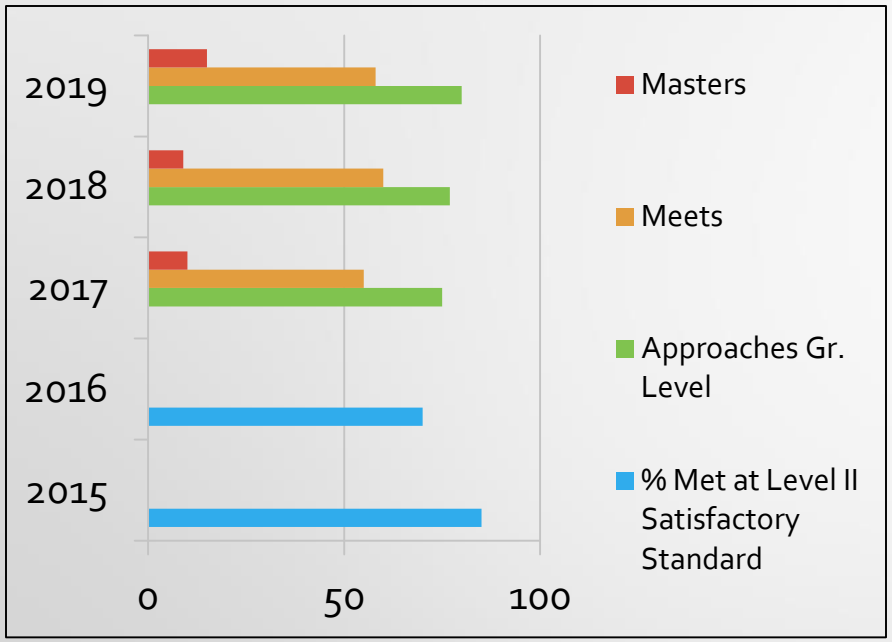
CHS



Calallen High School

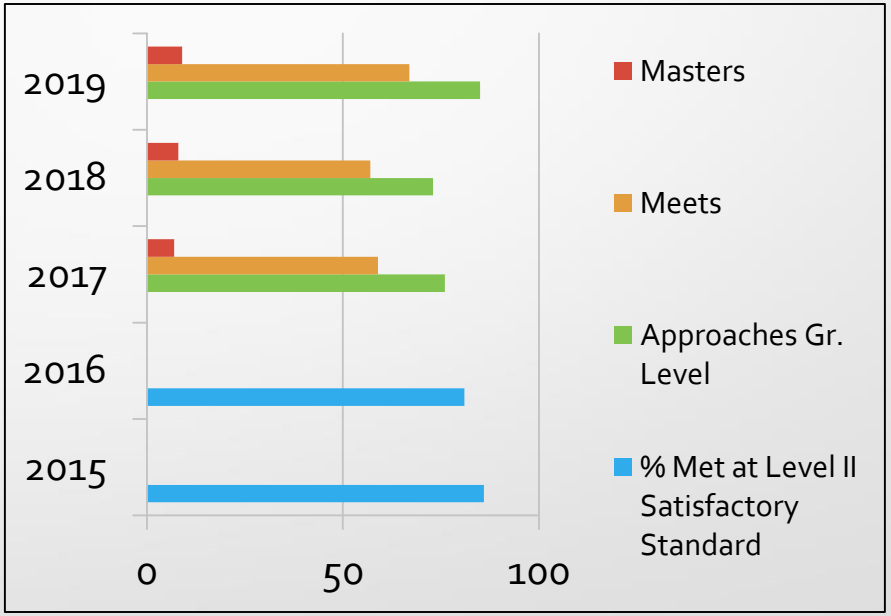


English I



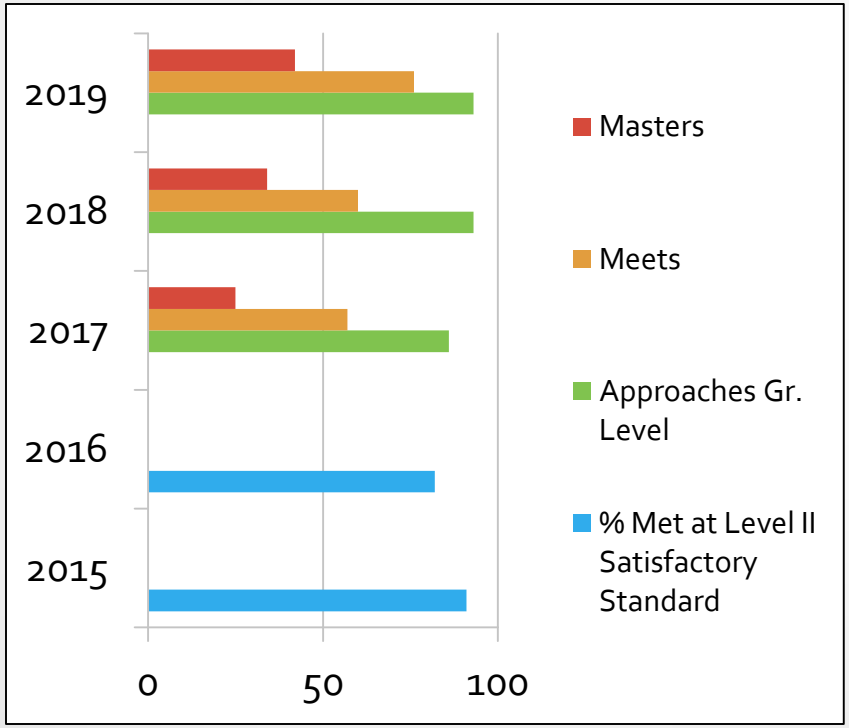
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

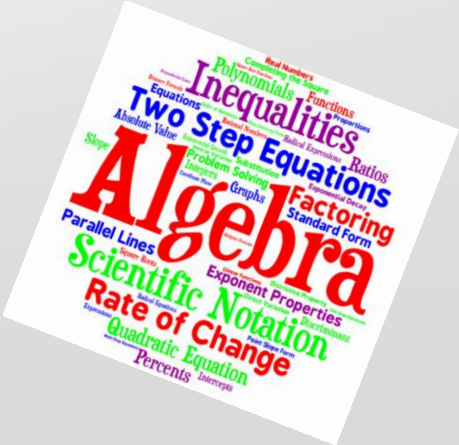


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

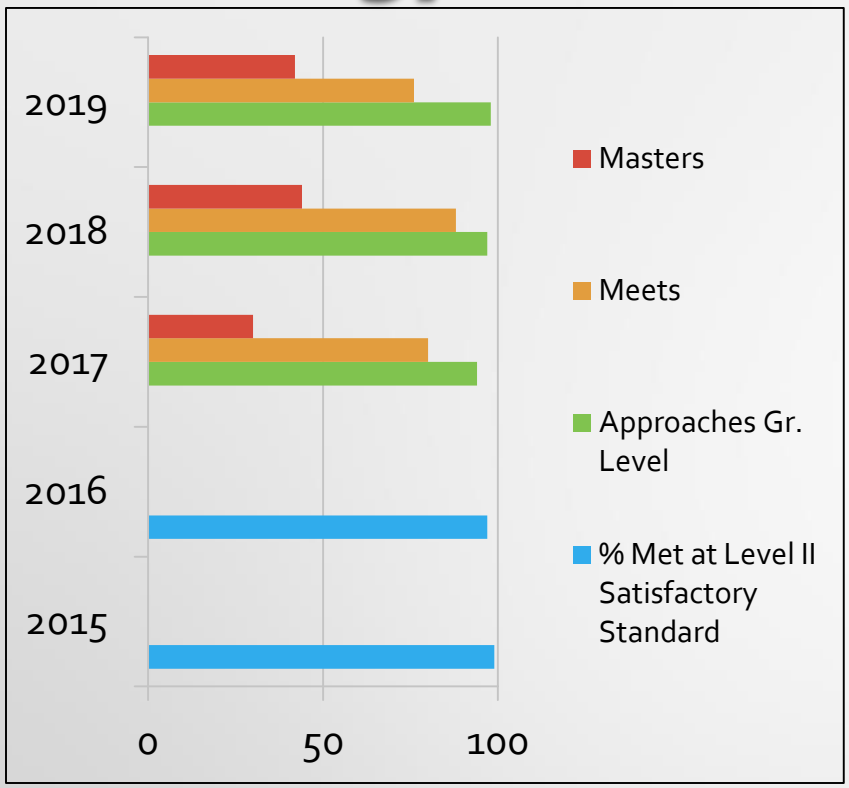


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

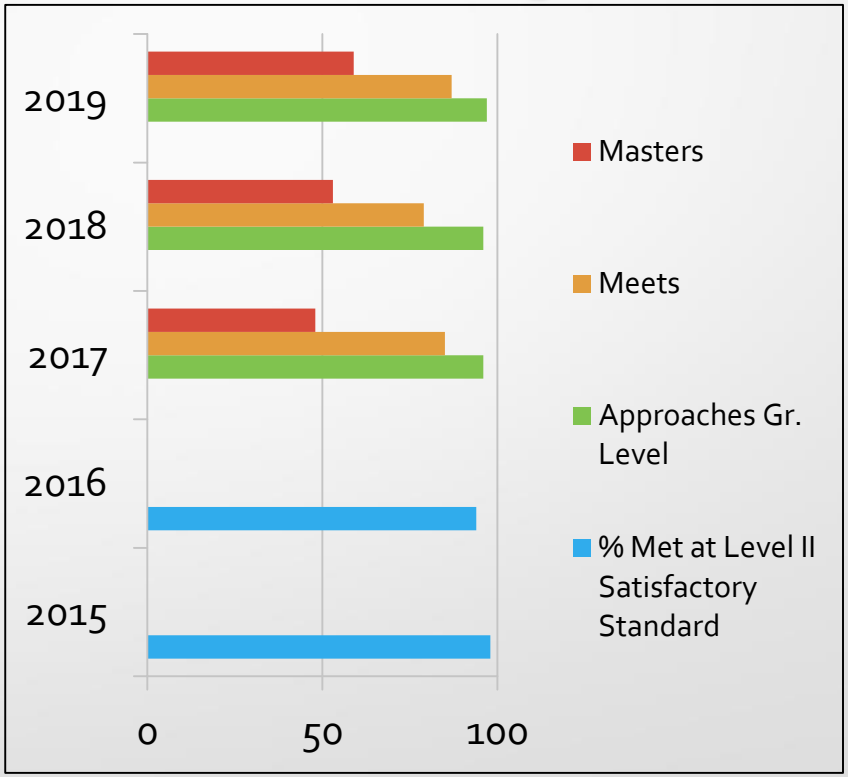
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

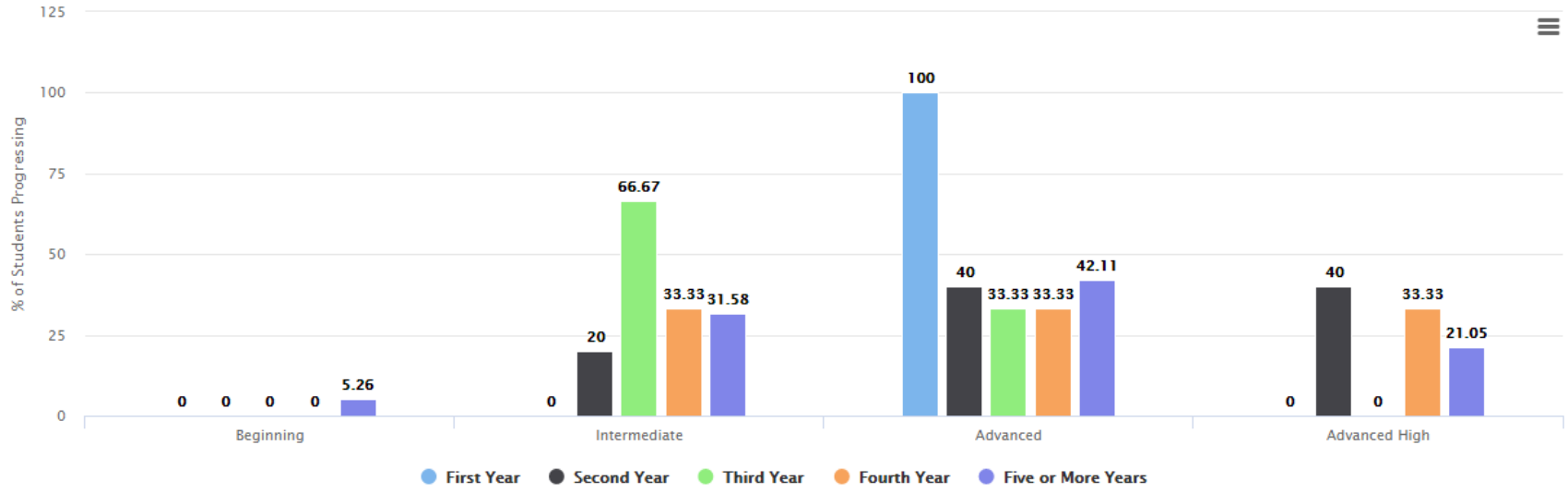


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

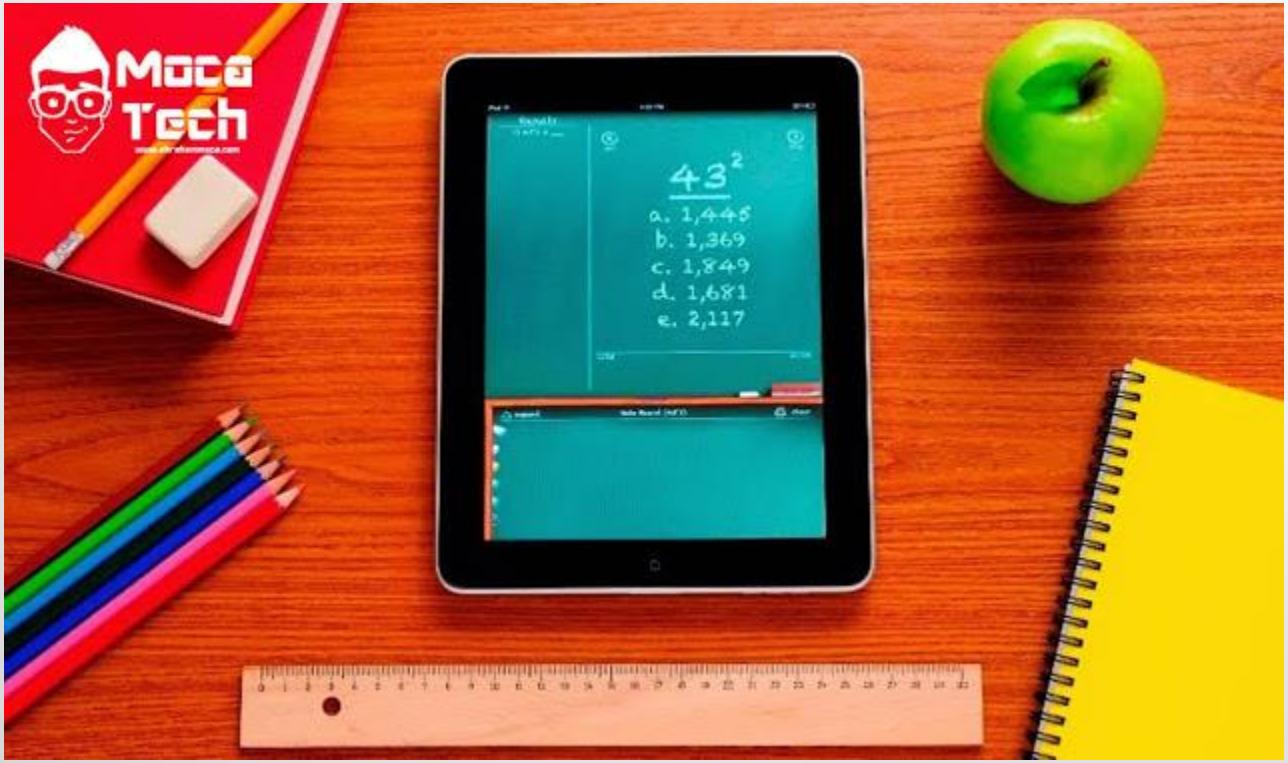
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

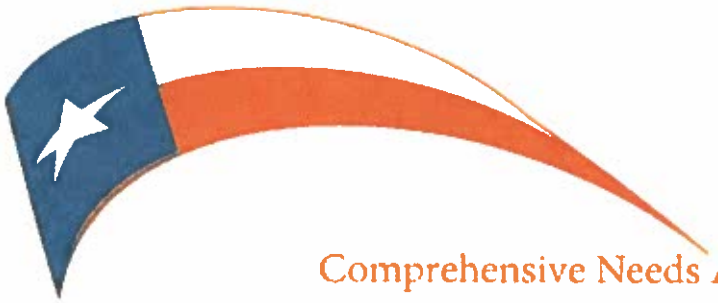
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

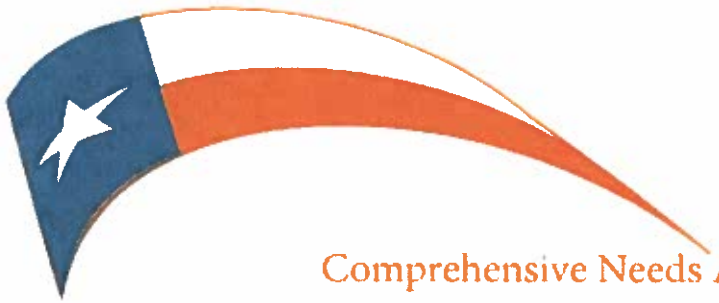
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

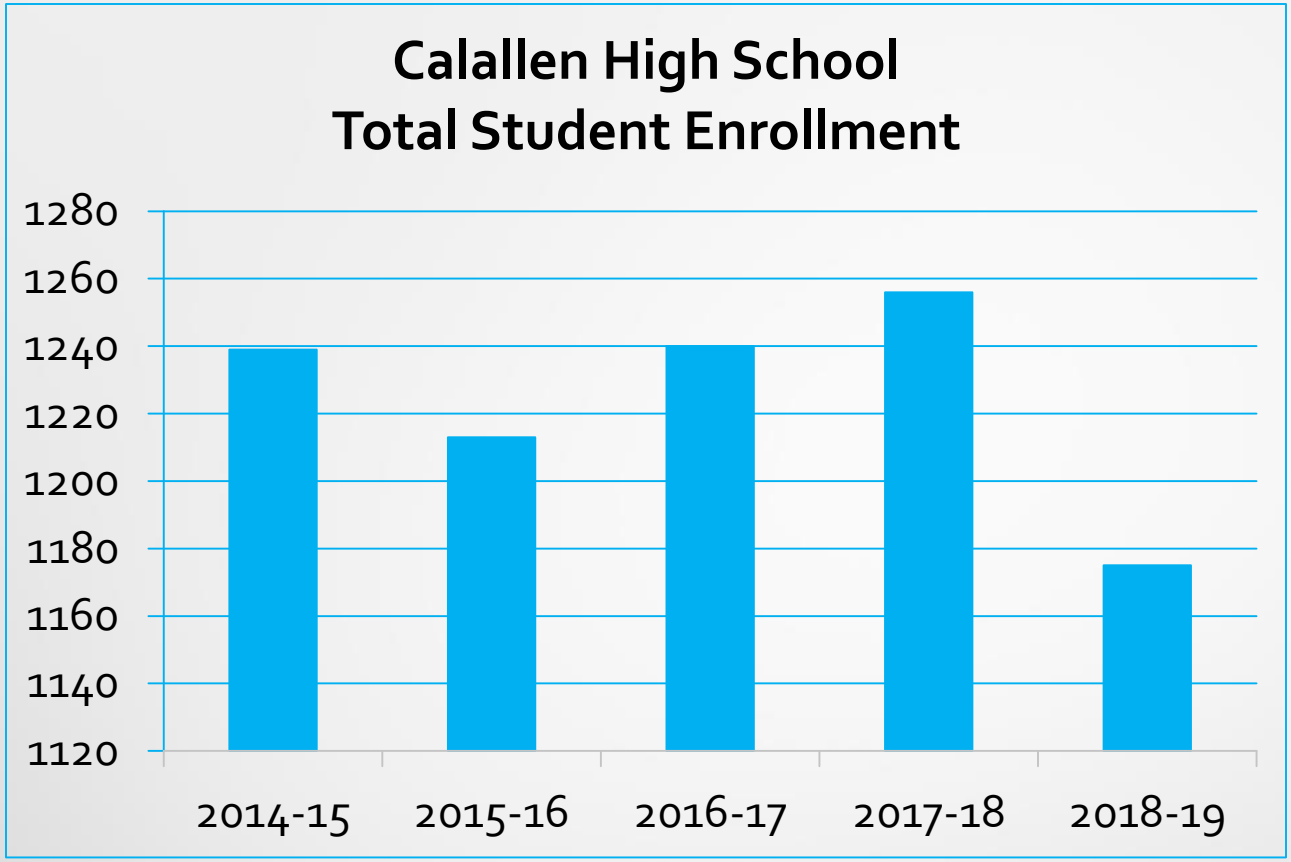
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

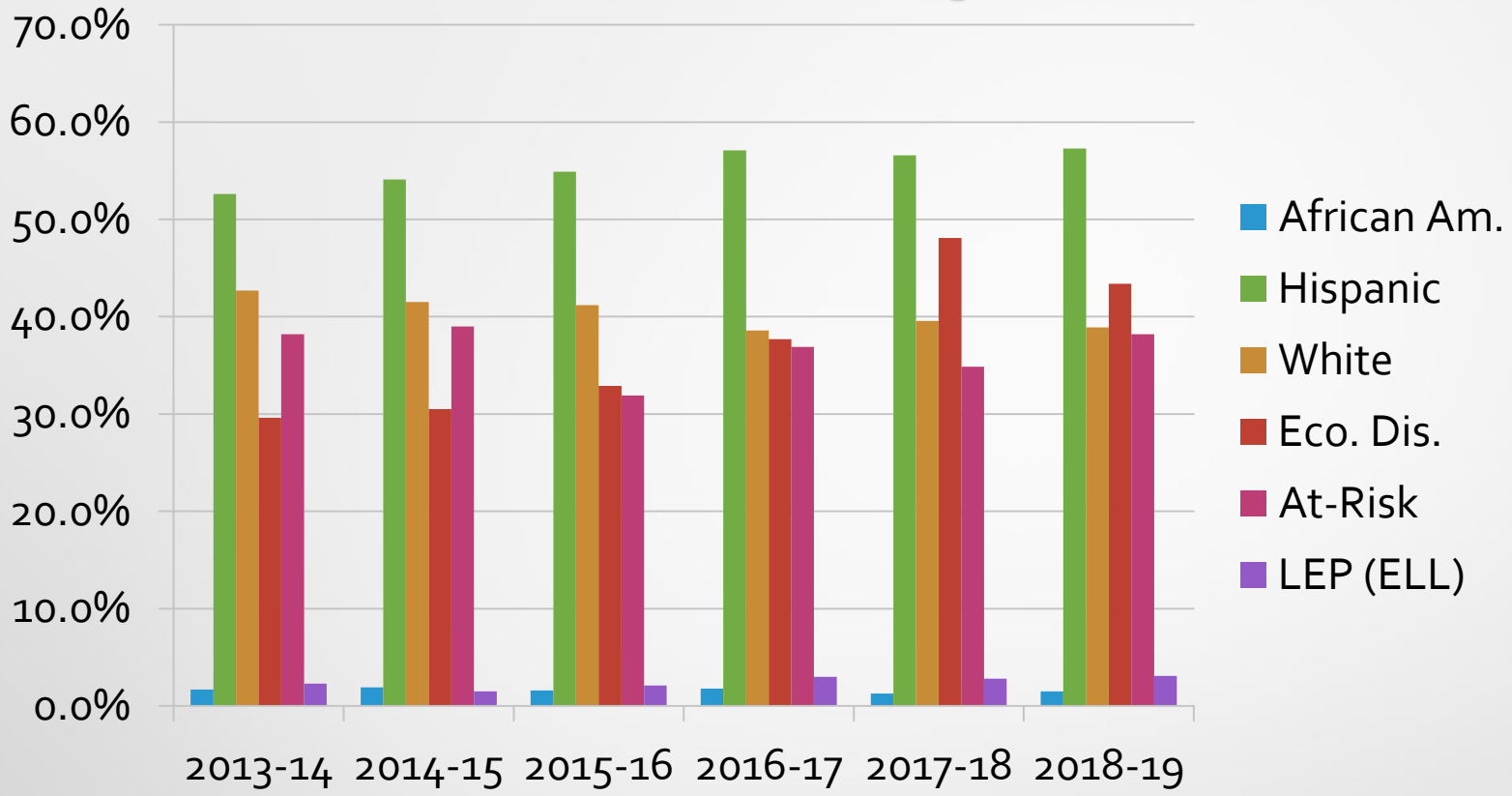


Calallen ISD
Transforming the Vision 2020



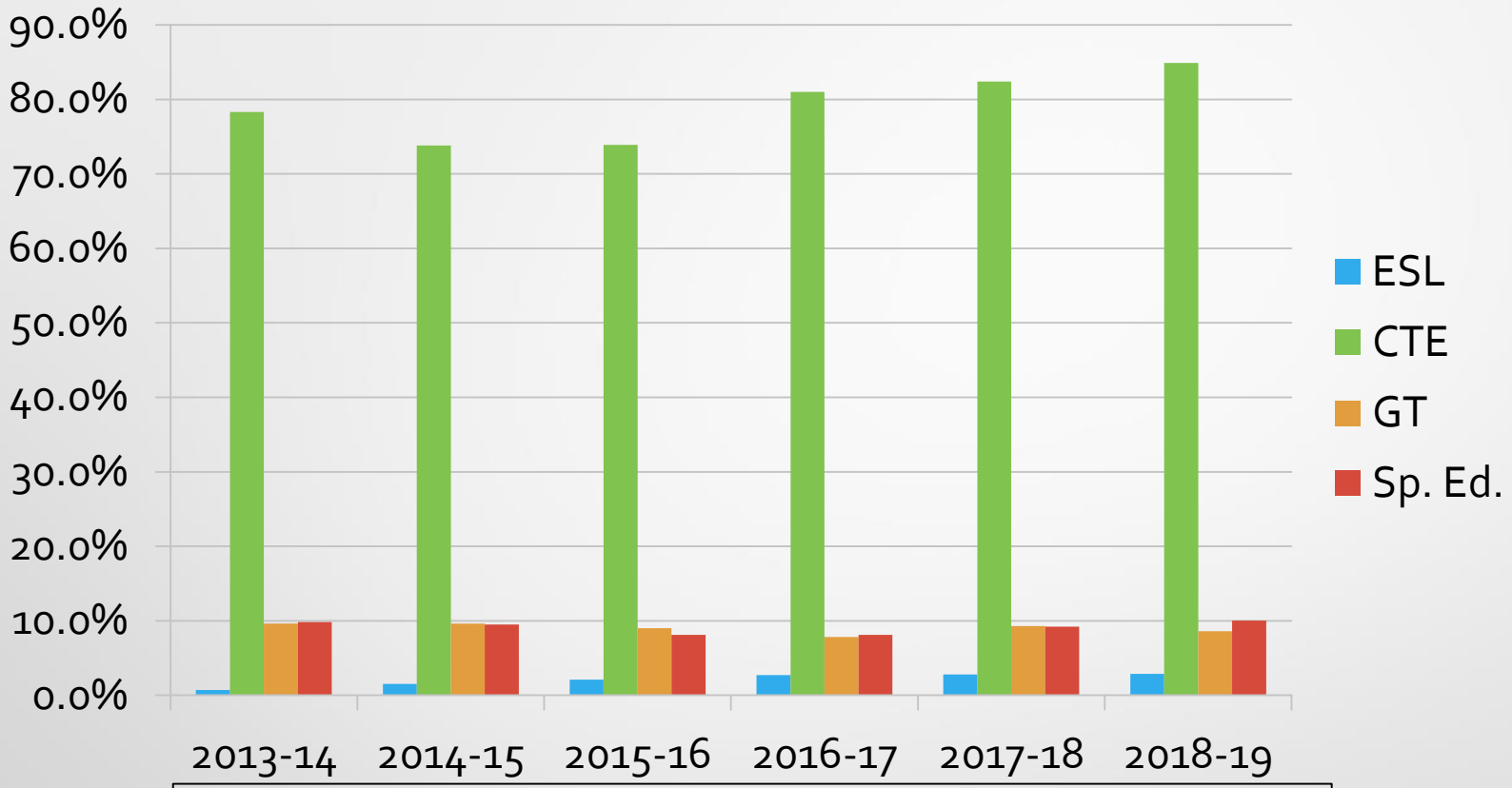
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



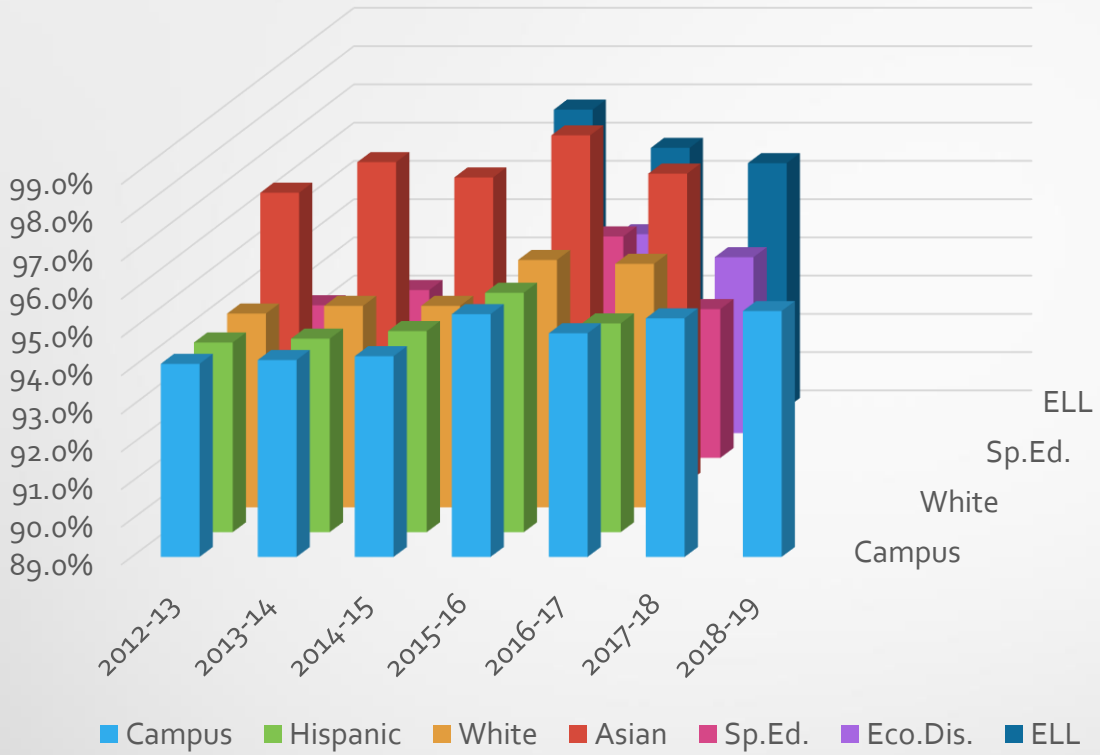
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

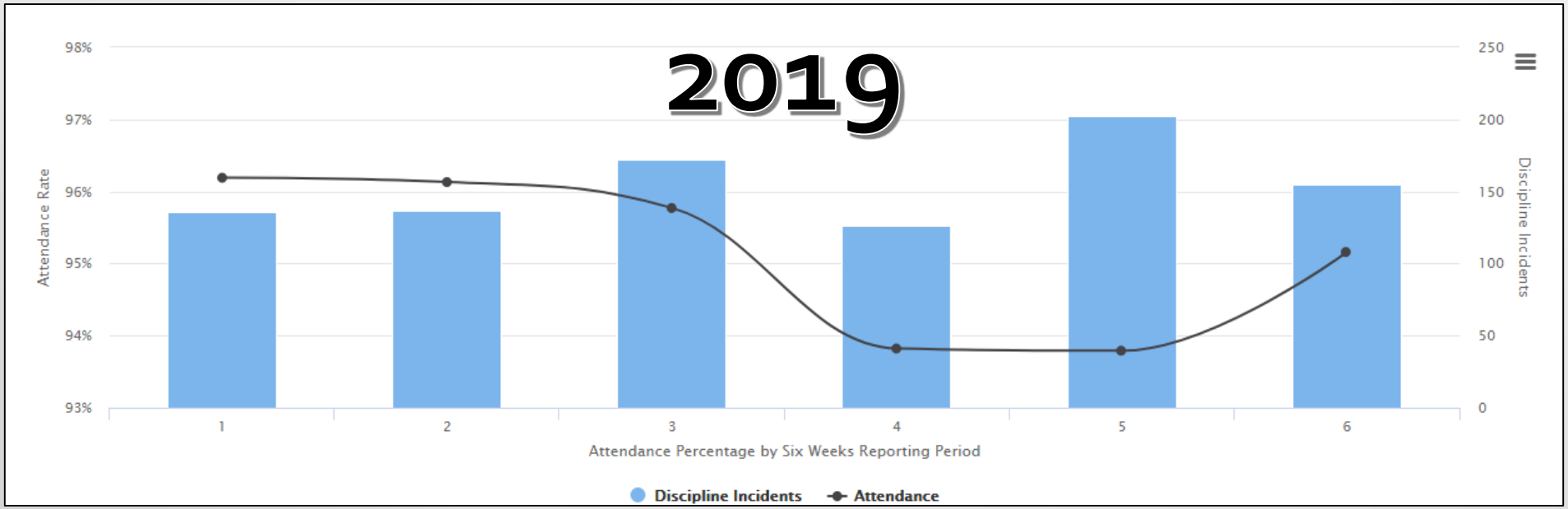


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

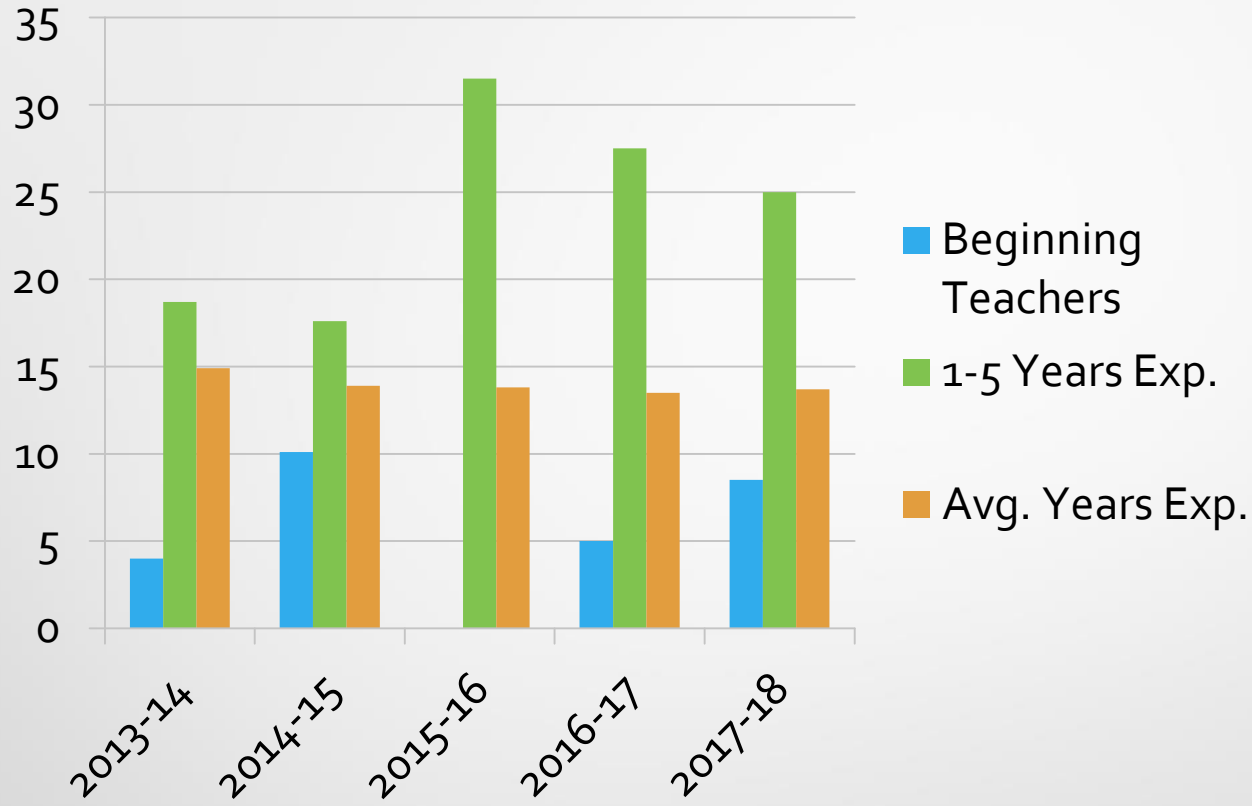
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

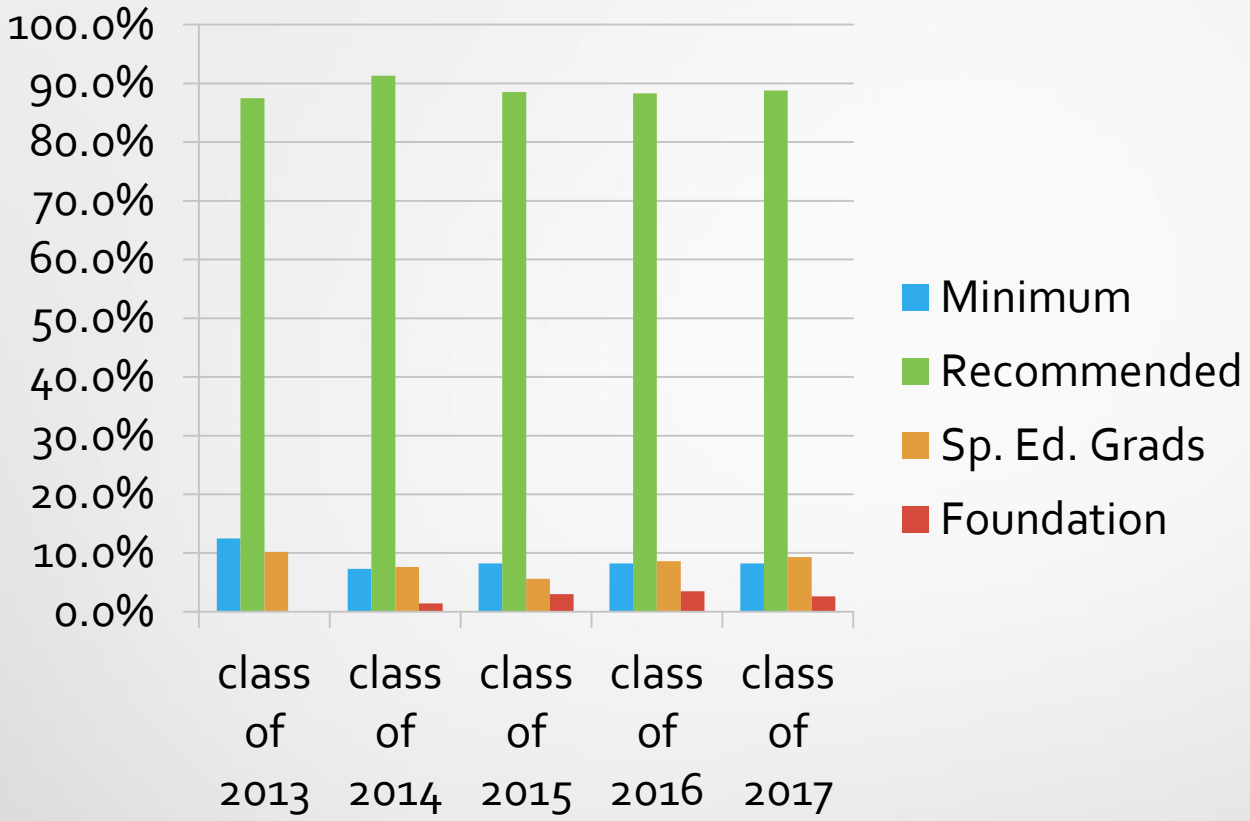
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

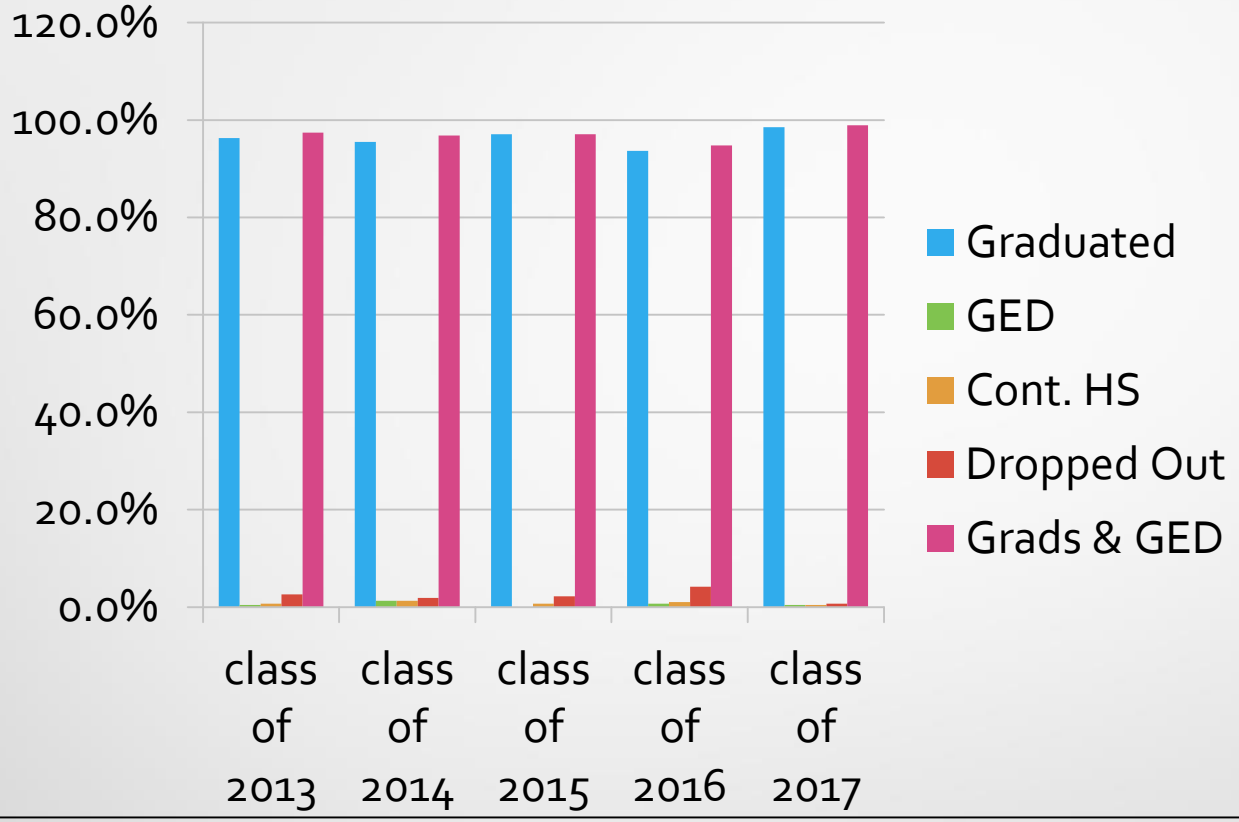
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

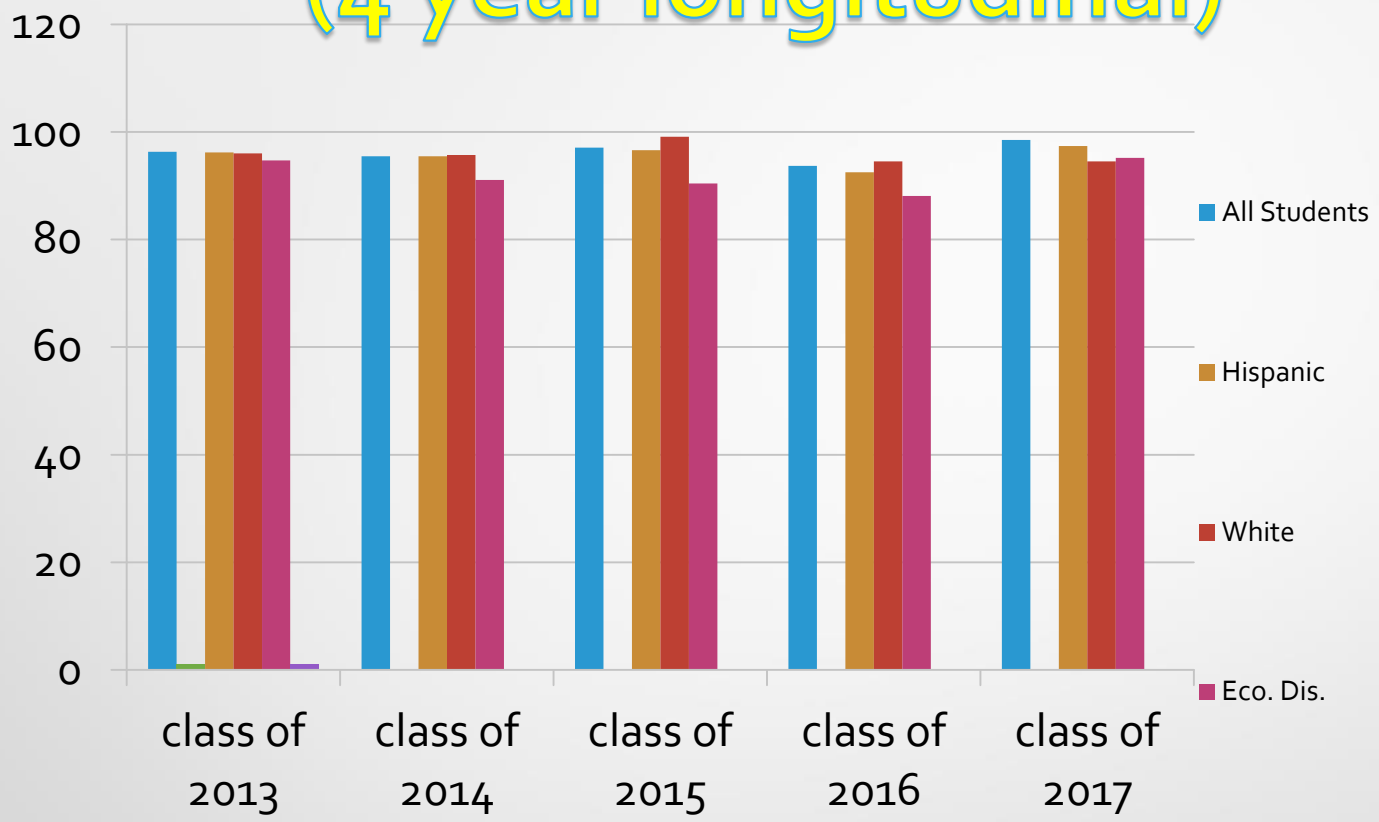
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



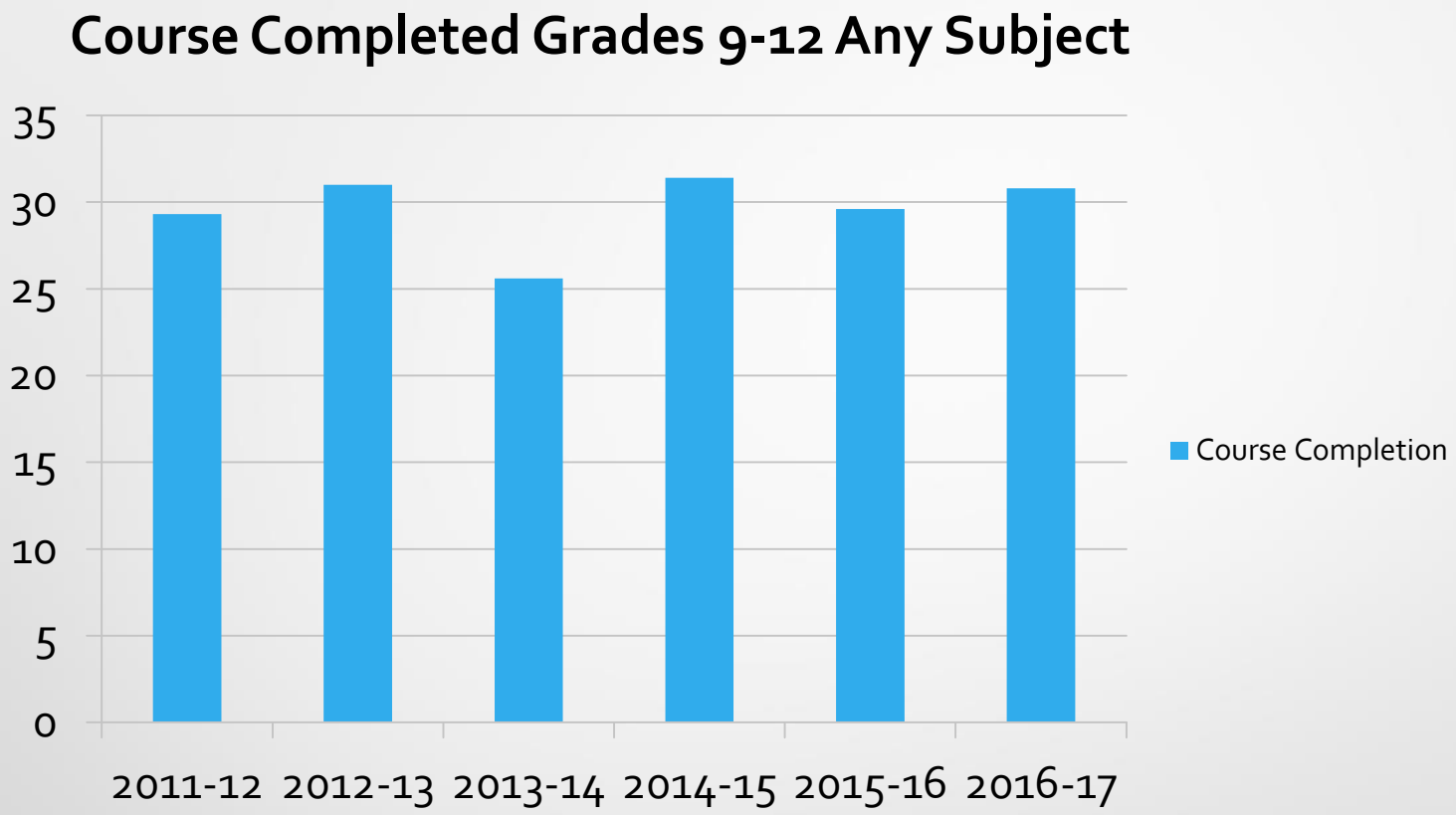
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

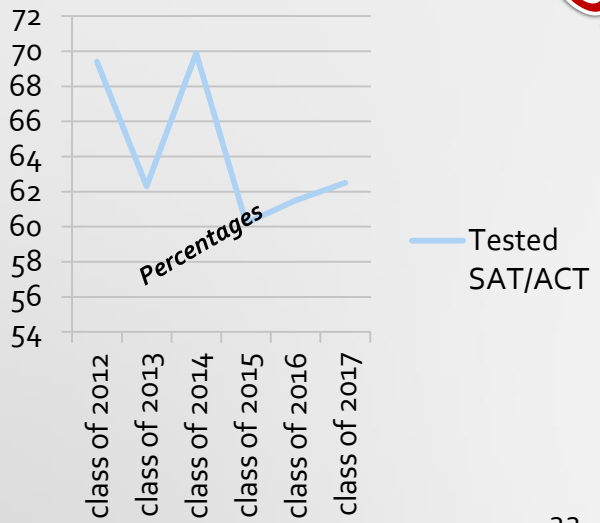


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

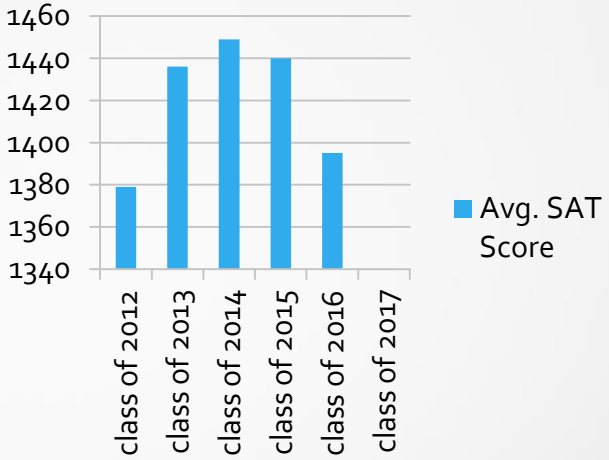
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

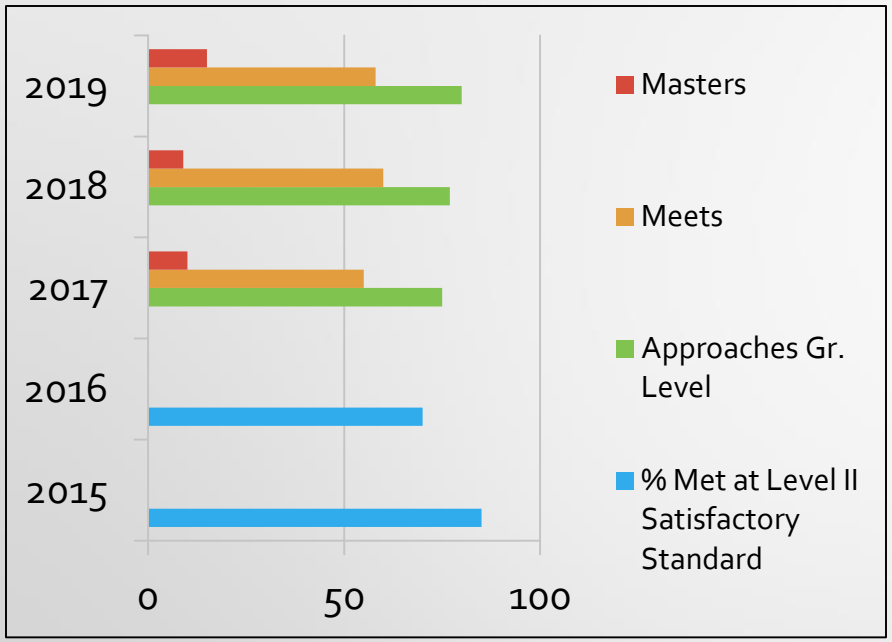
CHS



Calallen High School

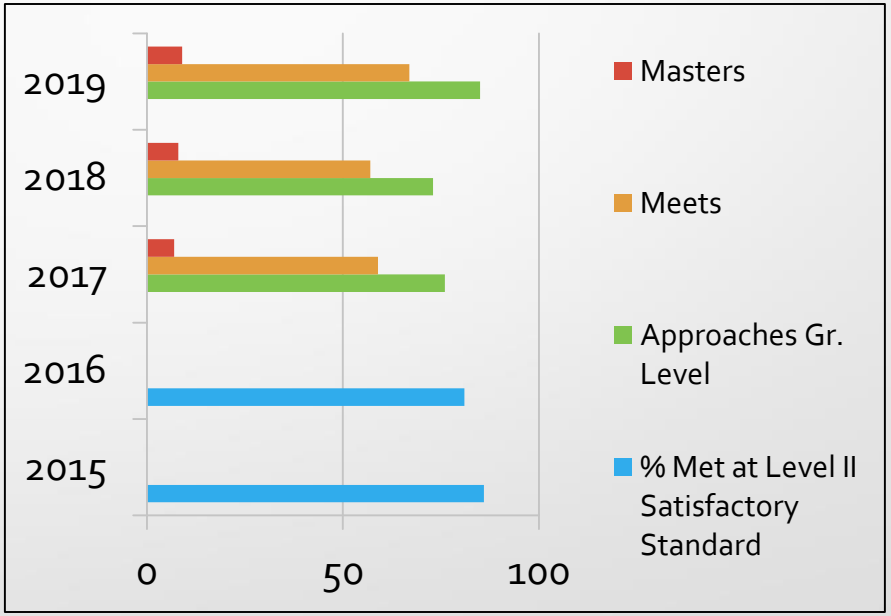


English I



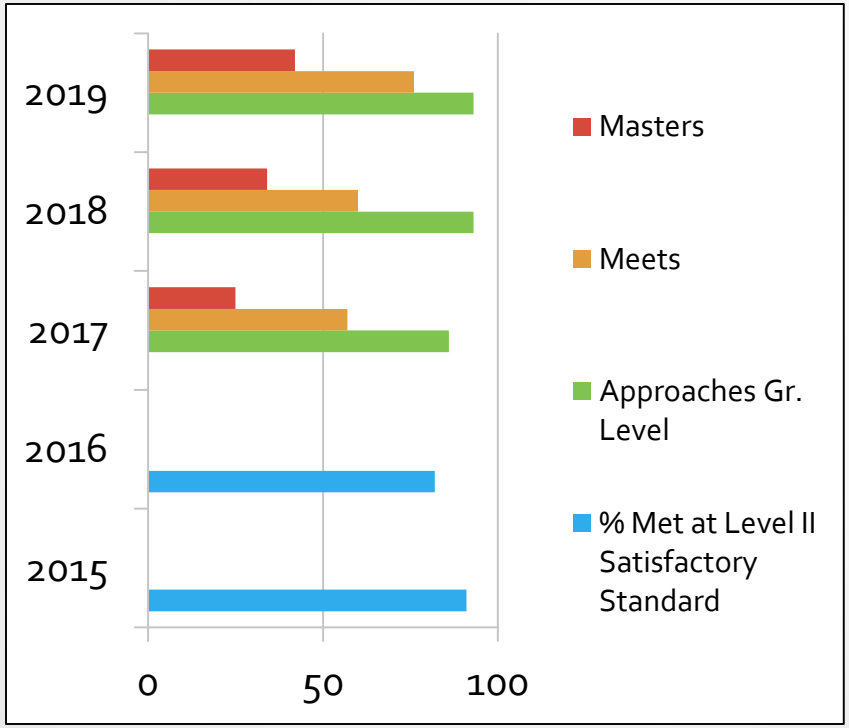
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

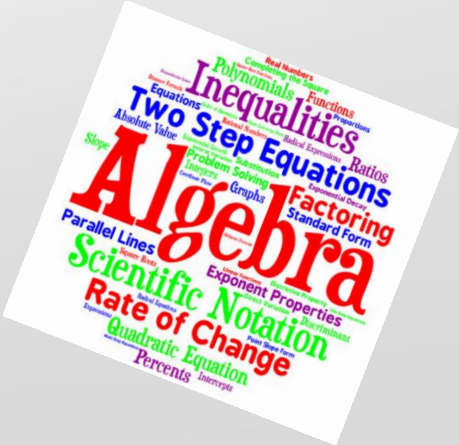


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

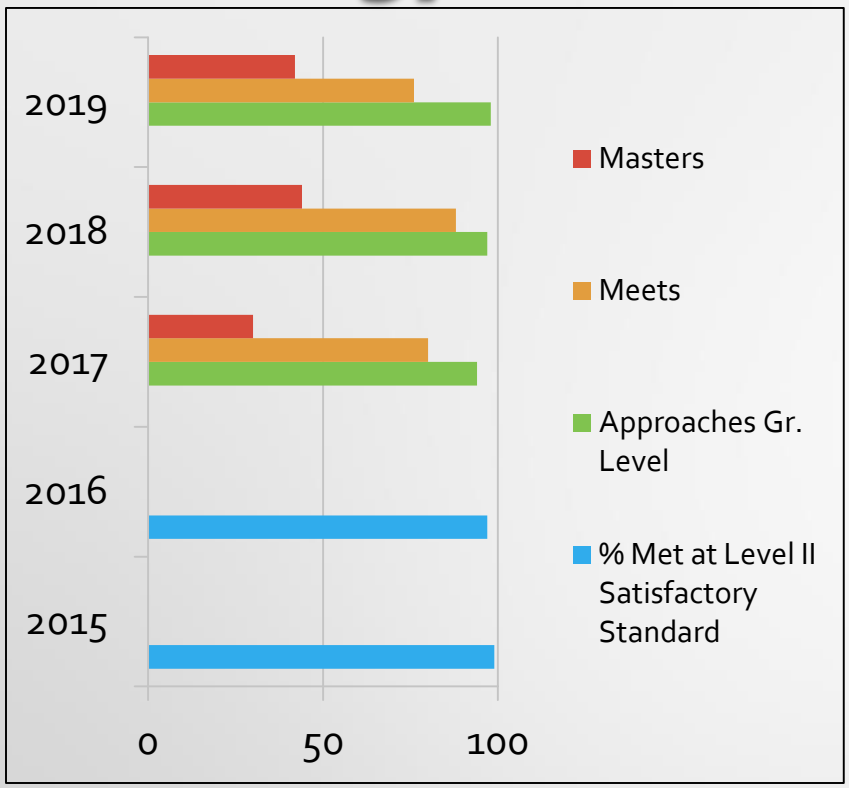


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

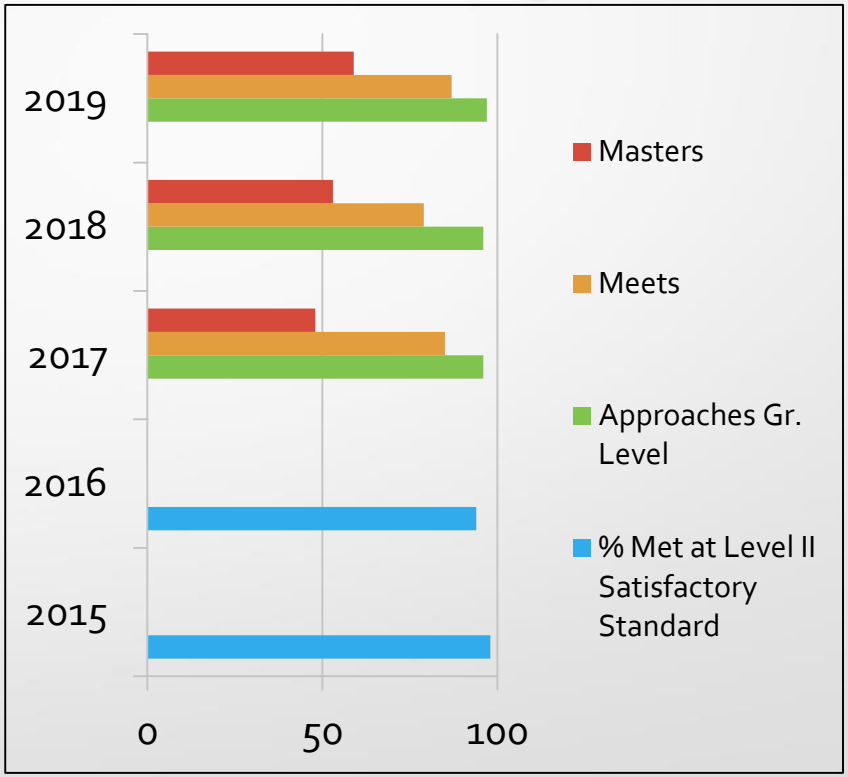
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

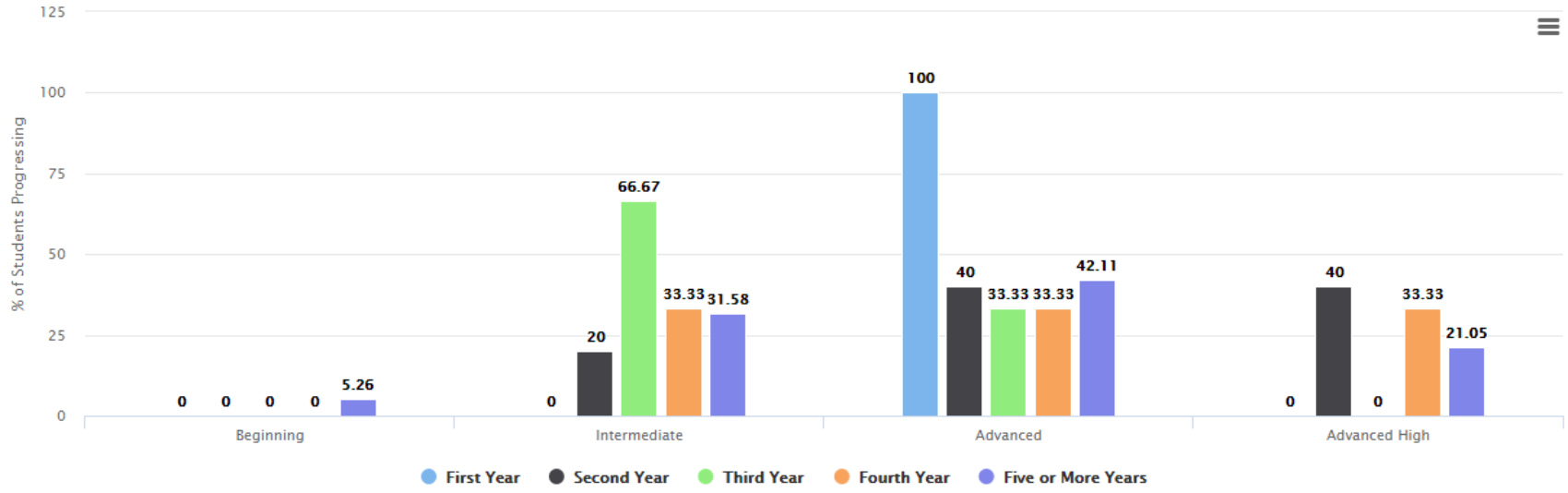


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

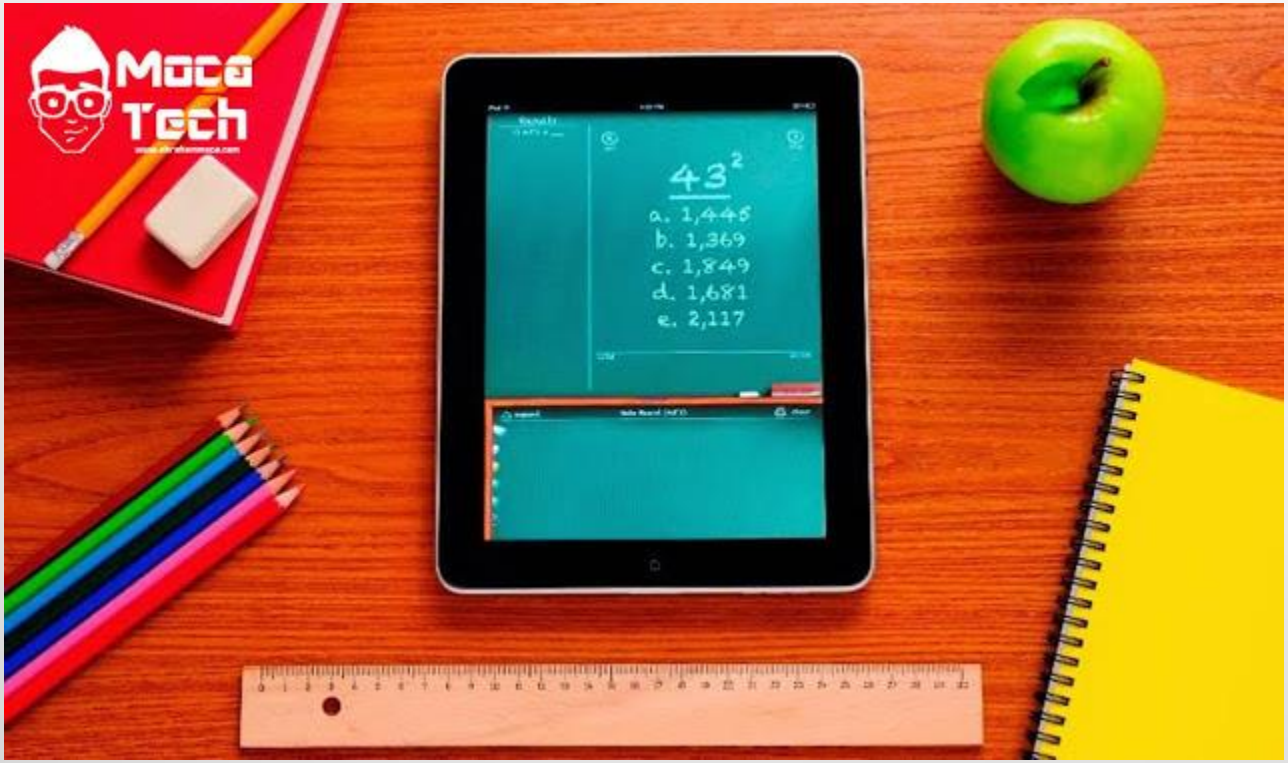
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

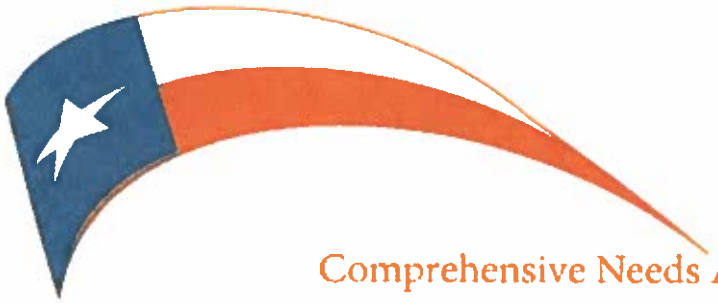
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

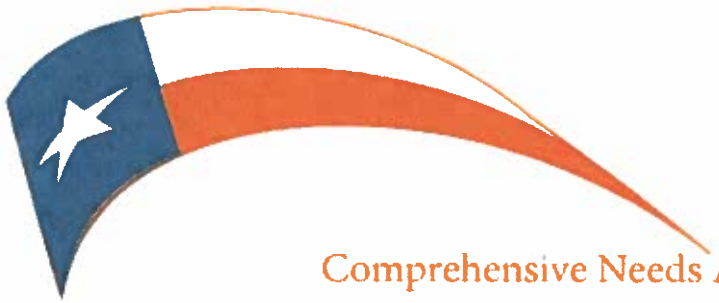
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

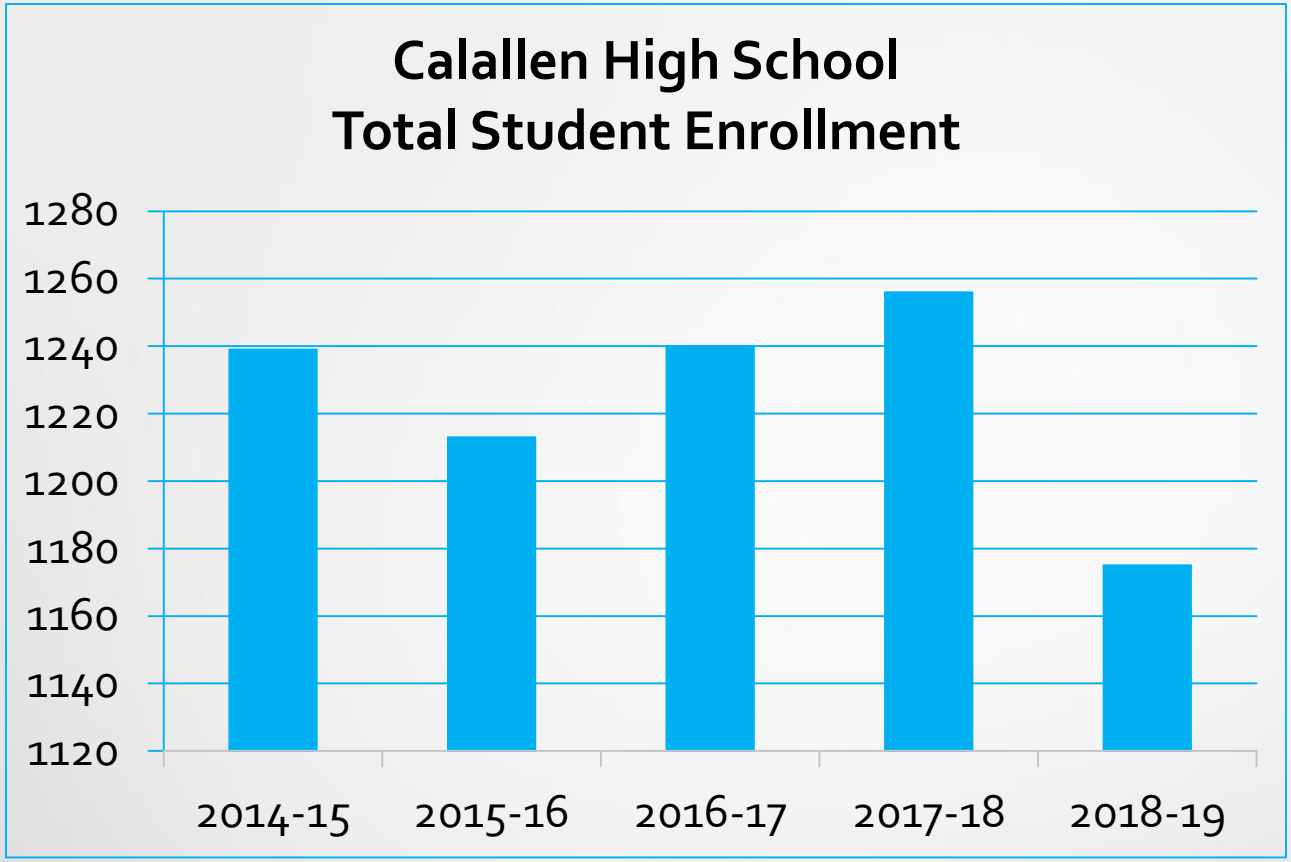
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

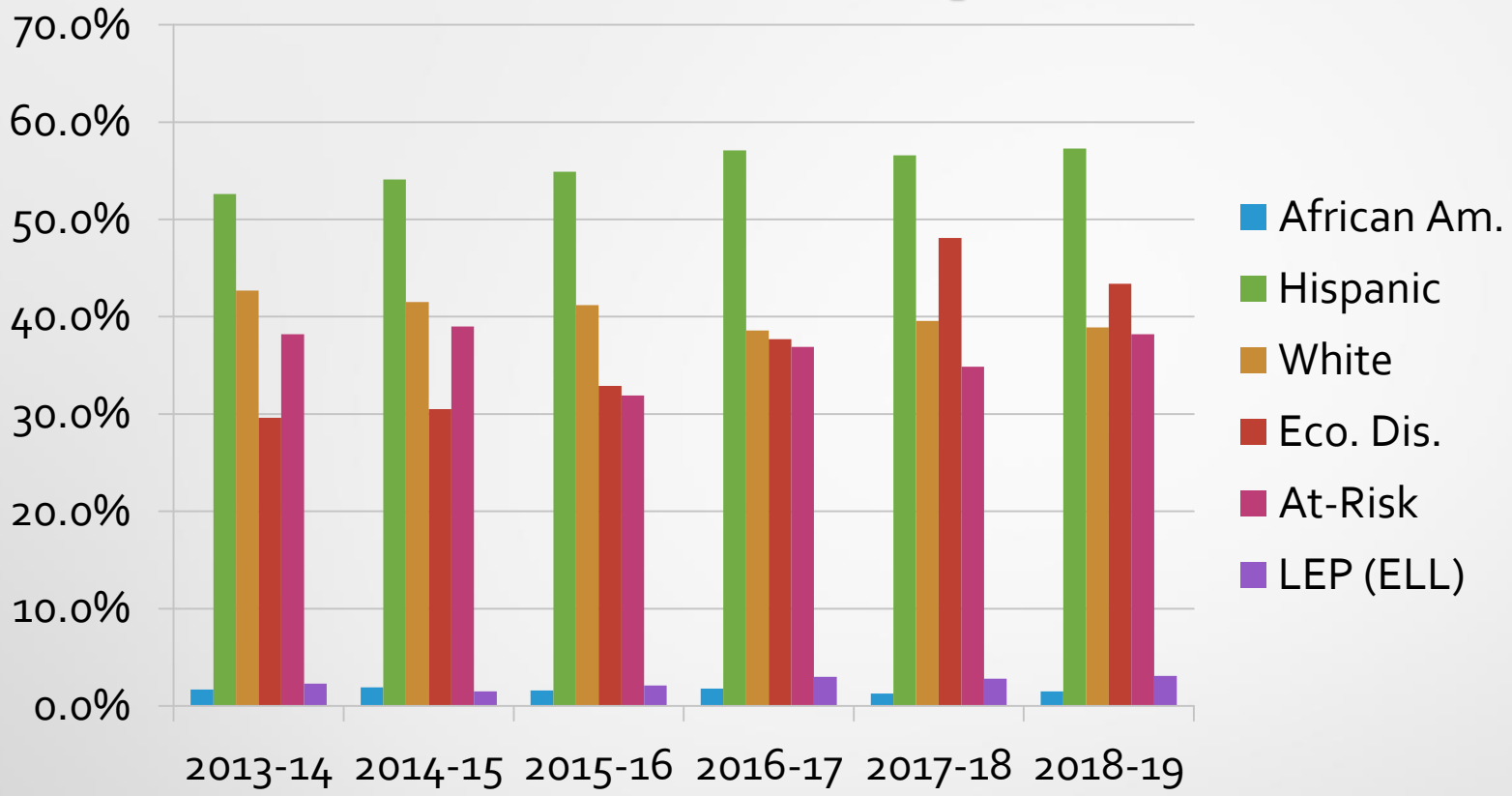


Calallen ISD
Transforming the Vision 2020



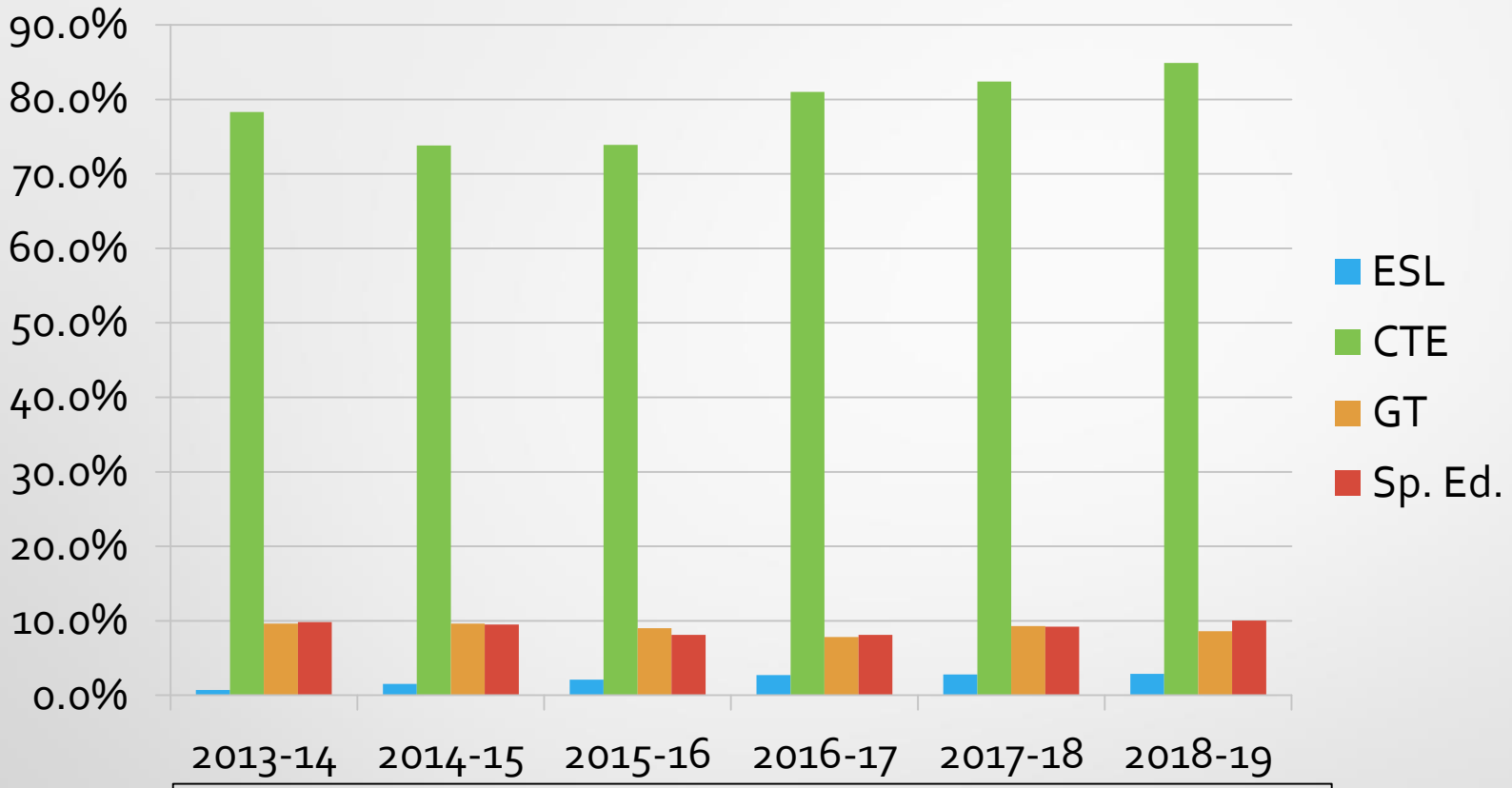
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



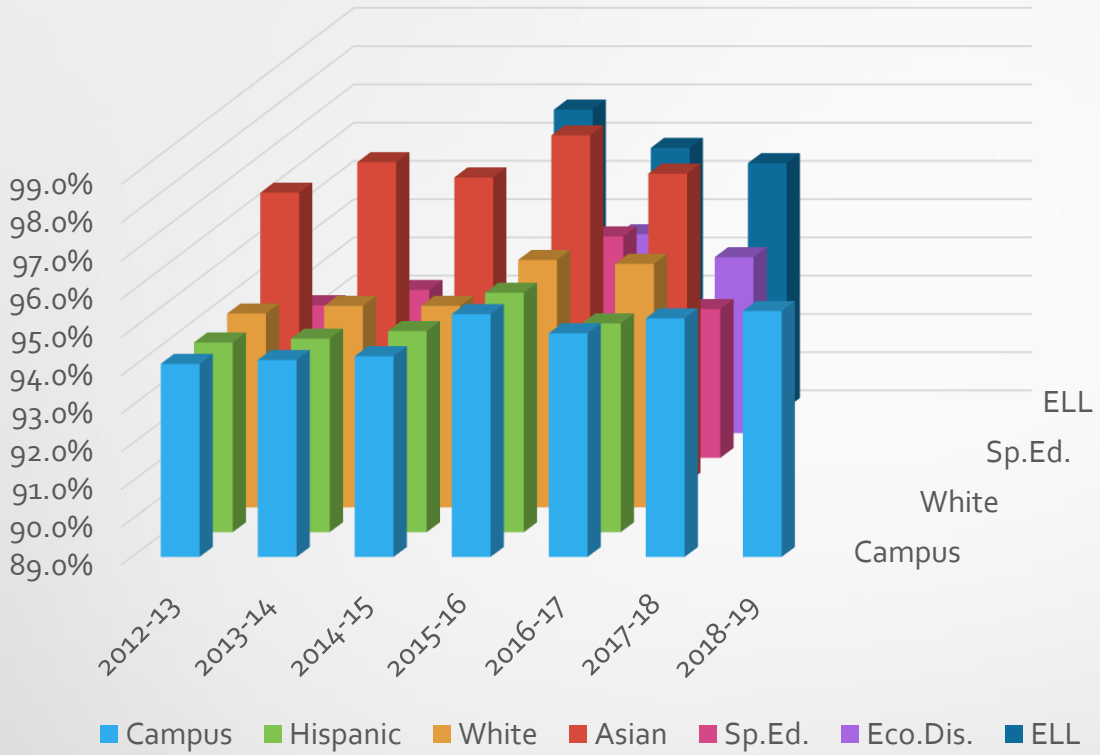
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

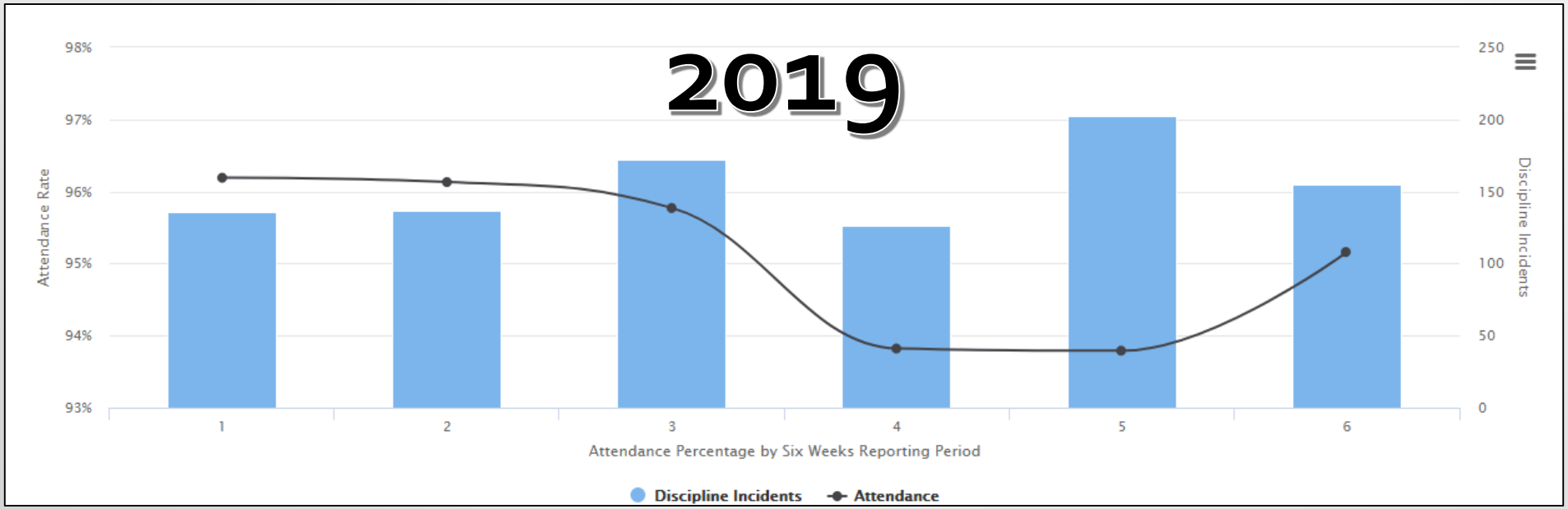


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

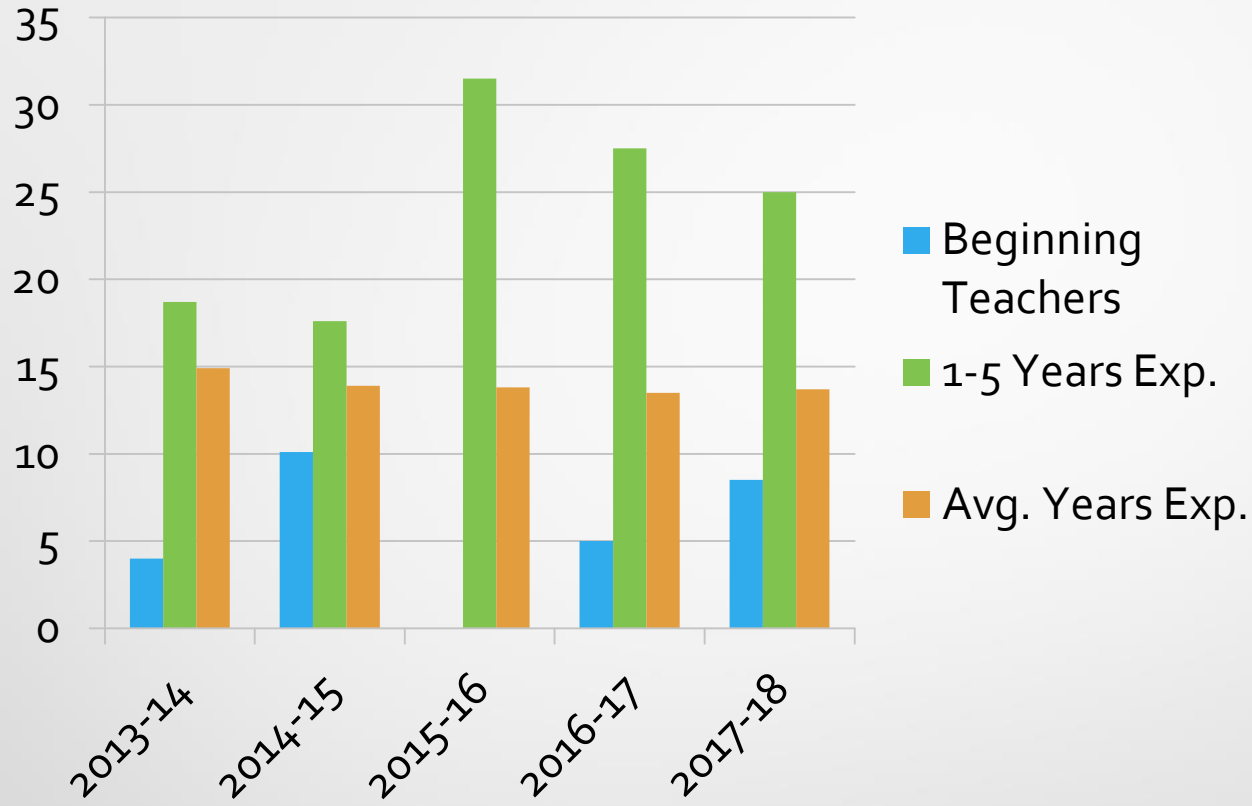
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

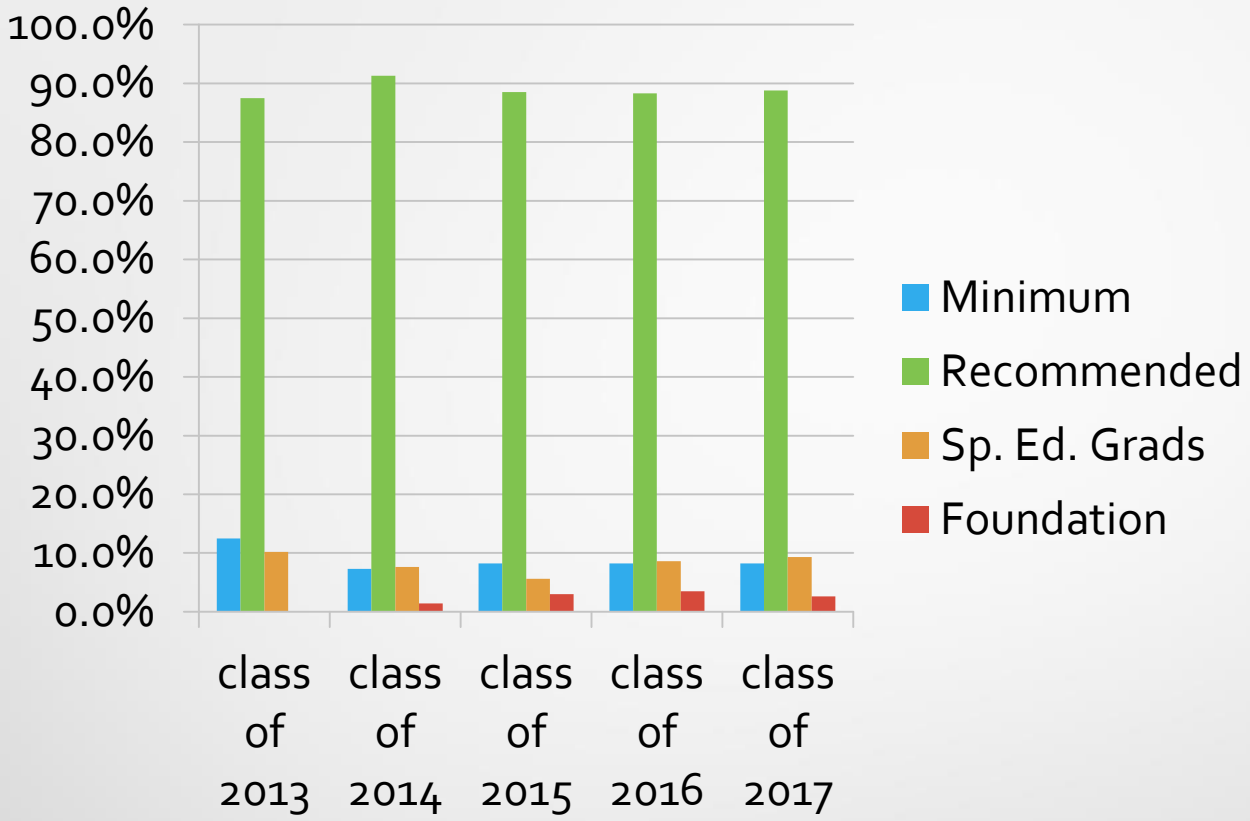
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

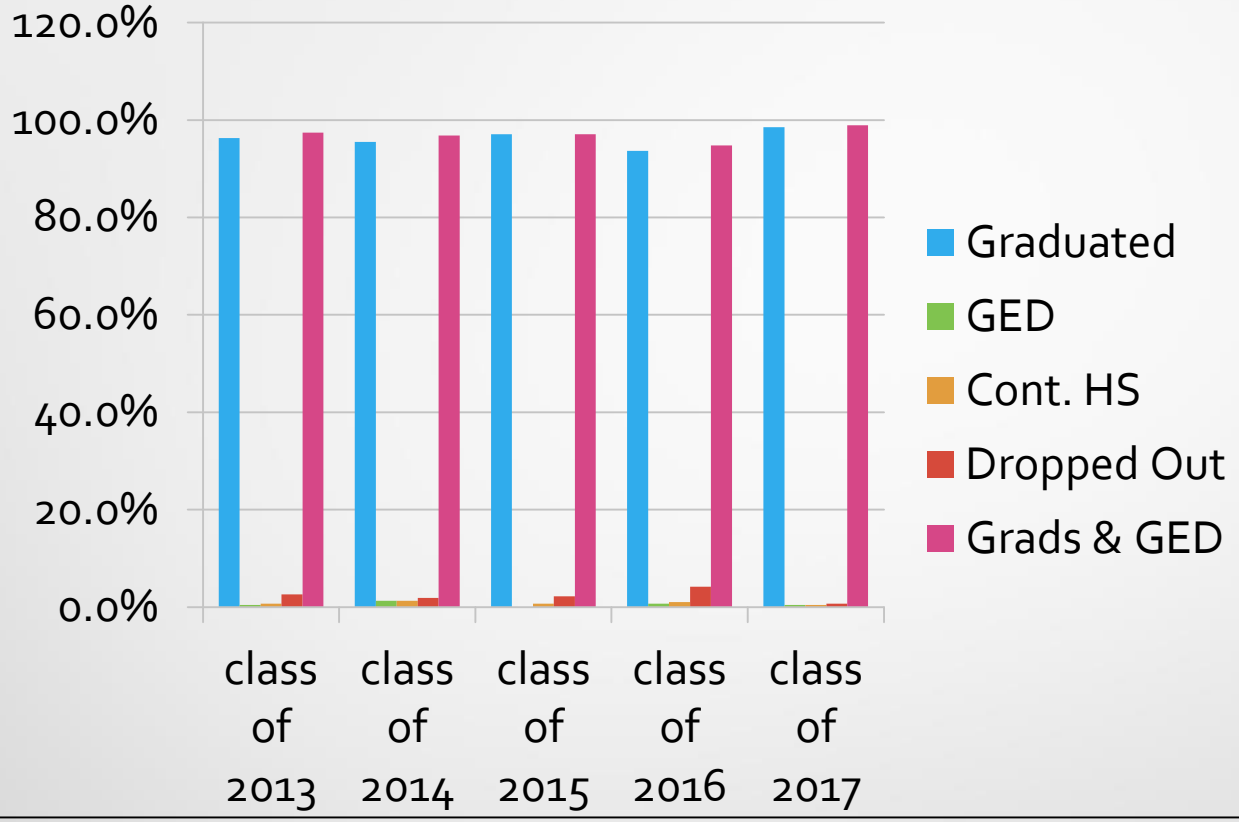
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

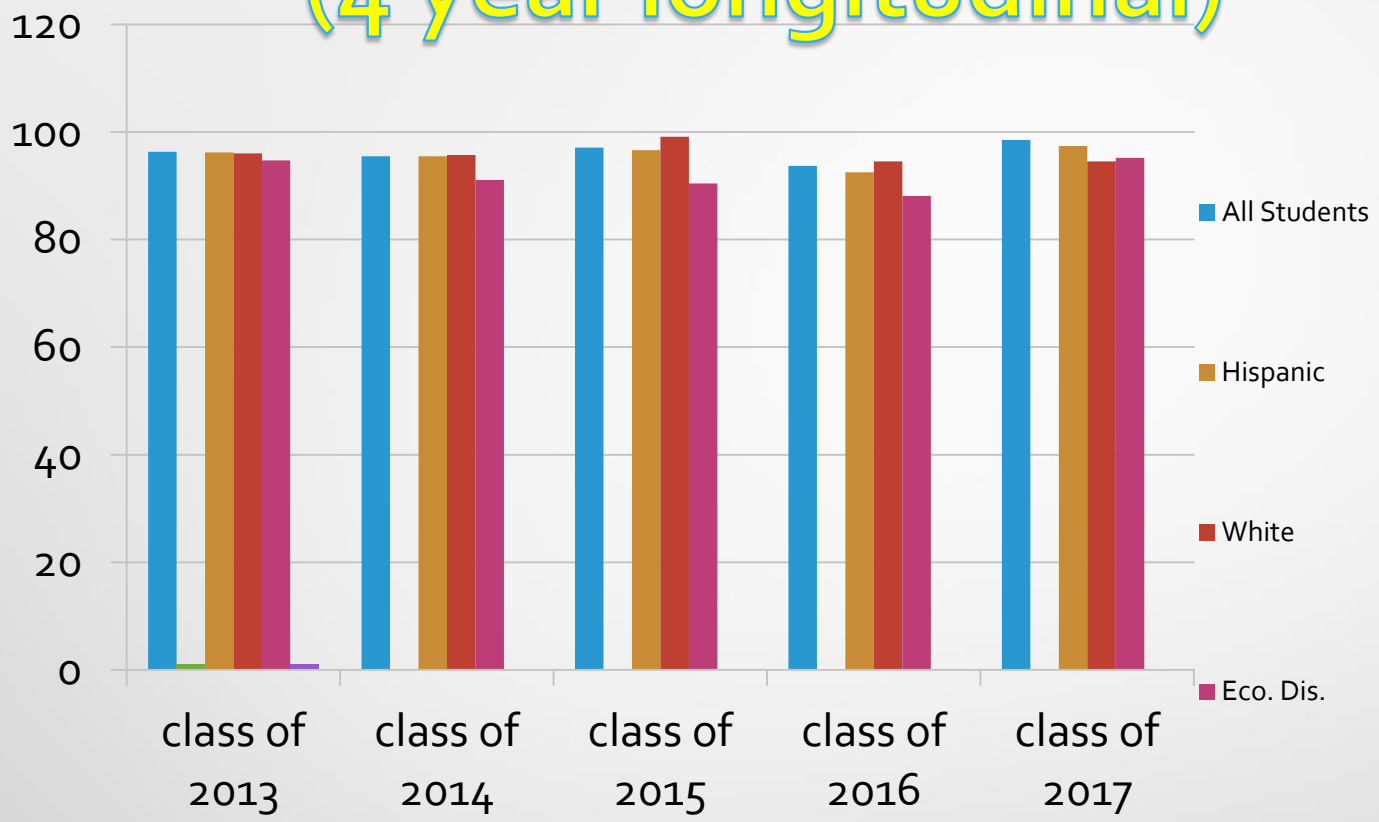
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



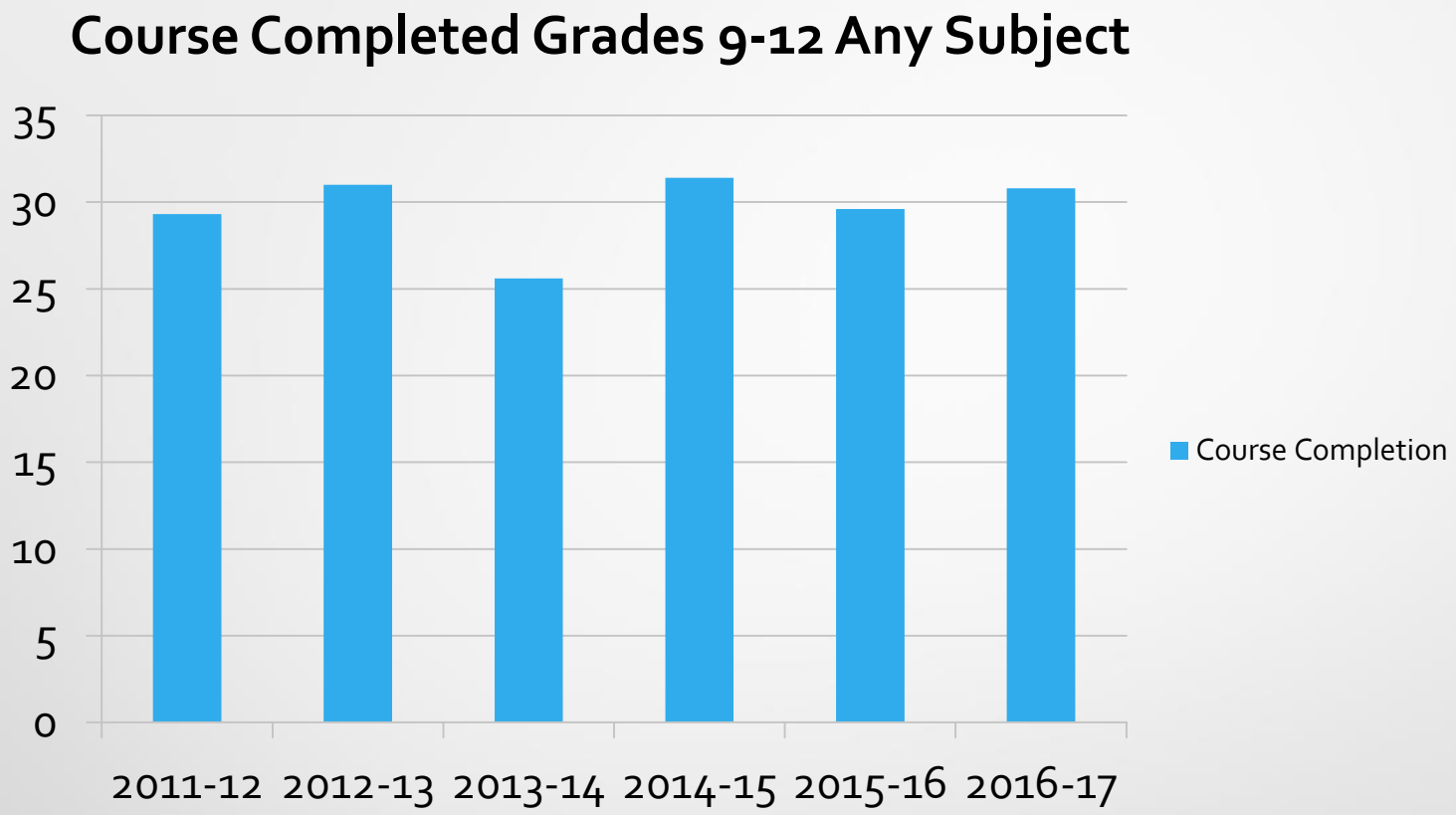
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

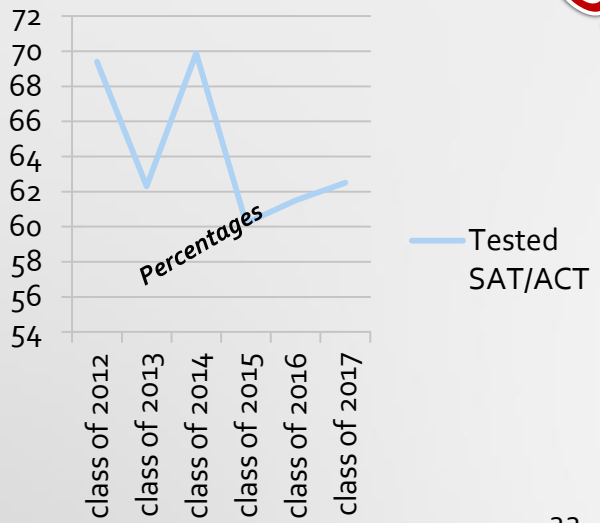


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

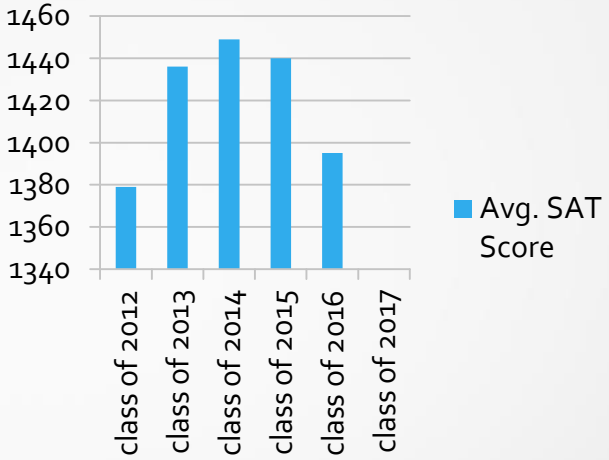
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

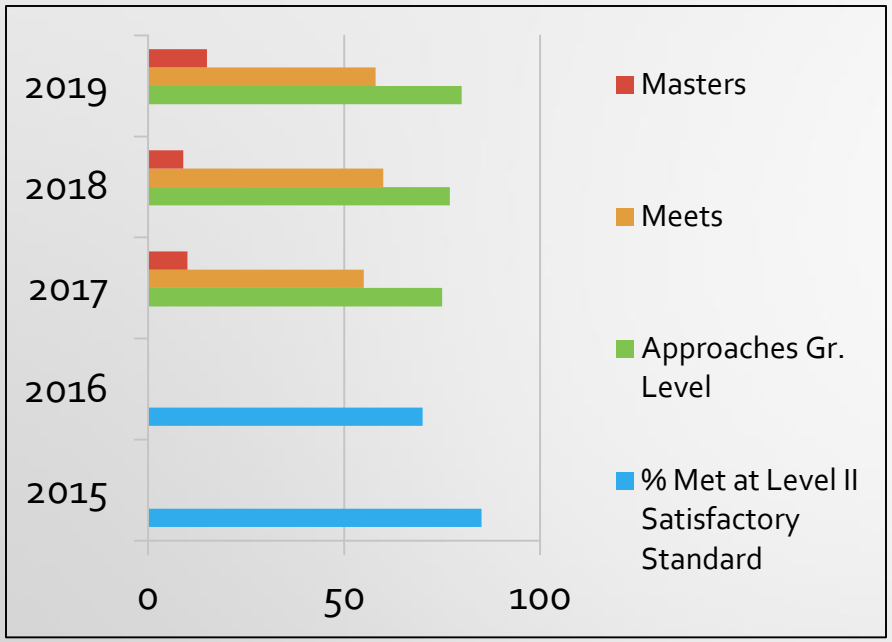
CHS



Calallen High School

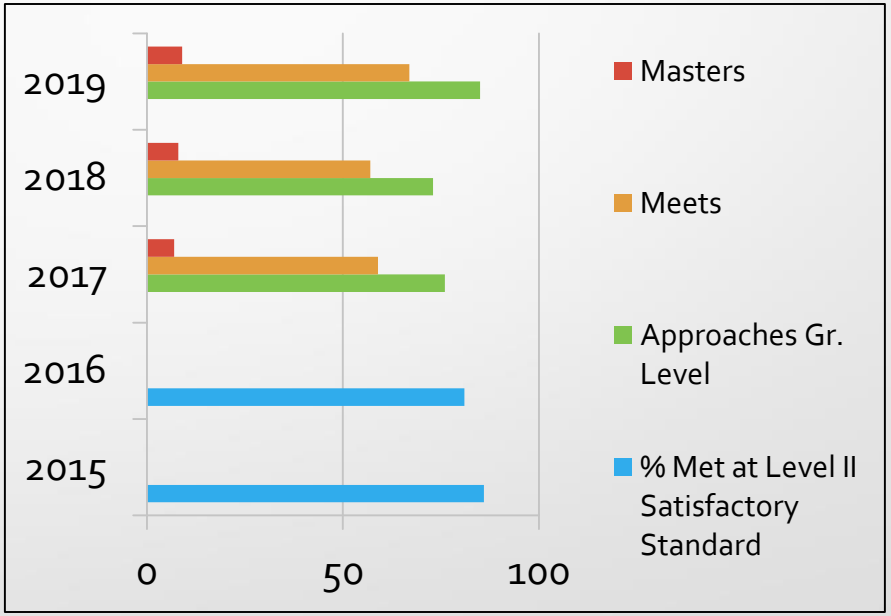


English I



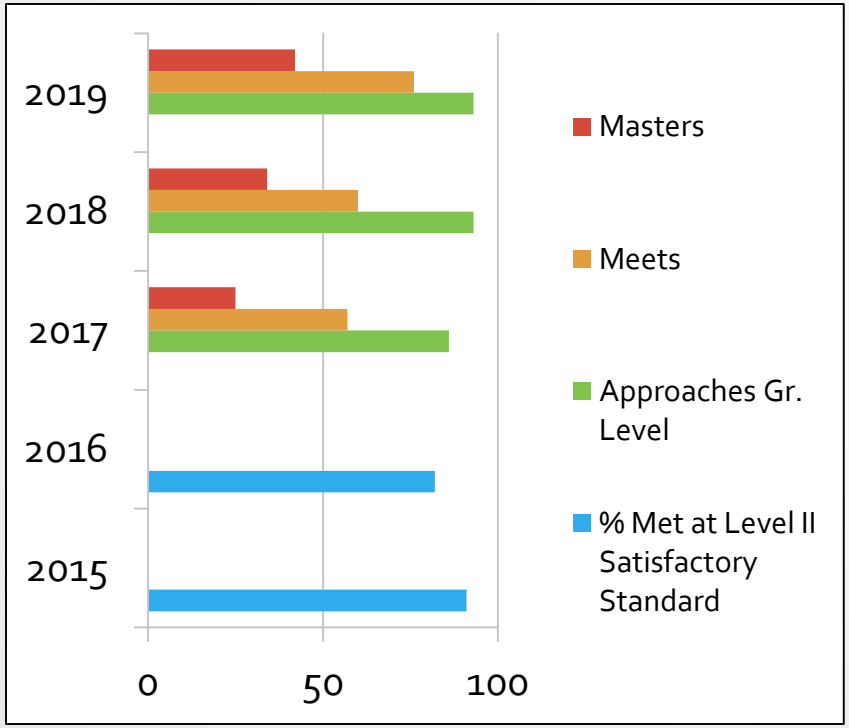
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

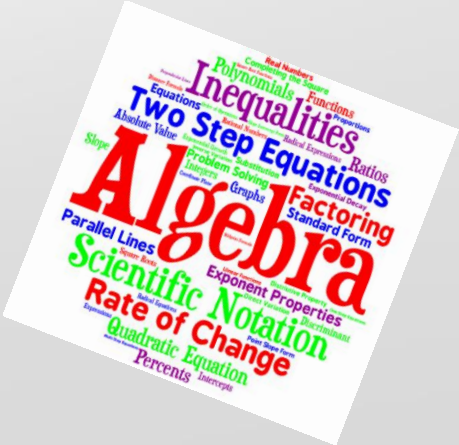


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

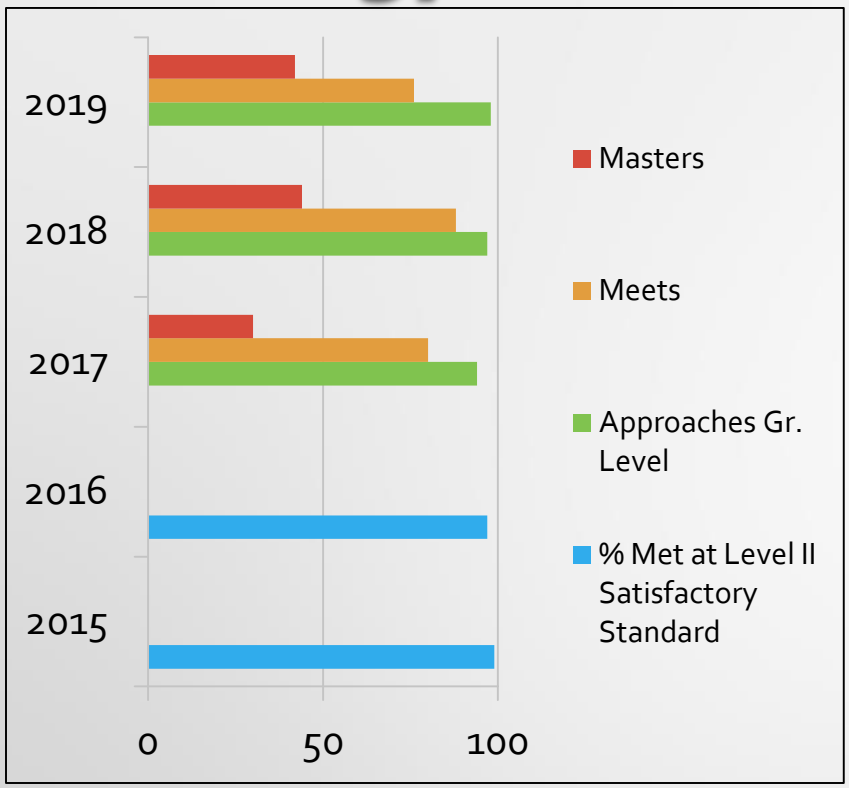


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

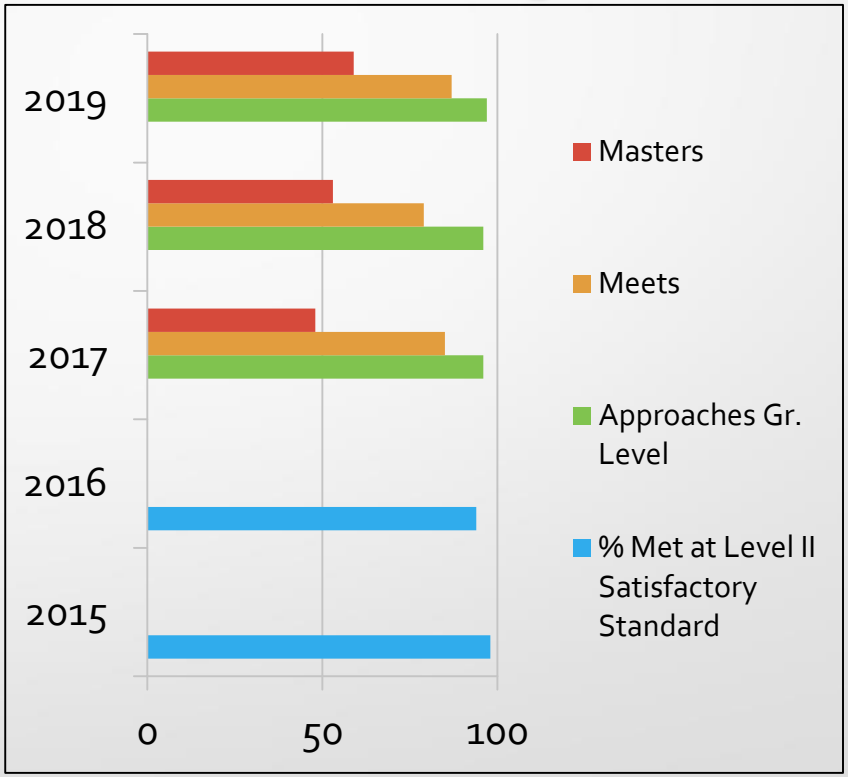
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

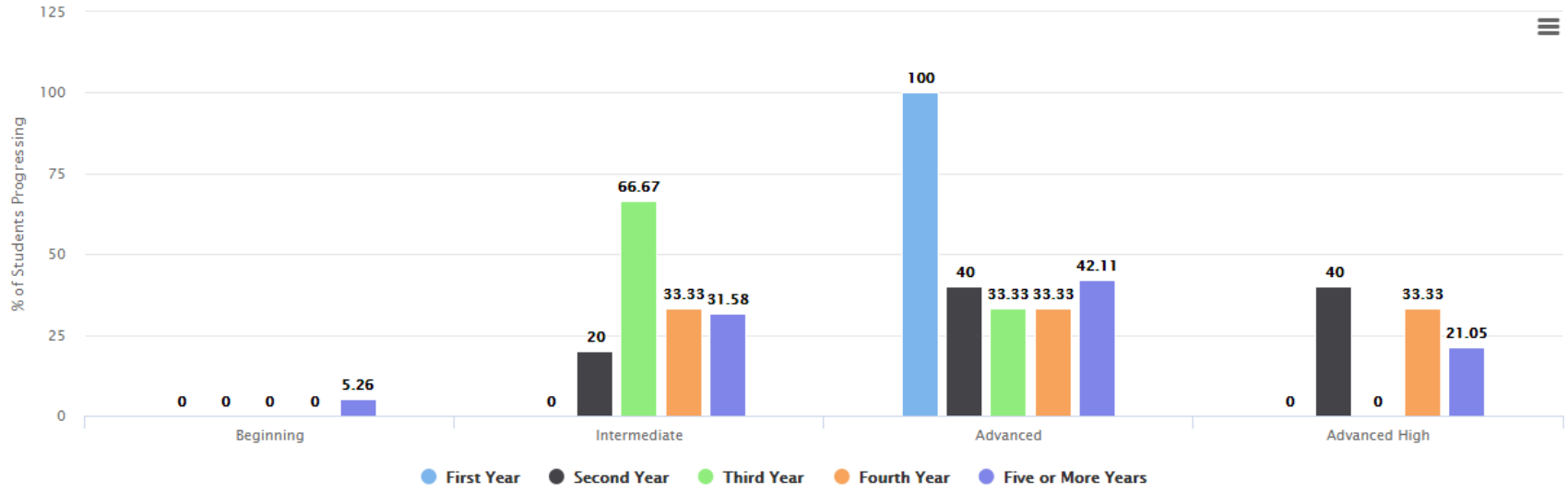


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

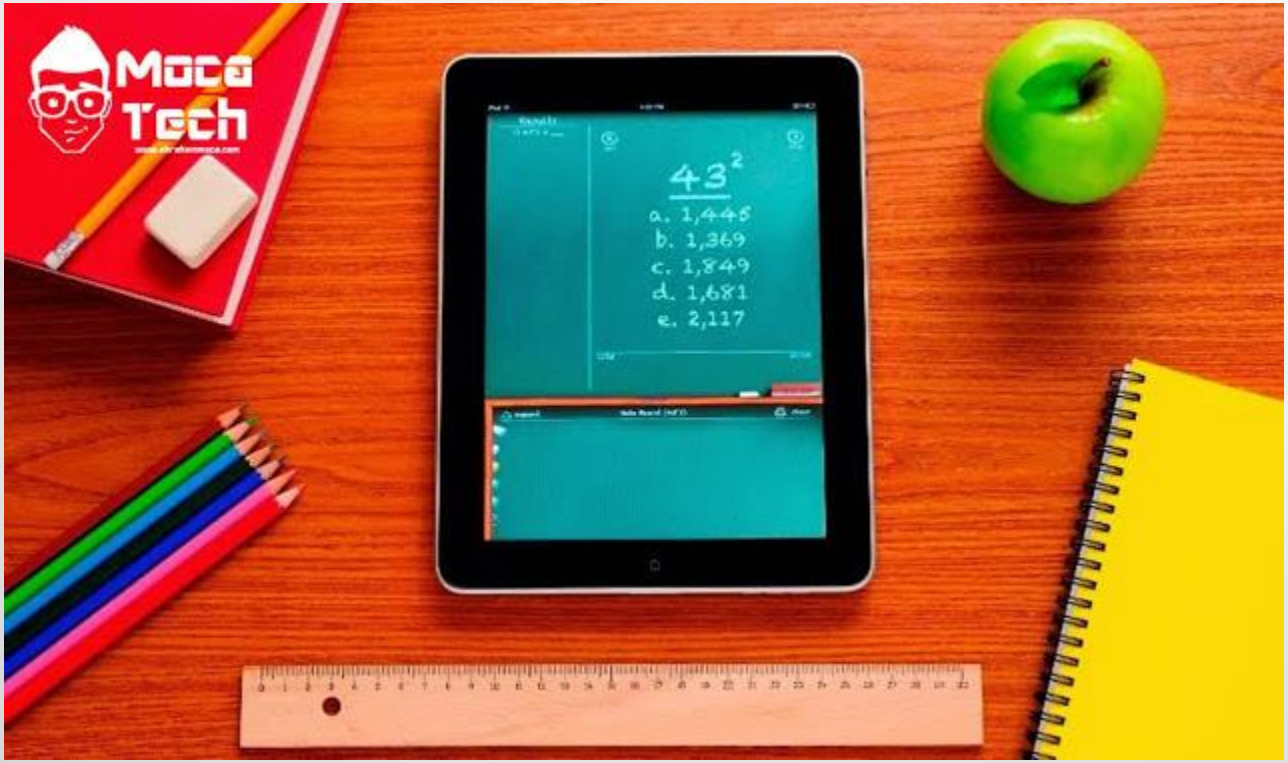
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

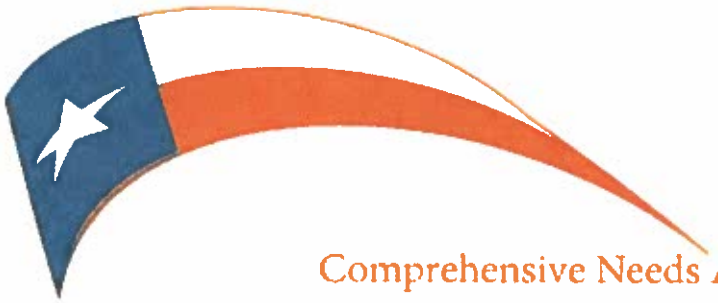
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

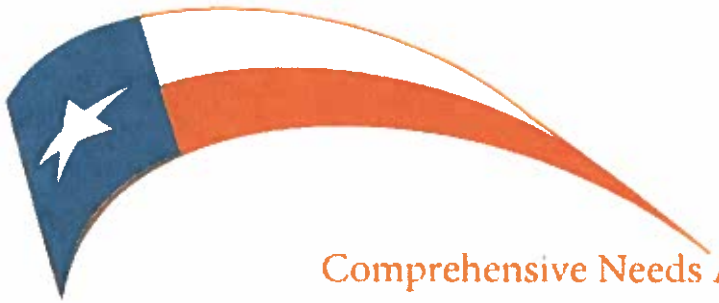
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

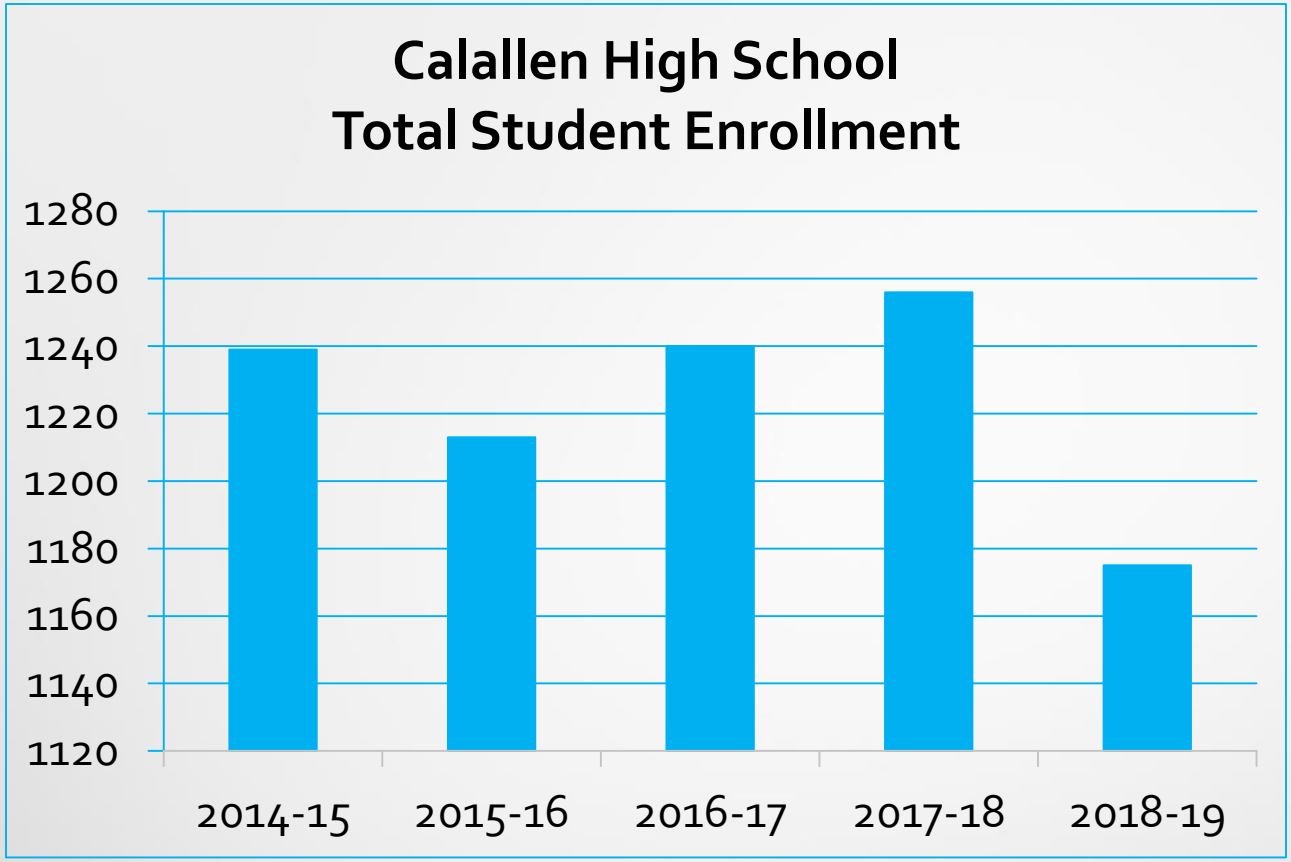
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

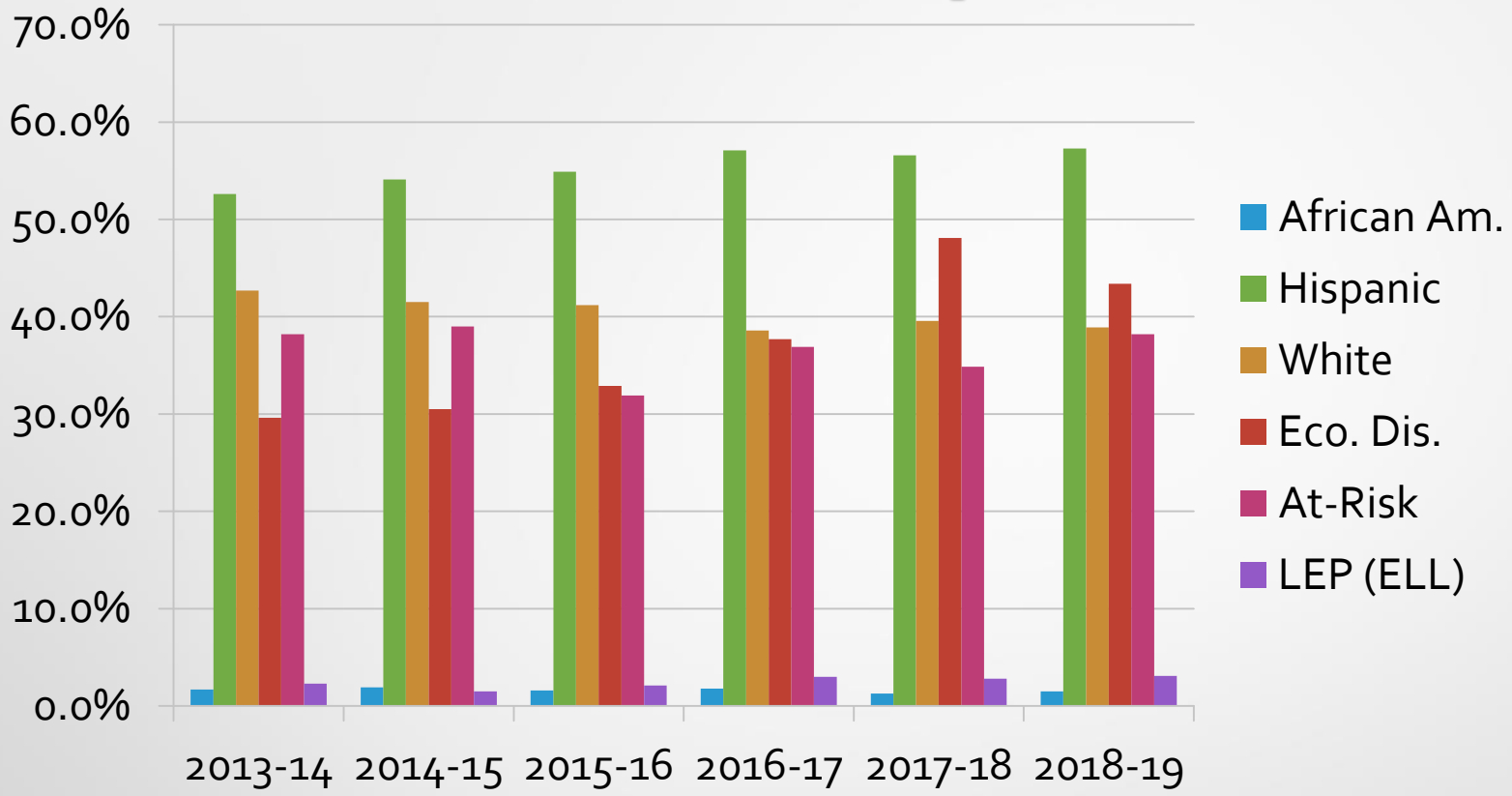


Calallen ISD
Transforming the Vision 2020



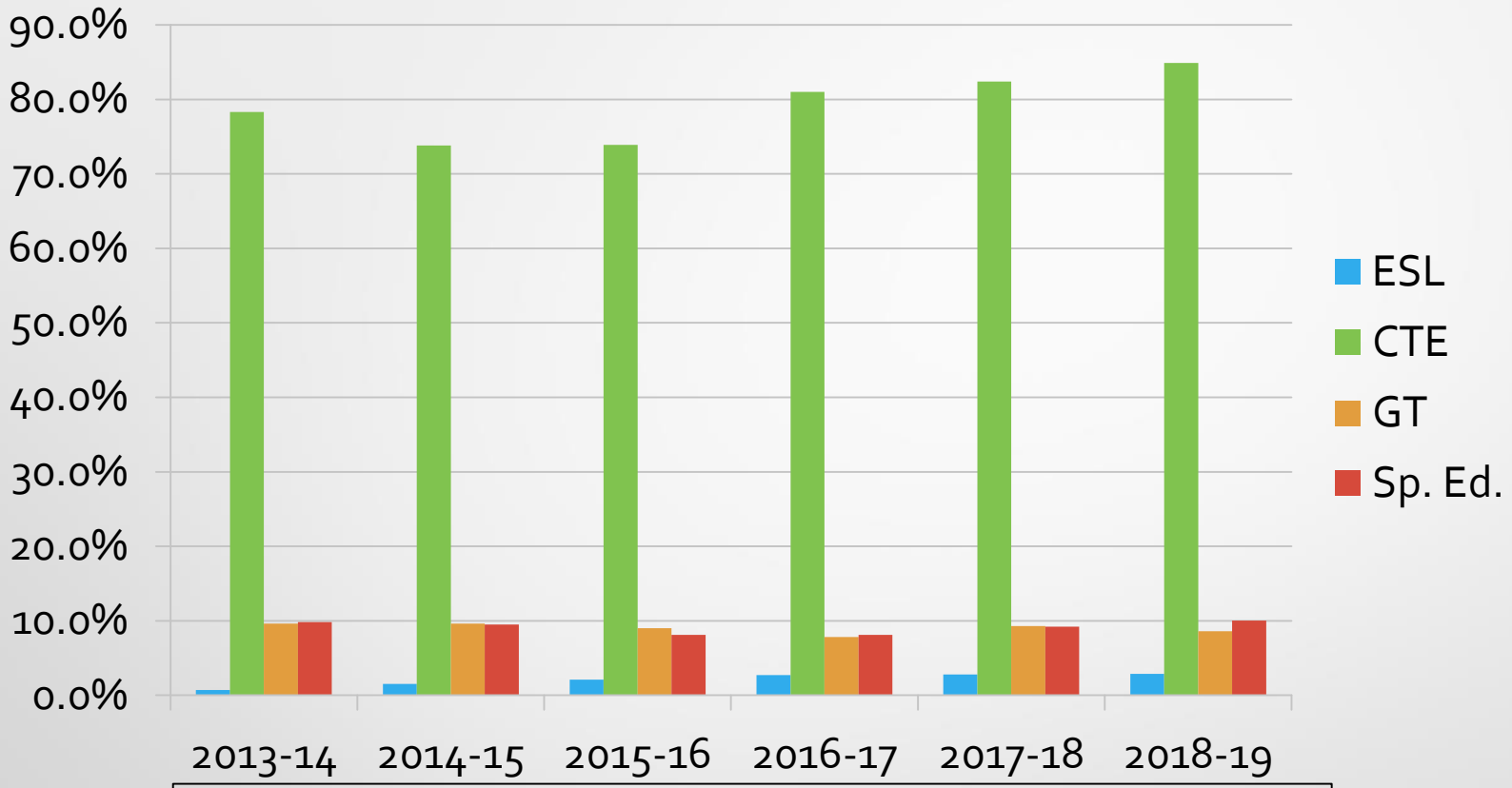
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



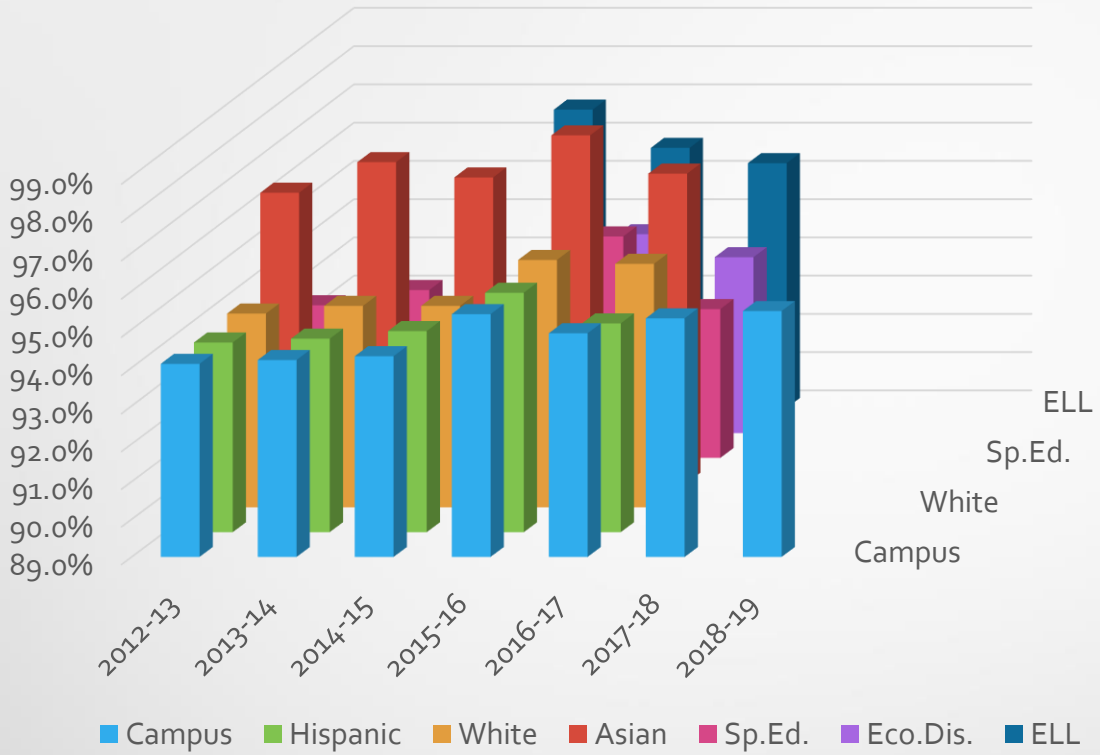
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

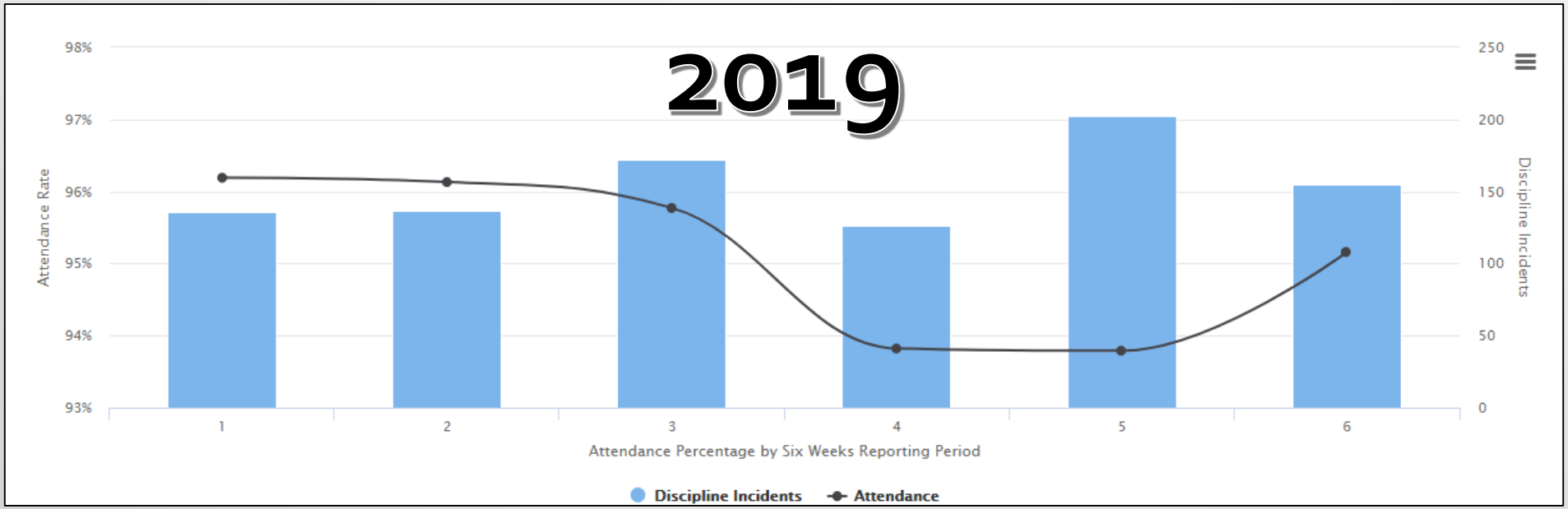


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

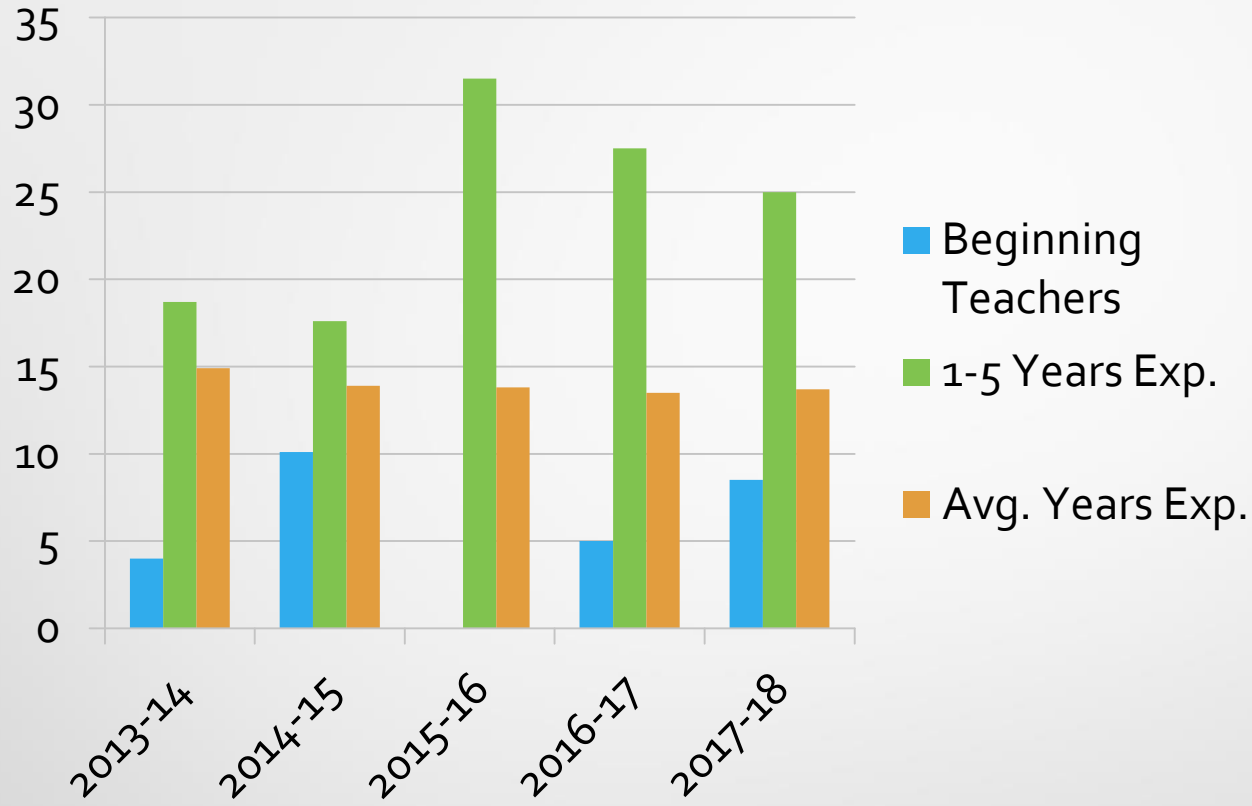
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

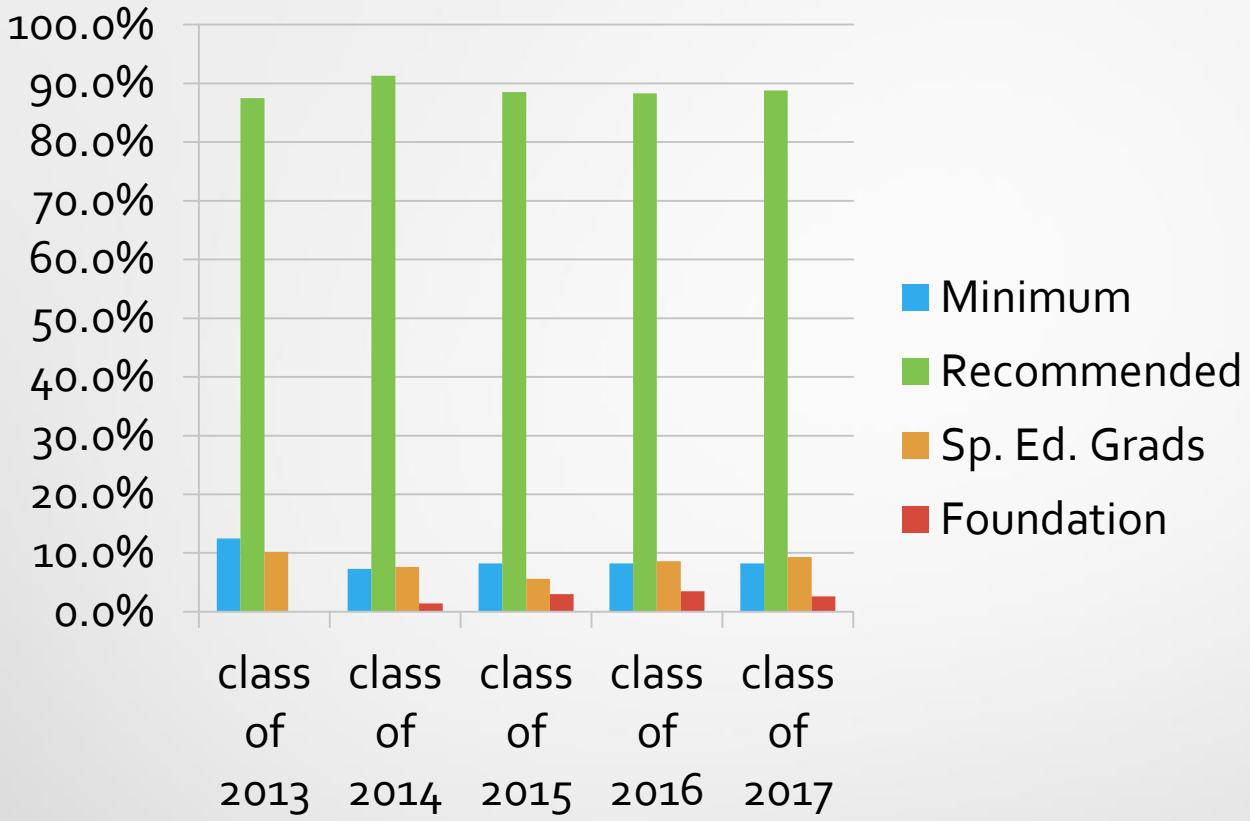
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

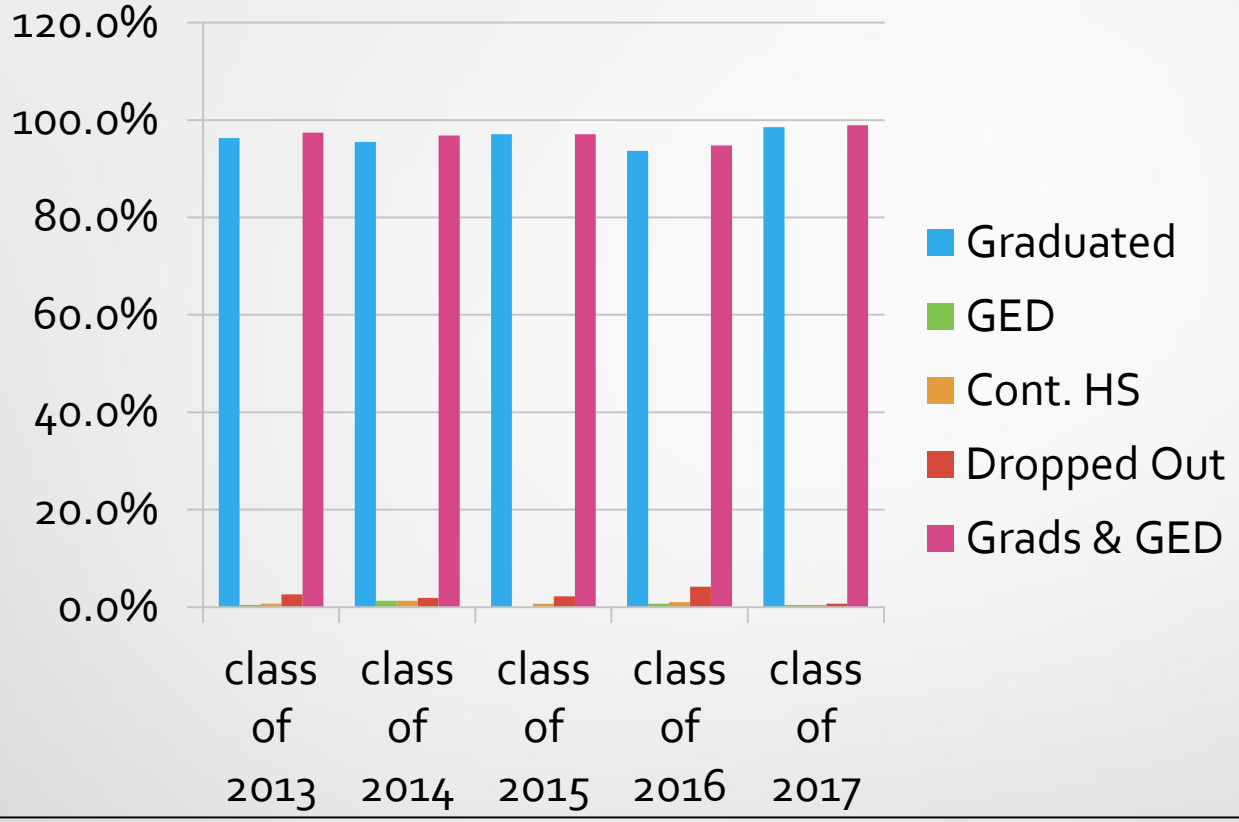
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

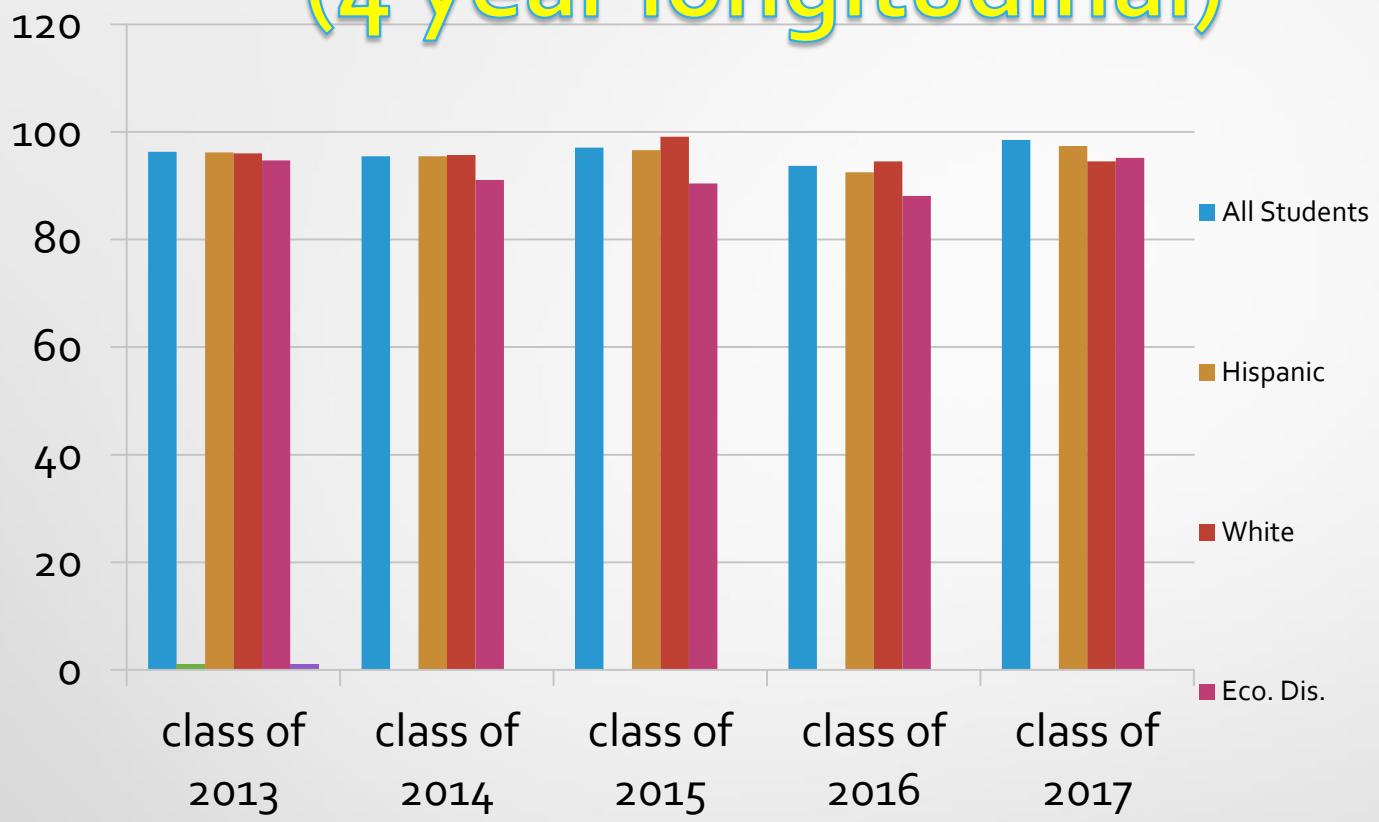
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



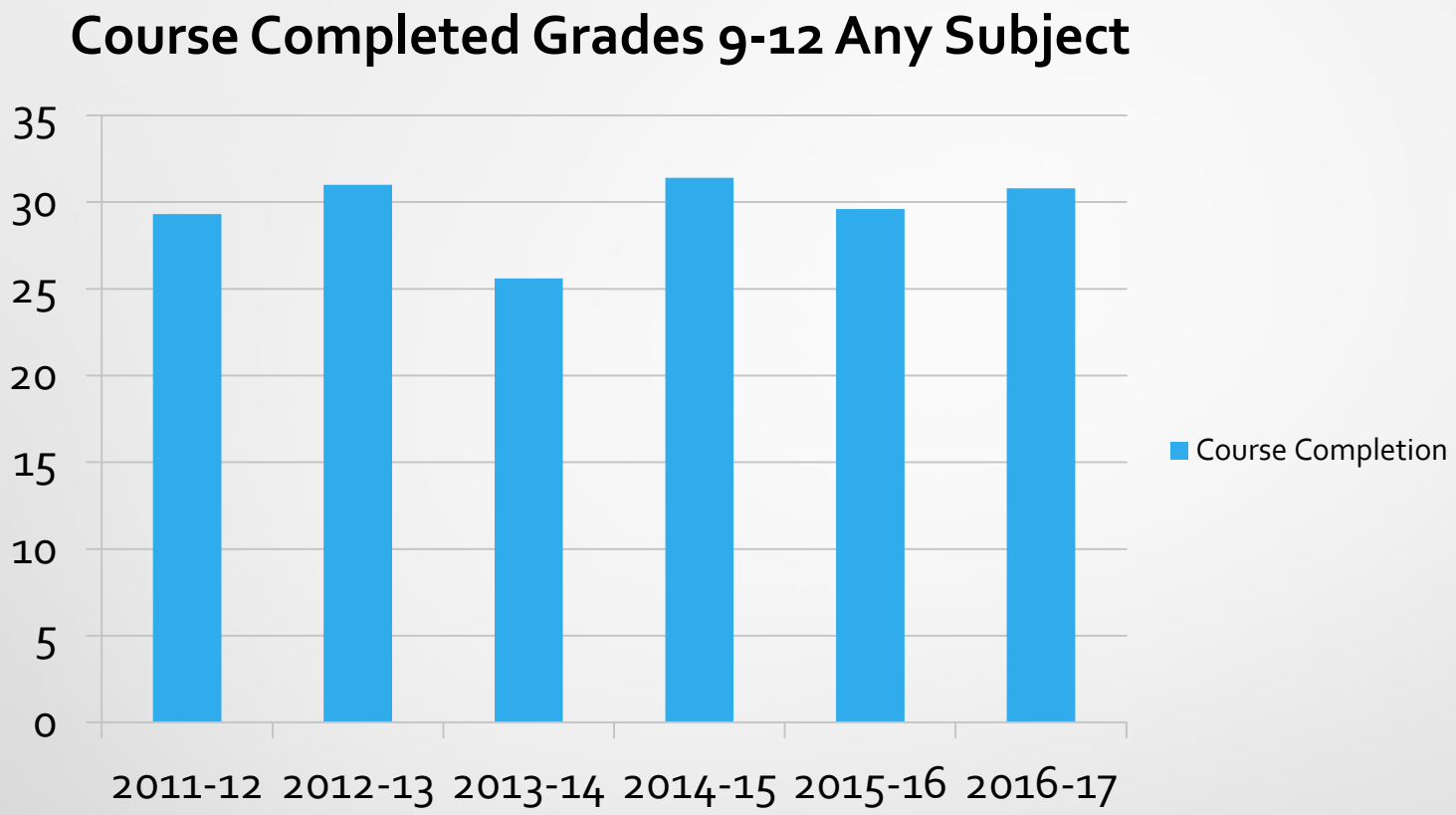
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

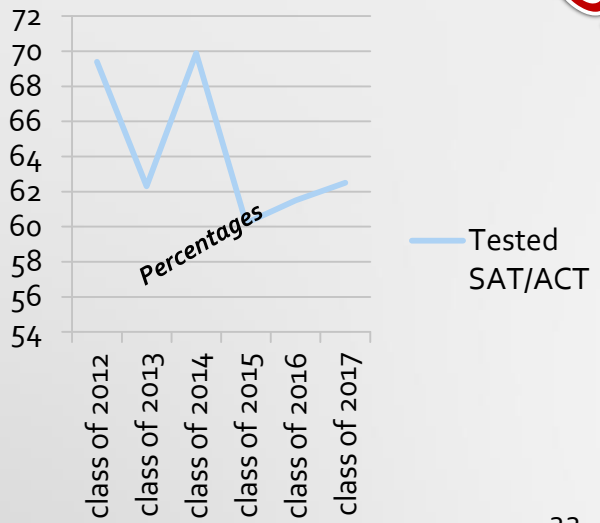


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

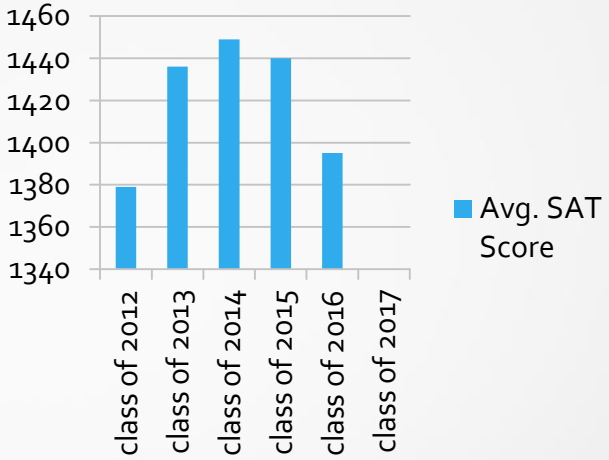
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

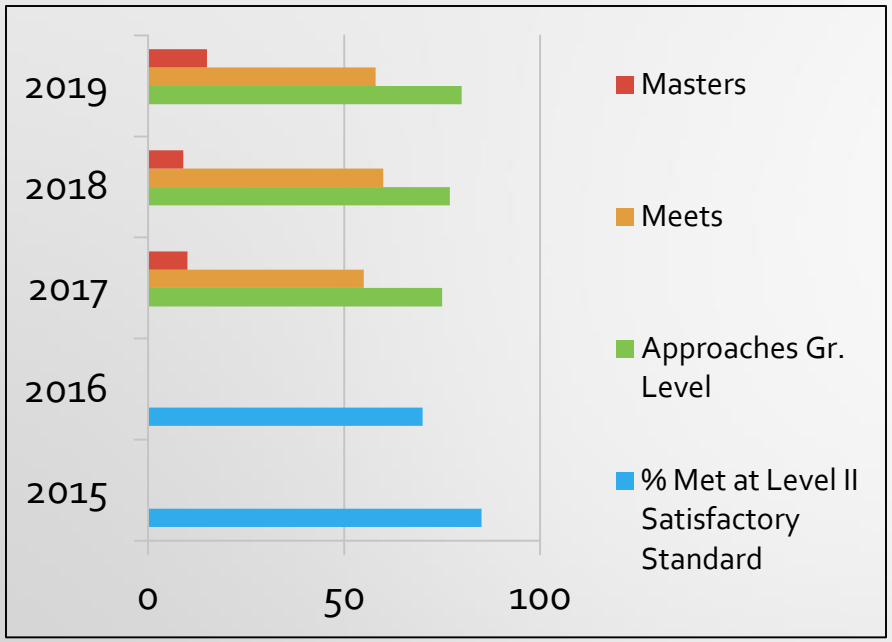
CHS



Calallen High School

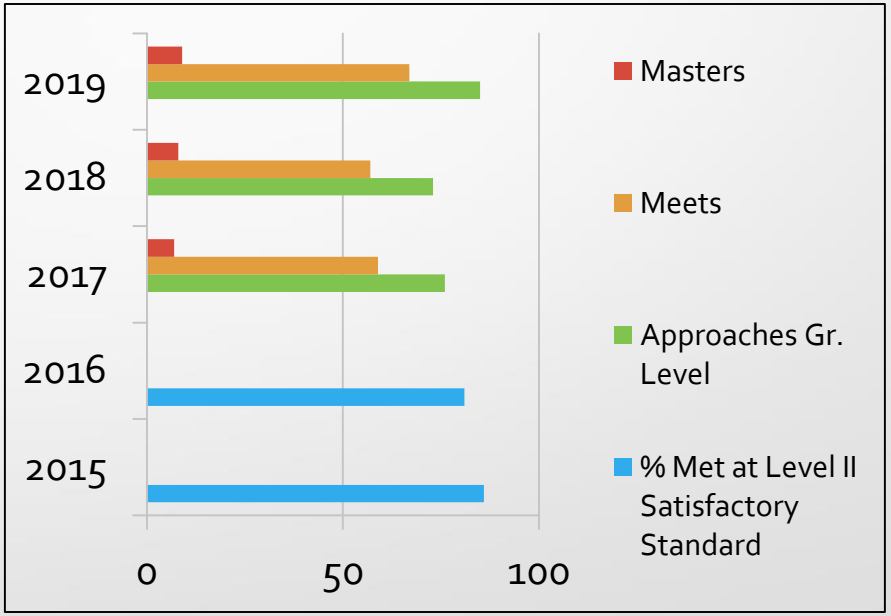


English I



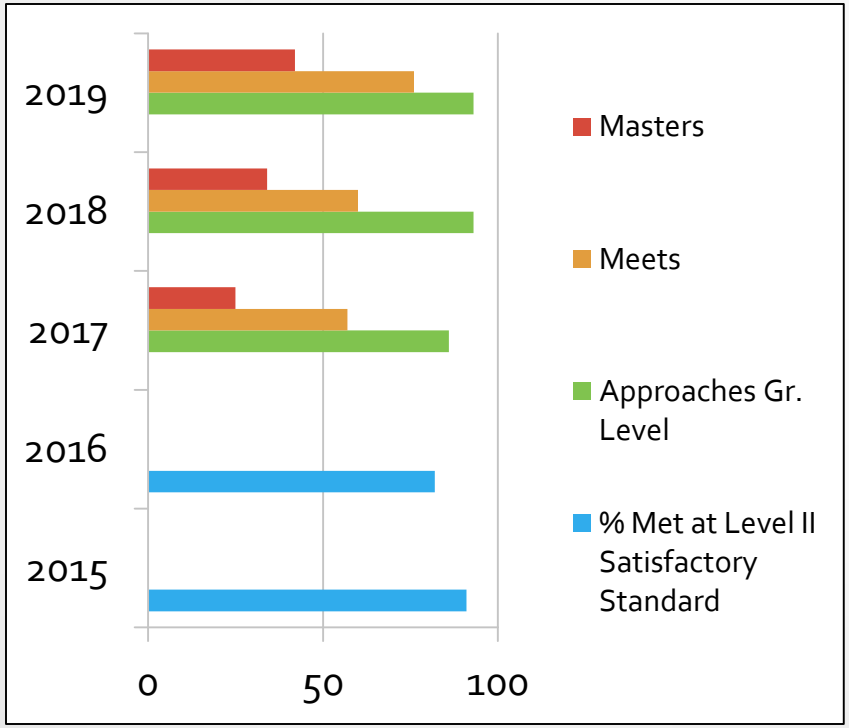
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

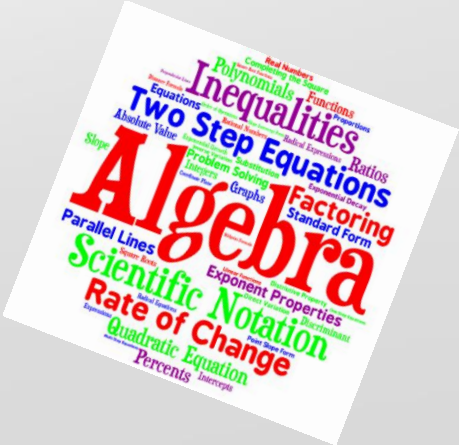


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

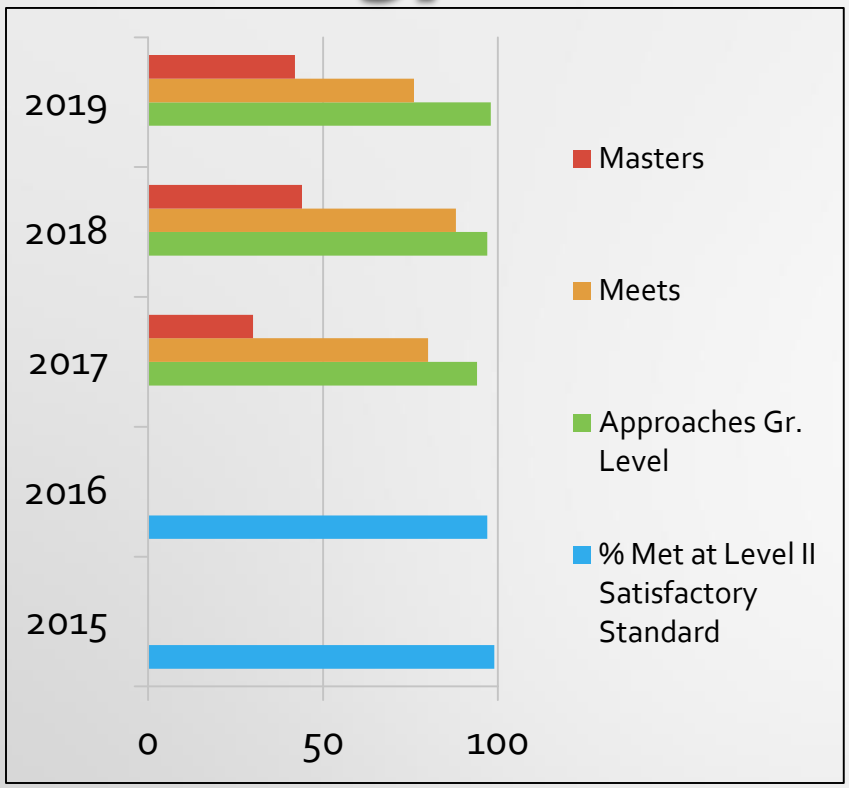


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

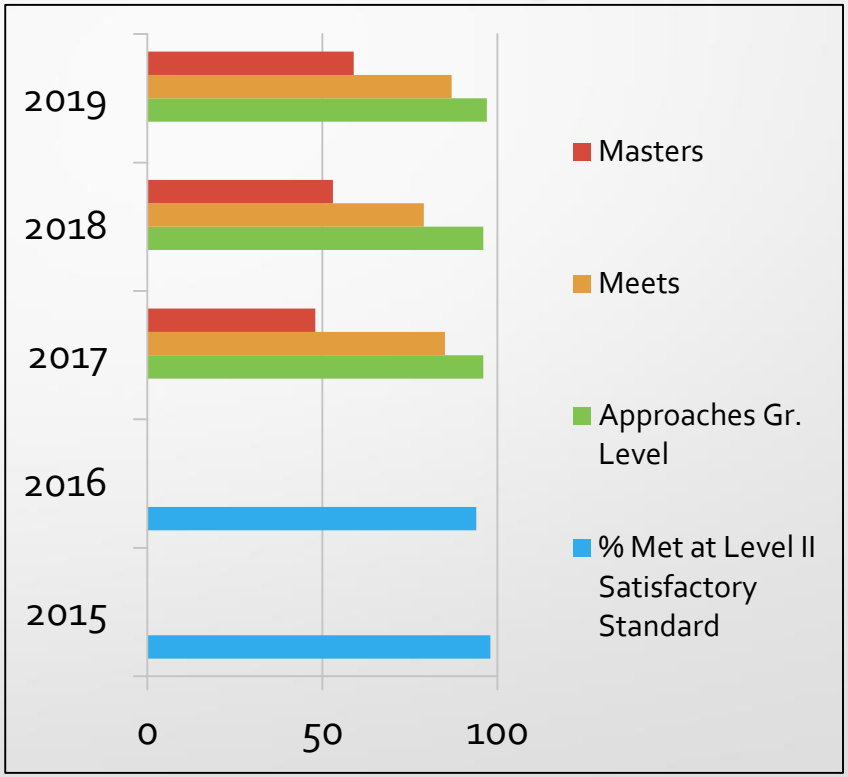
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

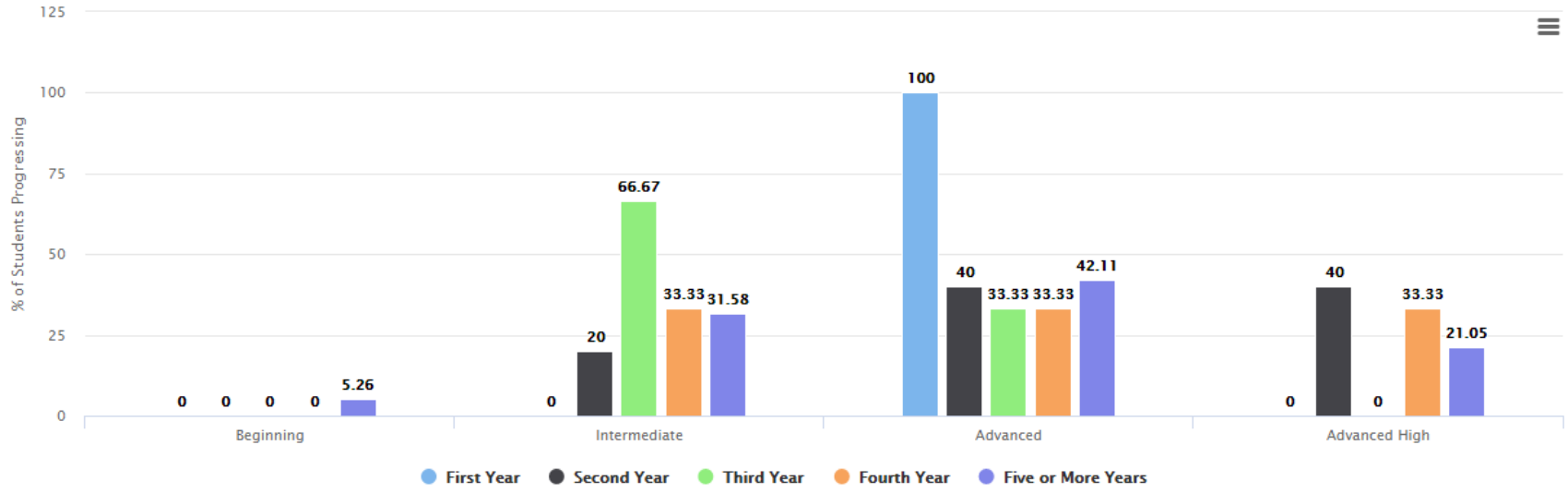


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

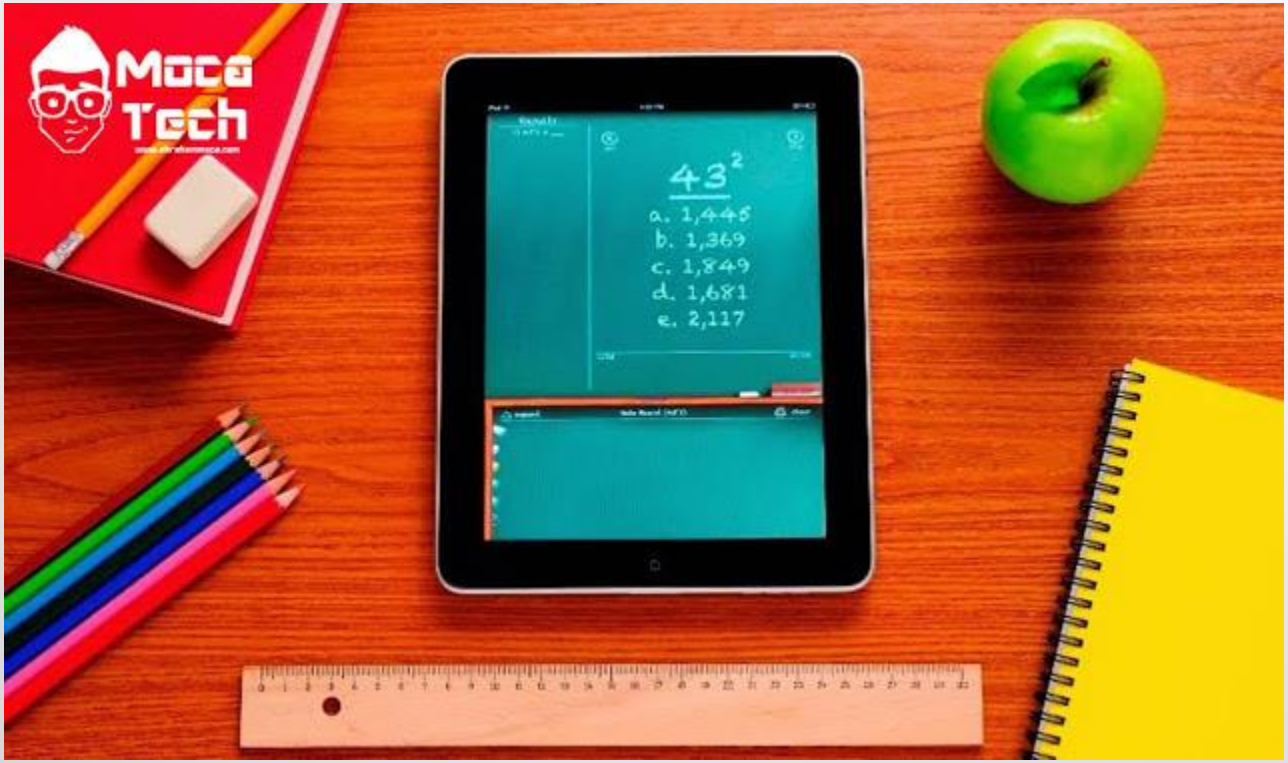
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

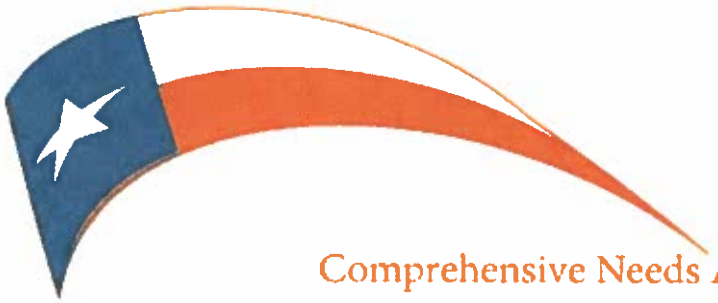
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

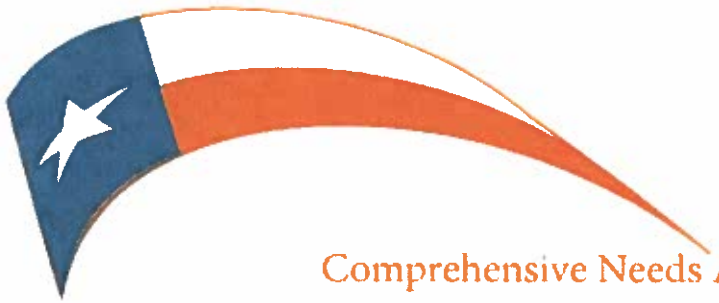
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

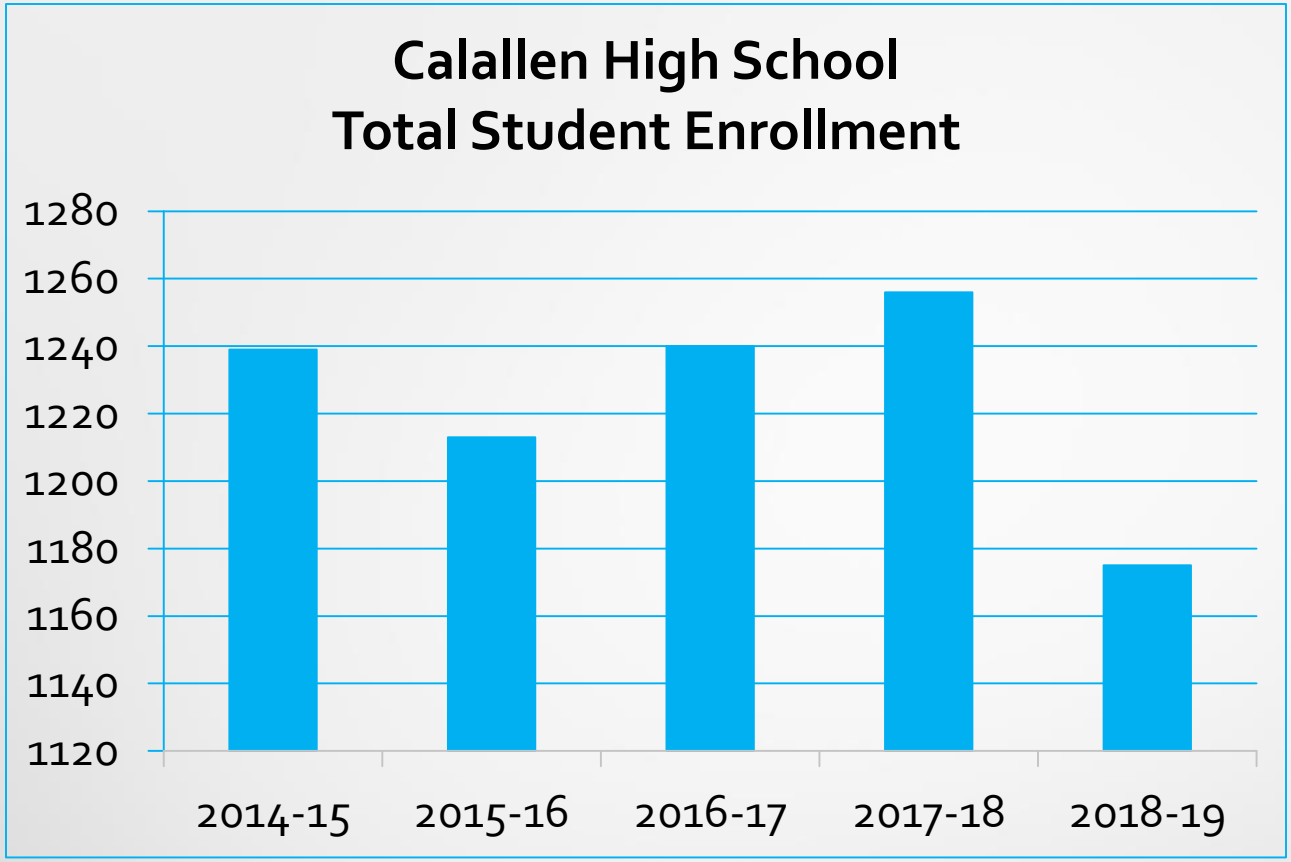
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

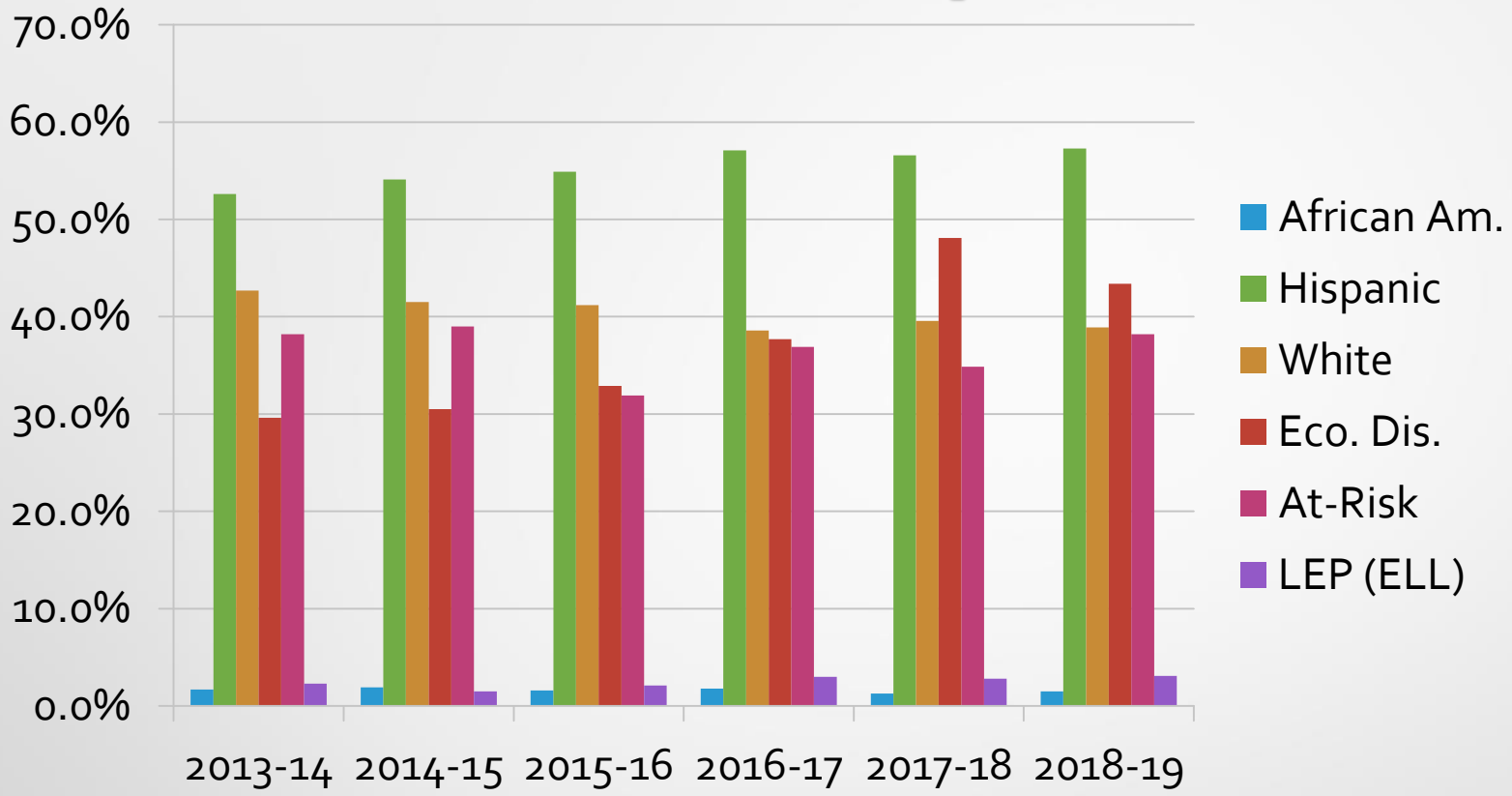


Calallen ISD
Transforming the Vision 2020



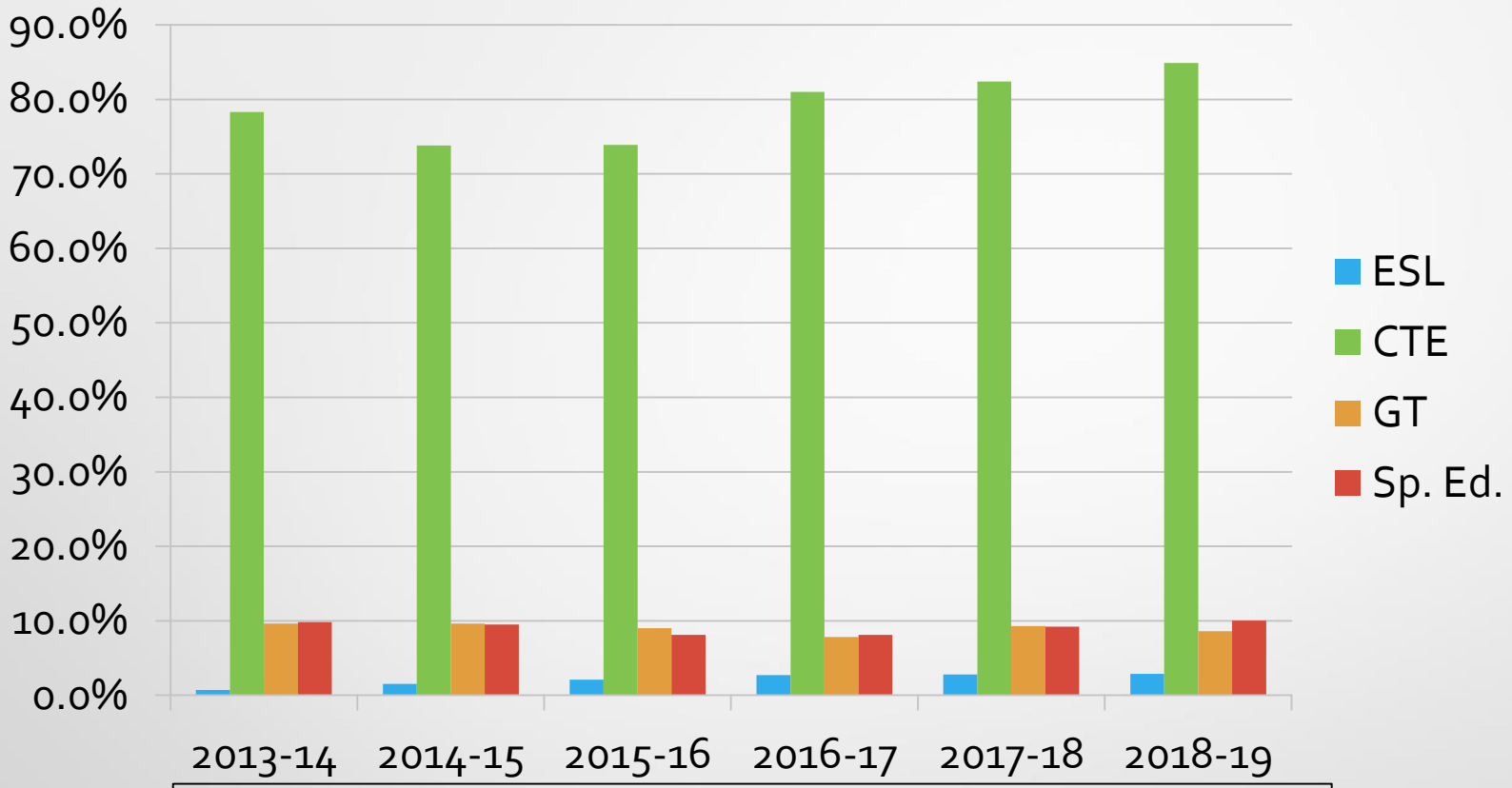
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



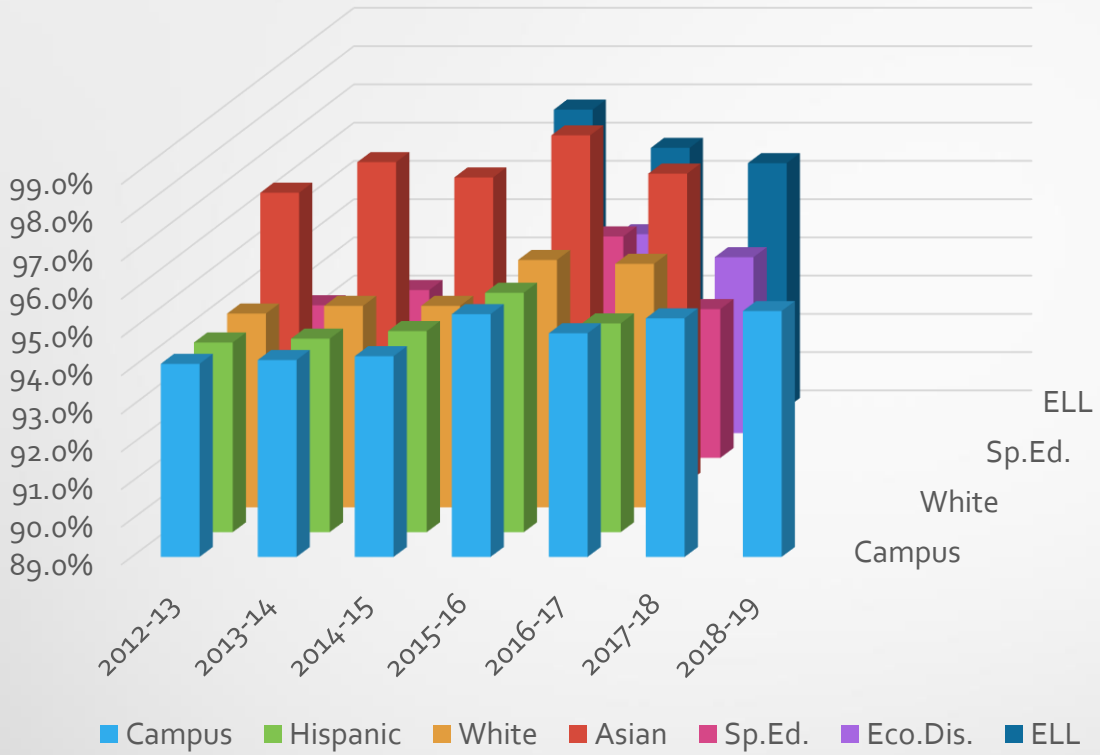
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

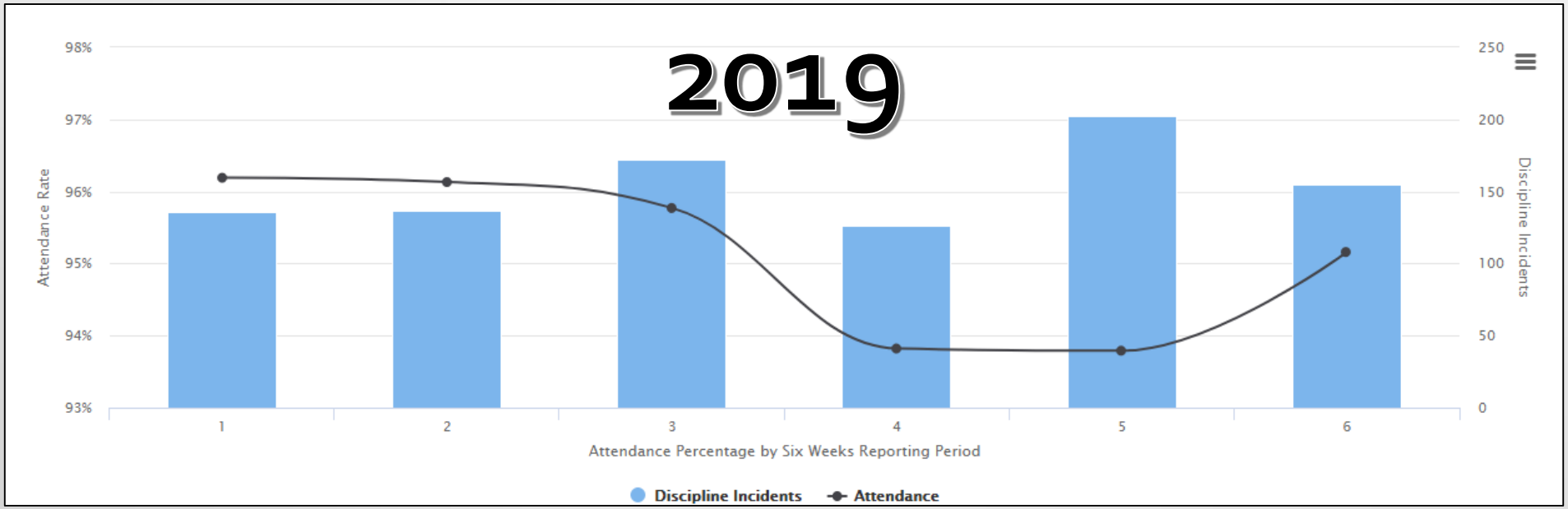


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

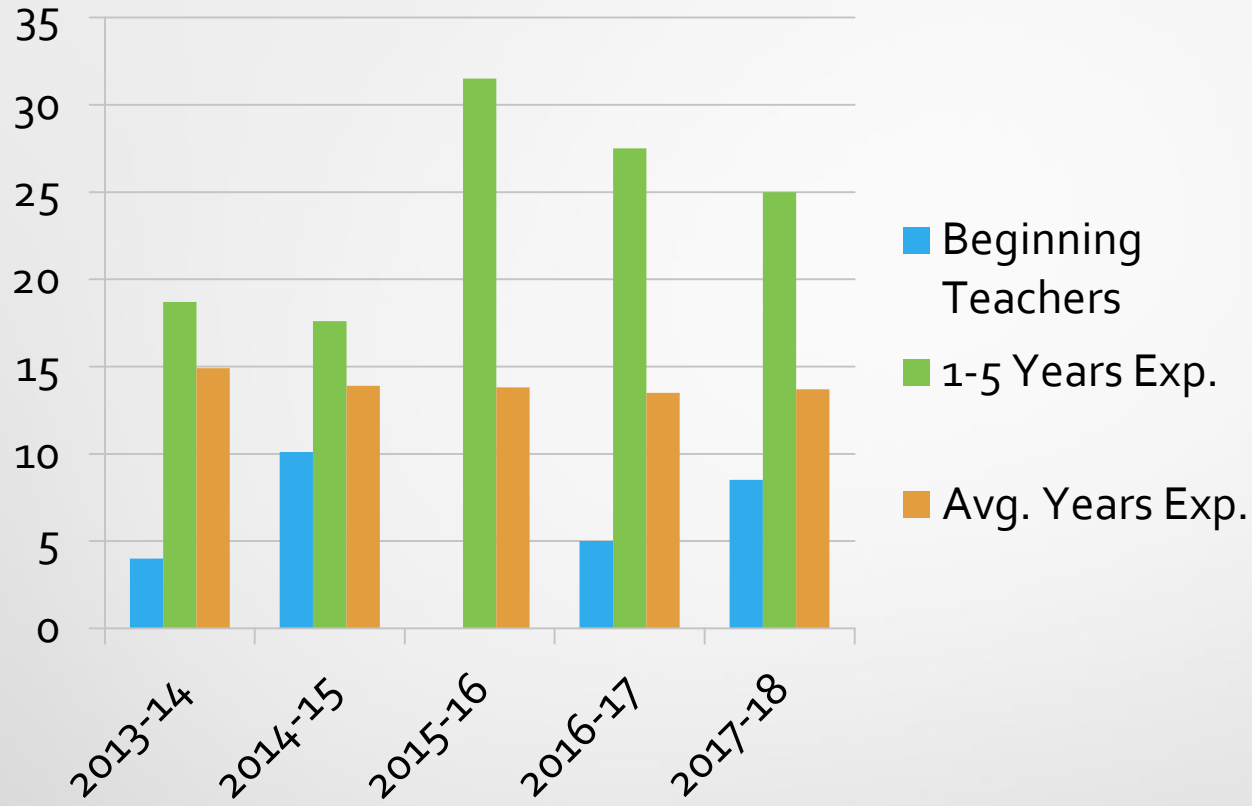
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

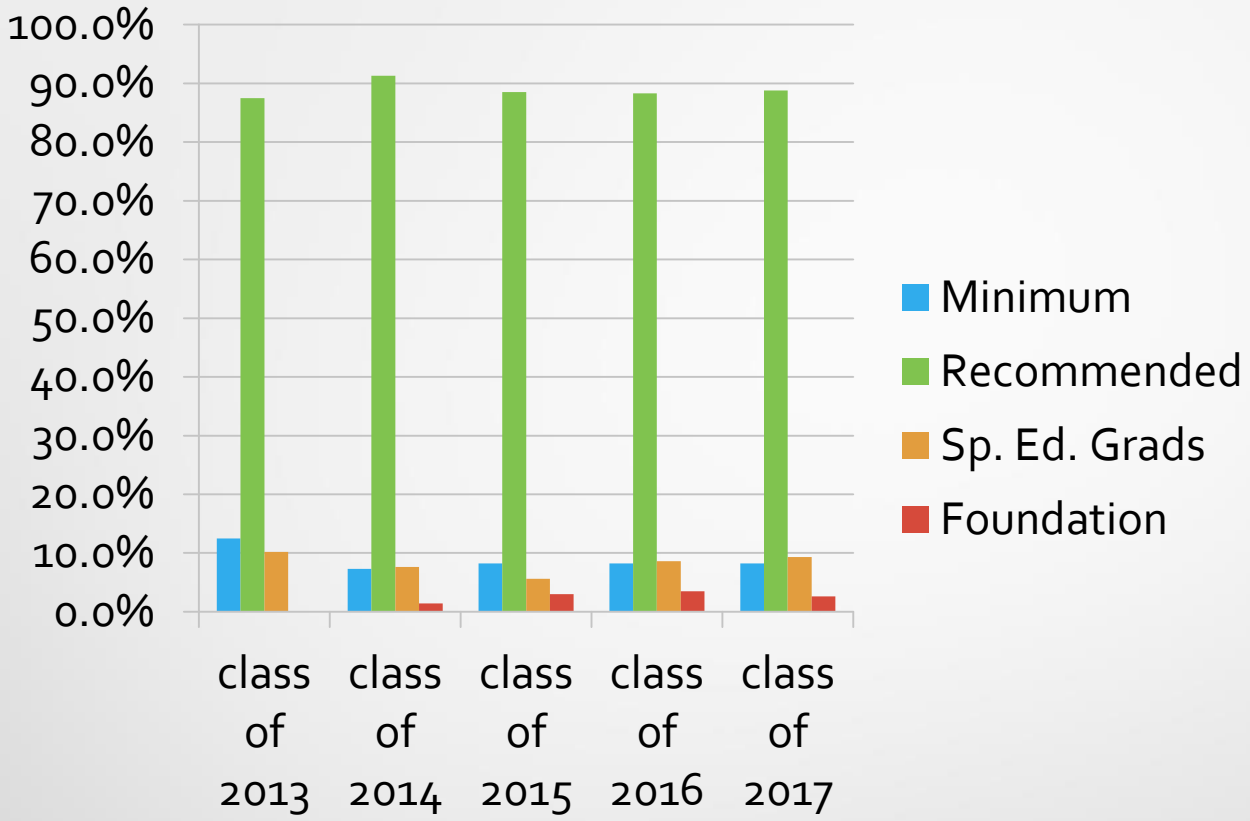
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

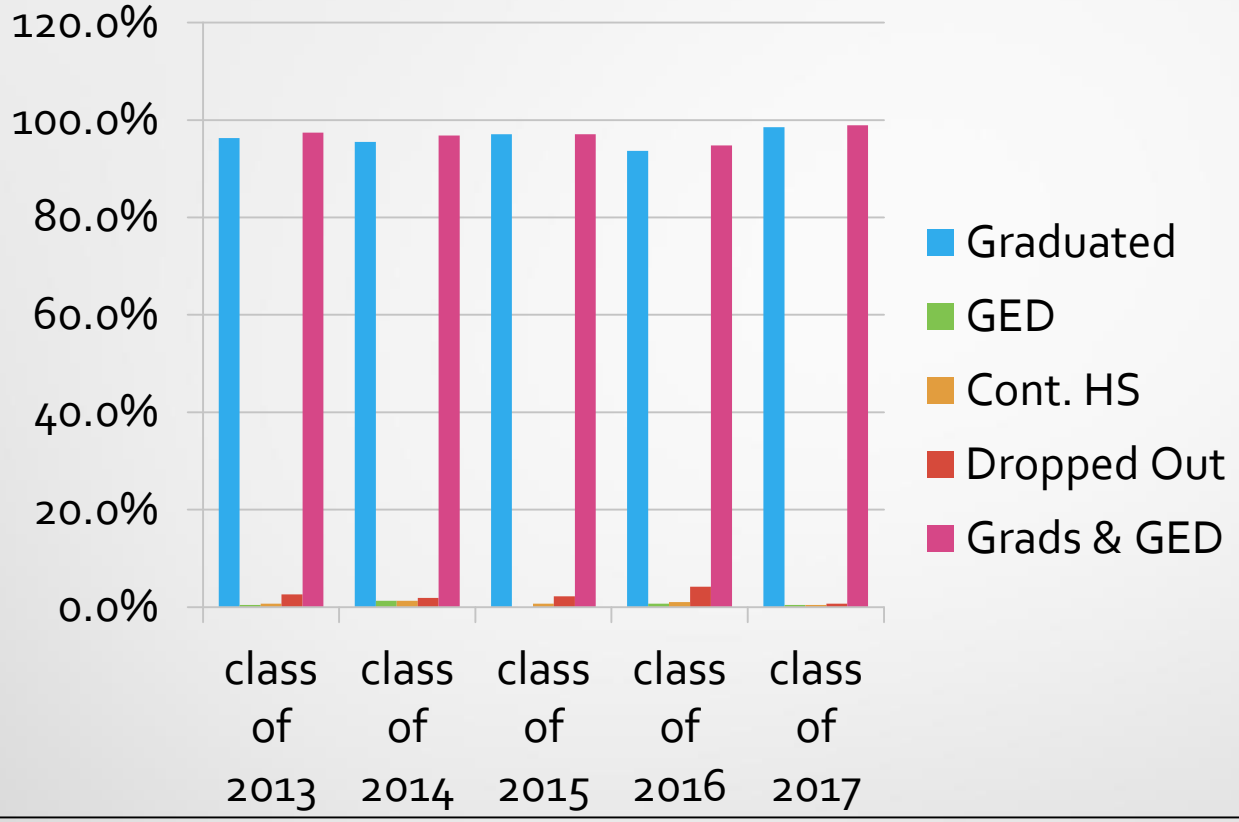
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

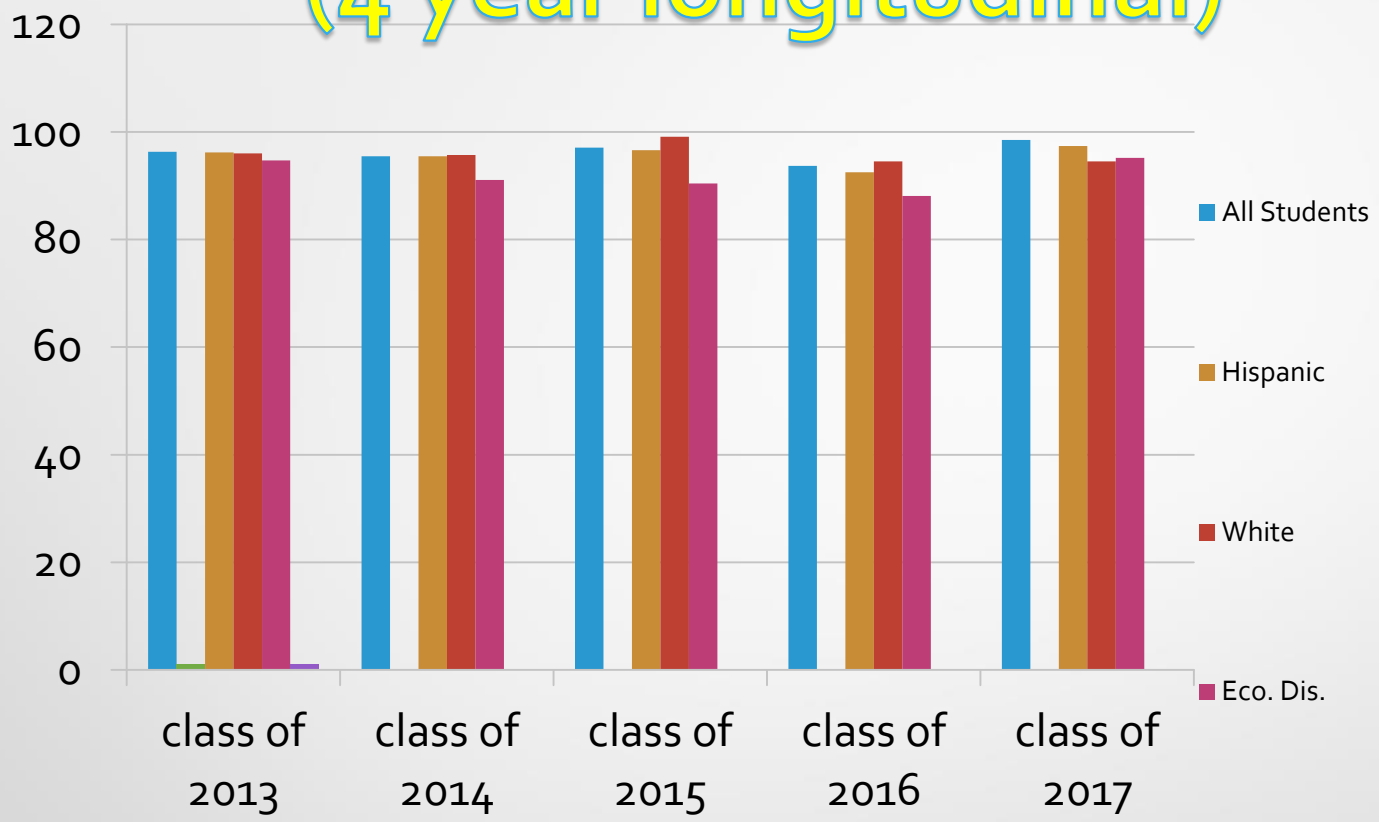
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



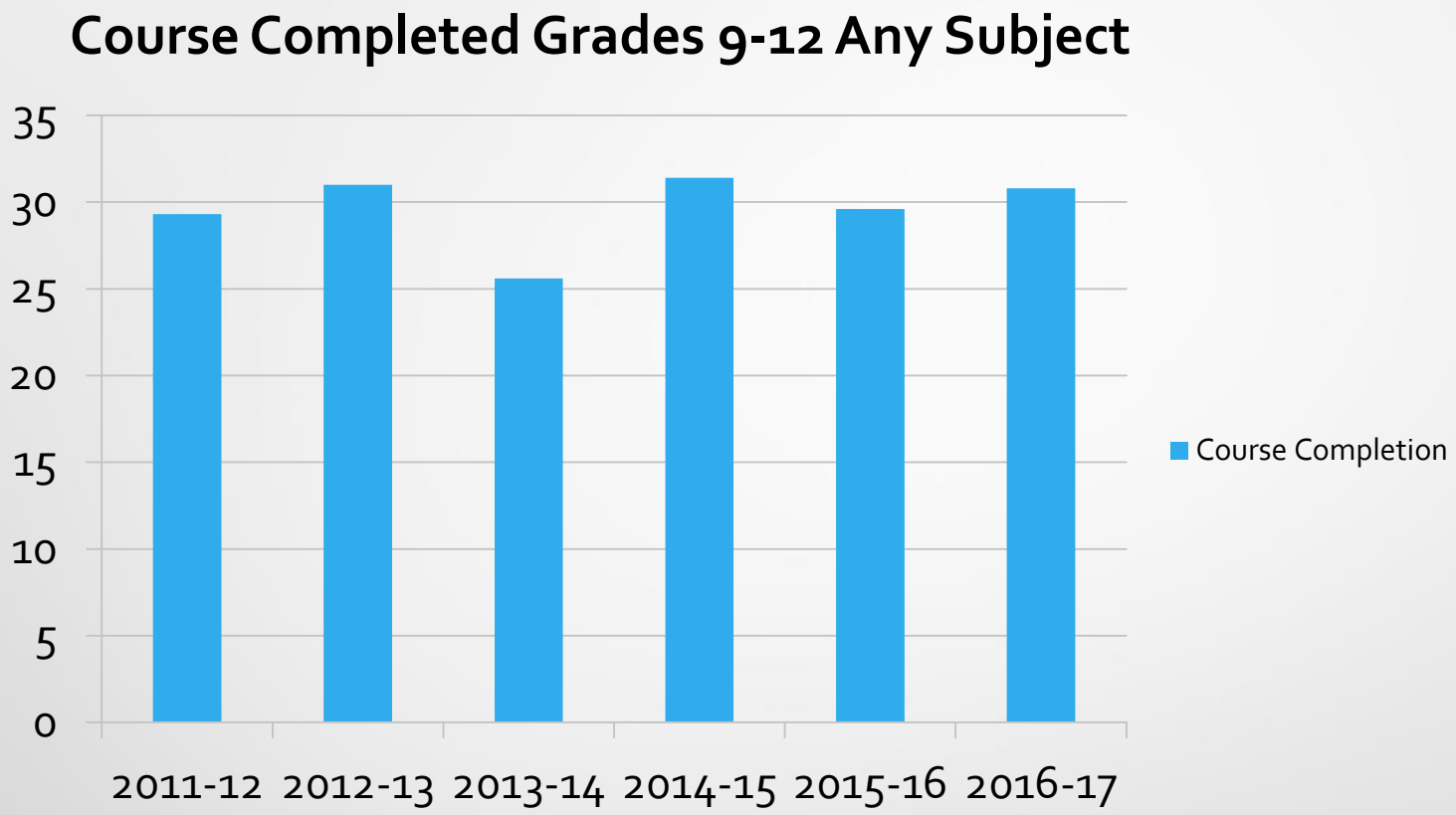
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

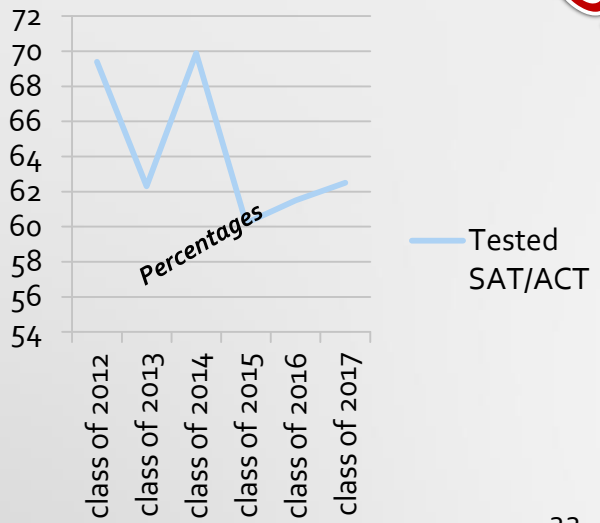


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

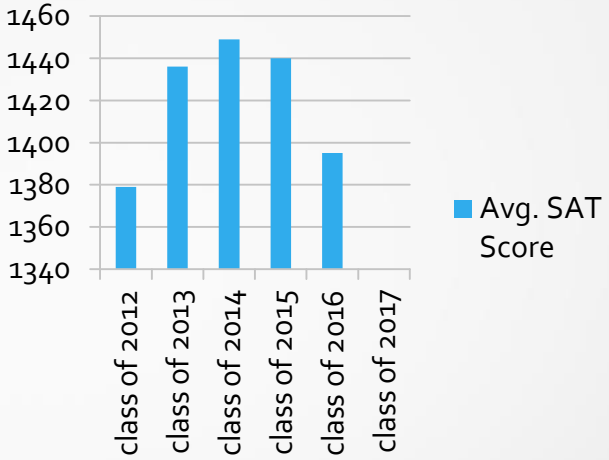
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

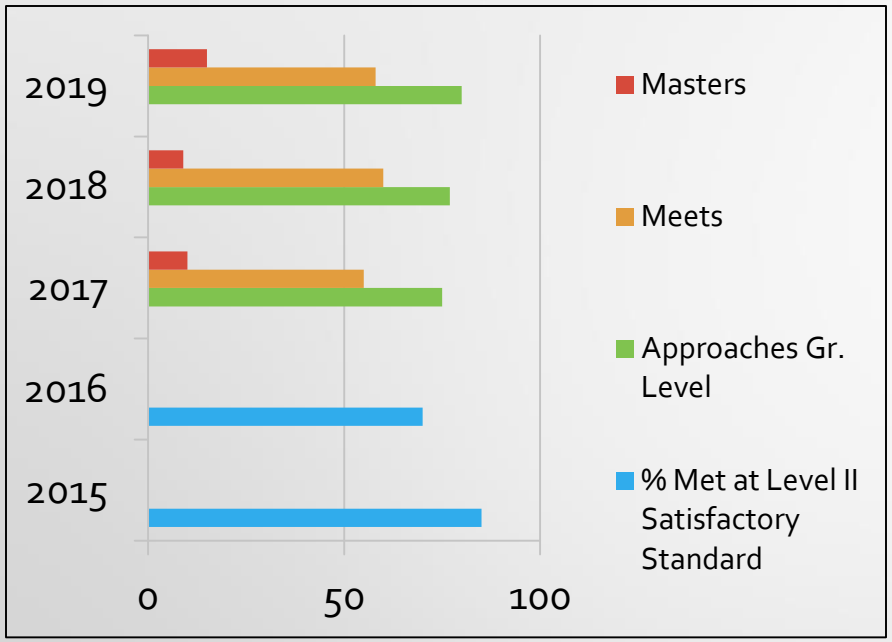
CHS



Calallen High School

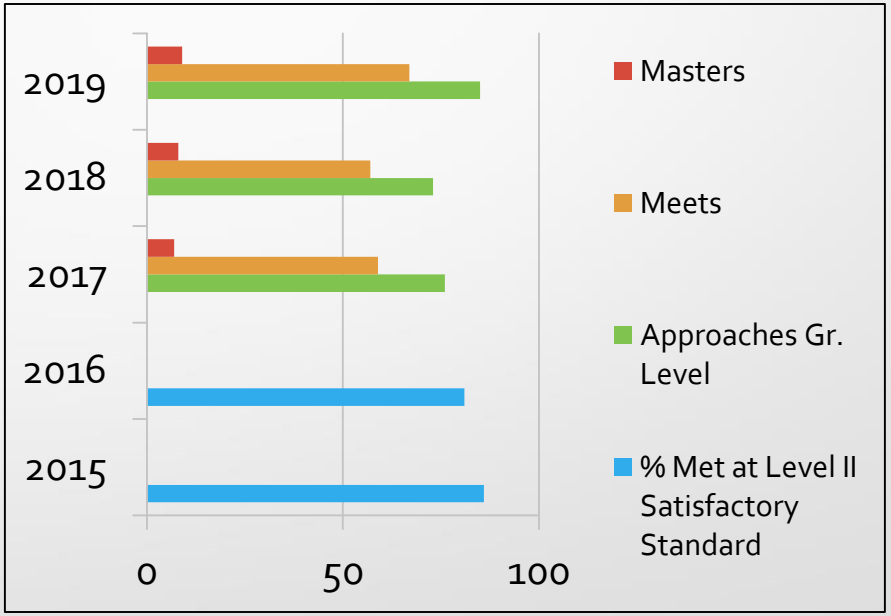


English I



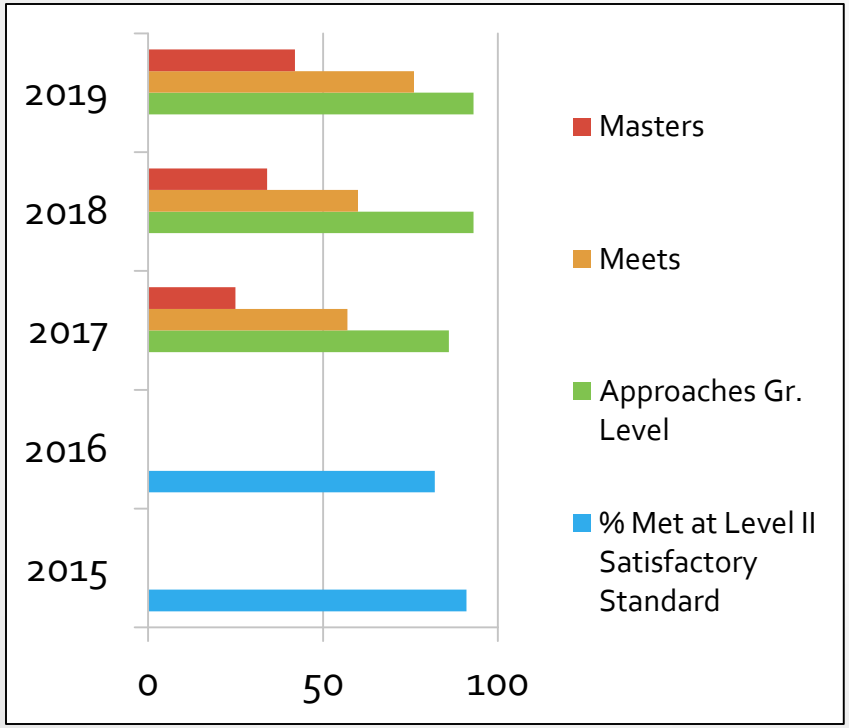
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

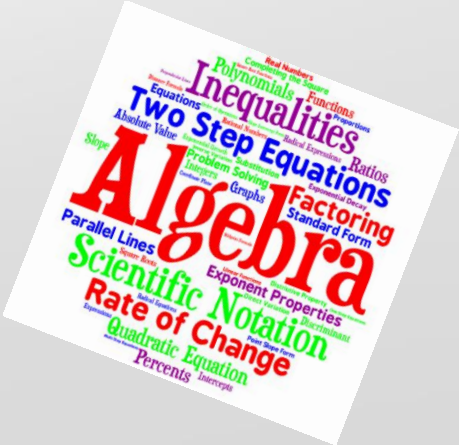


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

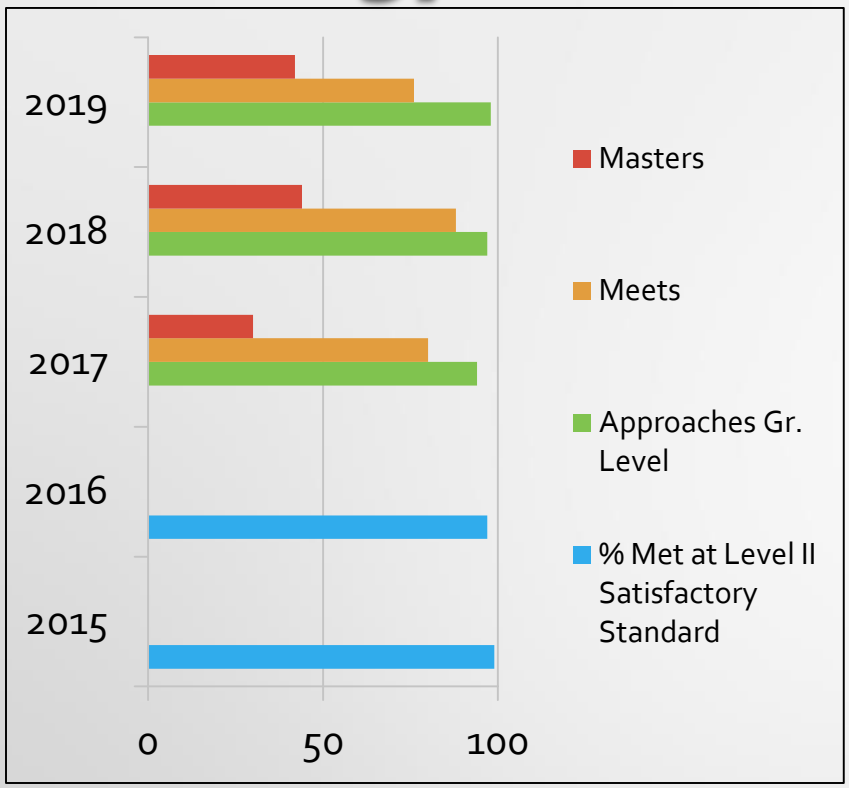


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

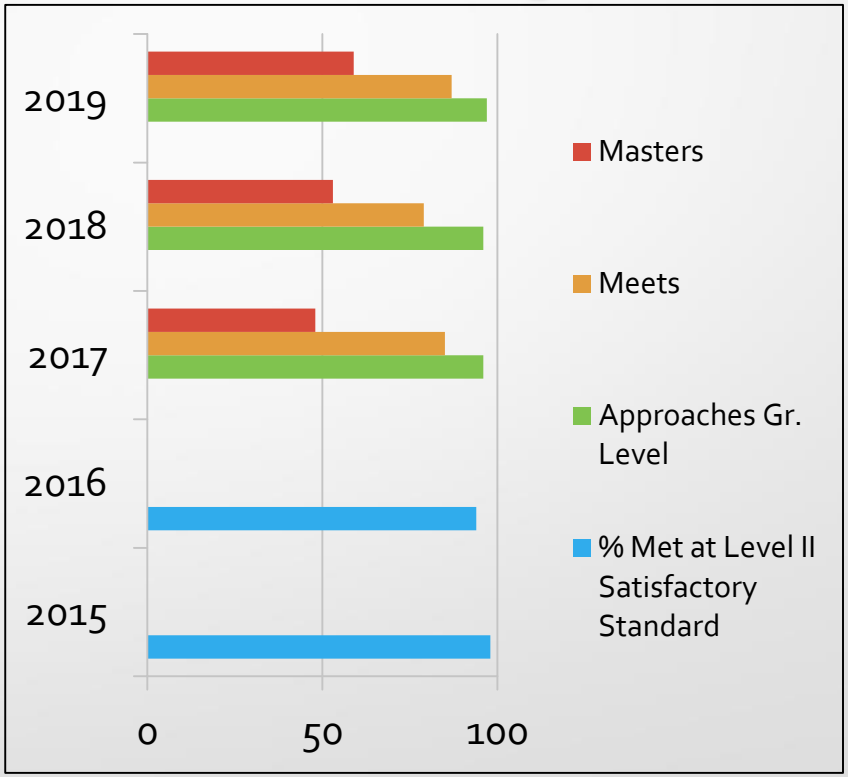
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

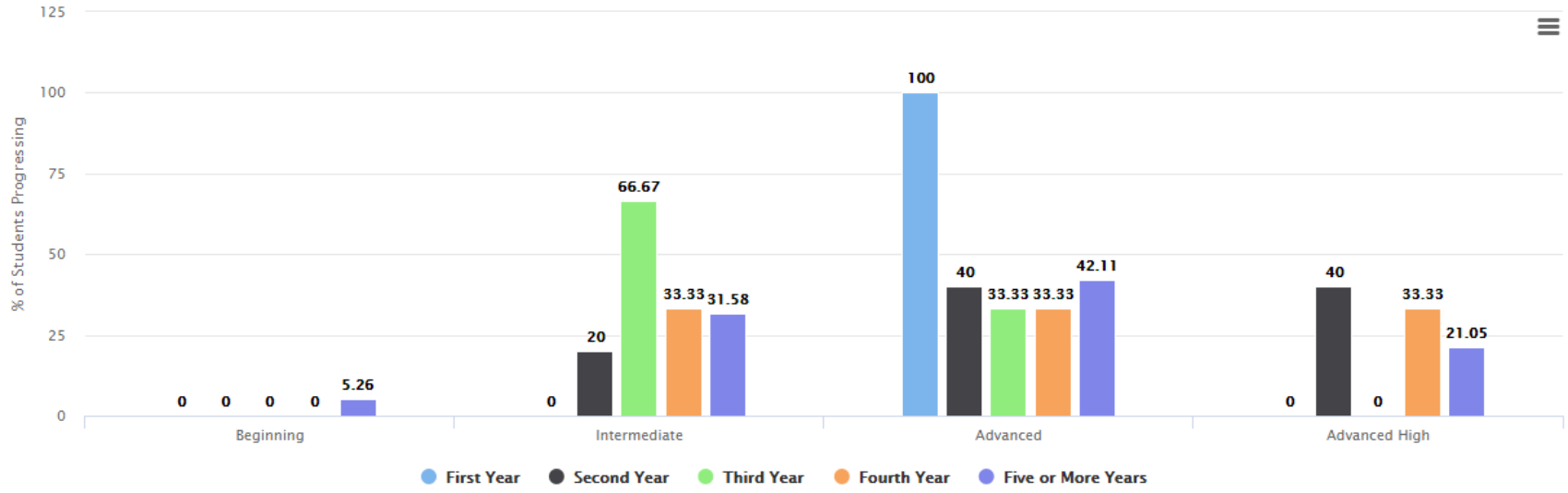


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

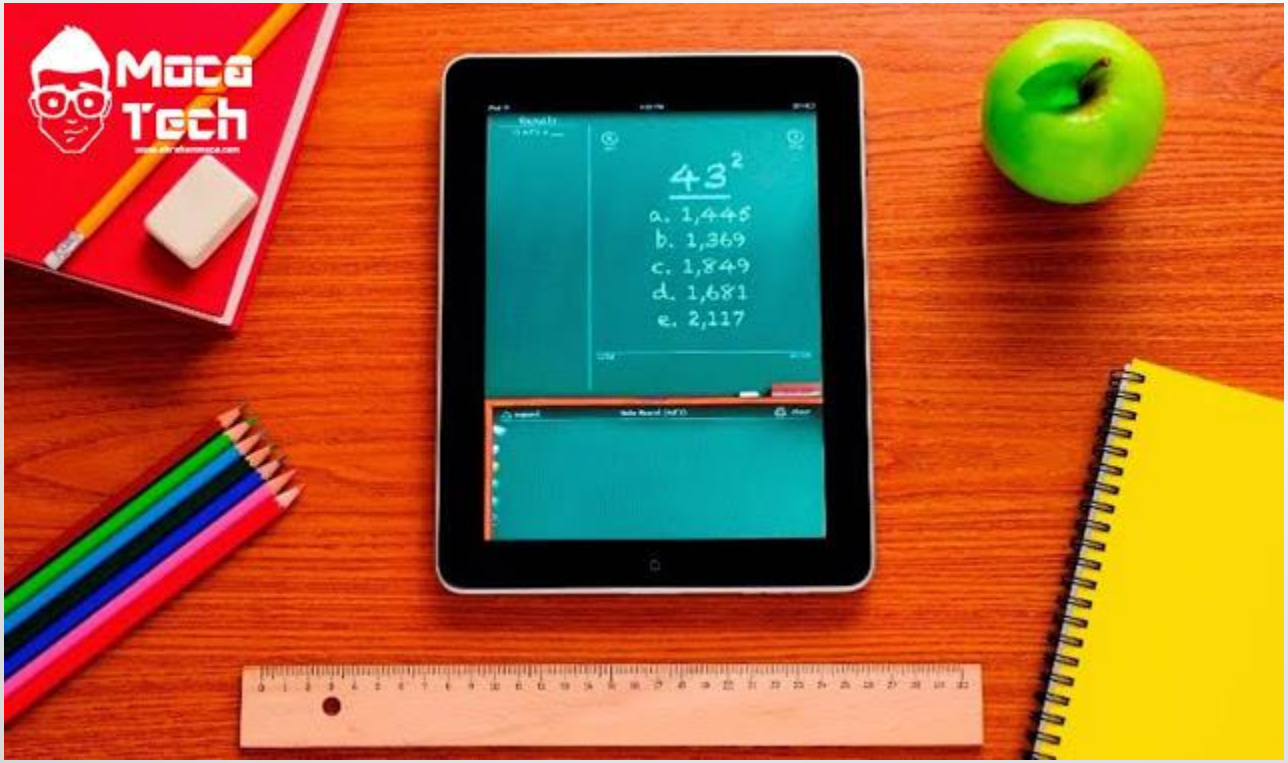
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

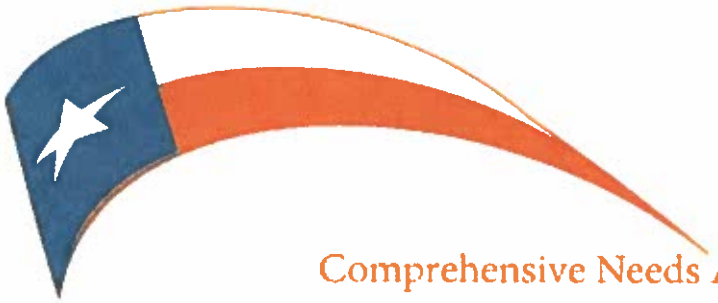
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

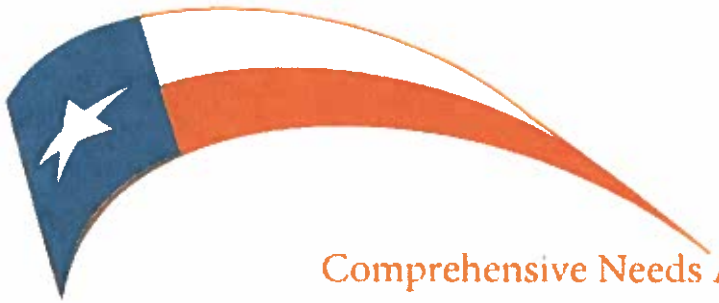
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP

Calallen High School Data Review for Comprehensive Needs Assessment



District and Campus 3-5 Year Data Review

Compiled by: ***Candy Morris***

As of July 30, 2019

To be updated Fall 2019 upon posting of TAPR and Accountability Reports



Every Student Succeeds Act–(*ESSA*) Performance Goals Information & Data Collection Resources

ESSA Highlights:

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Click here on link to go directly to the ESSA US Dept of Education Web Docs.

DATA SOURCES: (additional data sources listed on related slides)

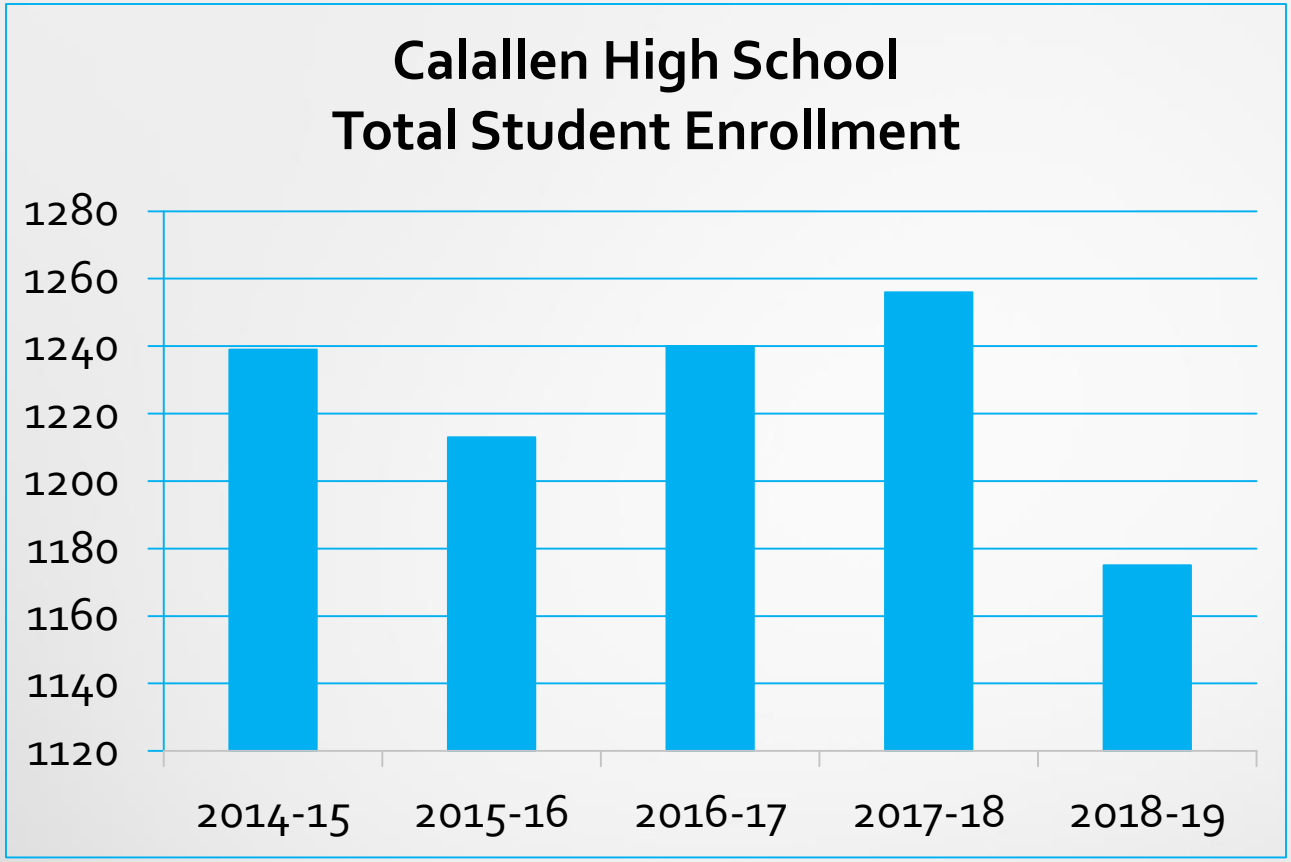
- 2012 through 2018 TAPR Reports (click here for TEA link to TAPR reports)
- TEA link to Performance Reporting–Accountability Ratings, TAPR, & School Report Cards
- Standardized Test Results: STAAR and STAAR EOC
- 2012–2019 STAAR Summary Reports, TELPAS, and STAAR ALT
- 2016–19 Fall Snapshot Peims Submission Data
- Graduation Records
- ACT/SAT Data
- Advanced Placement/Dual Credit Data
- Teacher Turnover Rates
- Special Student Populations
- Enrollment Demographics
- Staff Distribution
- Class sizes
  - Data to be added ongoing during strategic planning stages: surveys, strategic planning updates, professional development, technology,
    - NWEA MAP, TSI, other district data sources

CALALLEN INDEPENDENT SCHOOL DISTRICT

Campus Profile

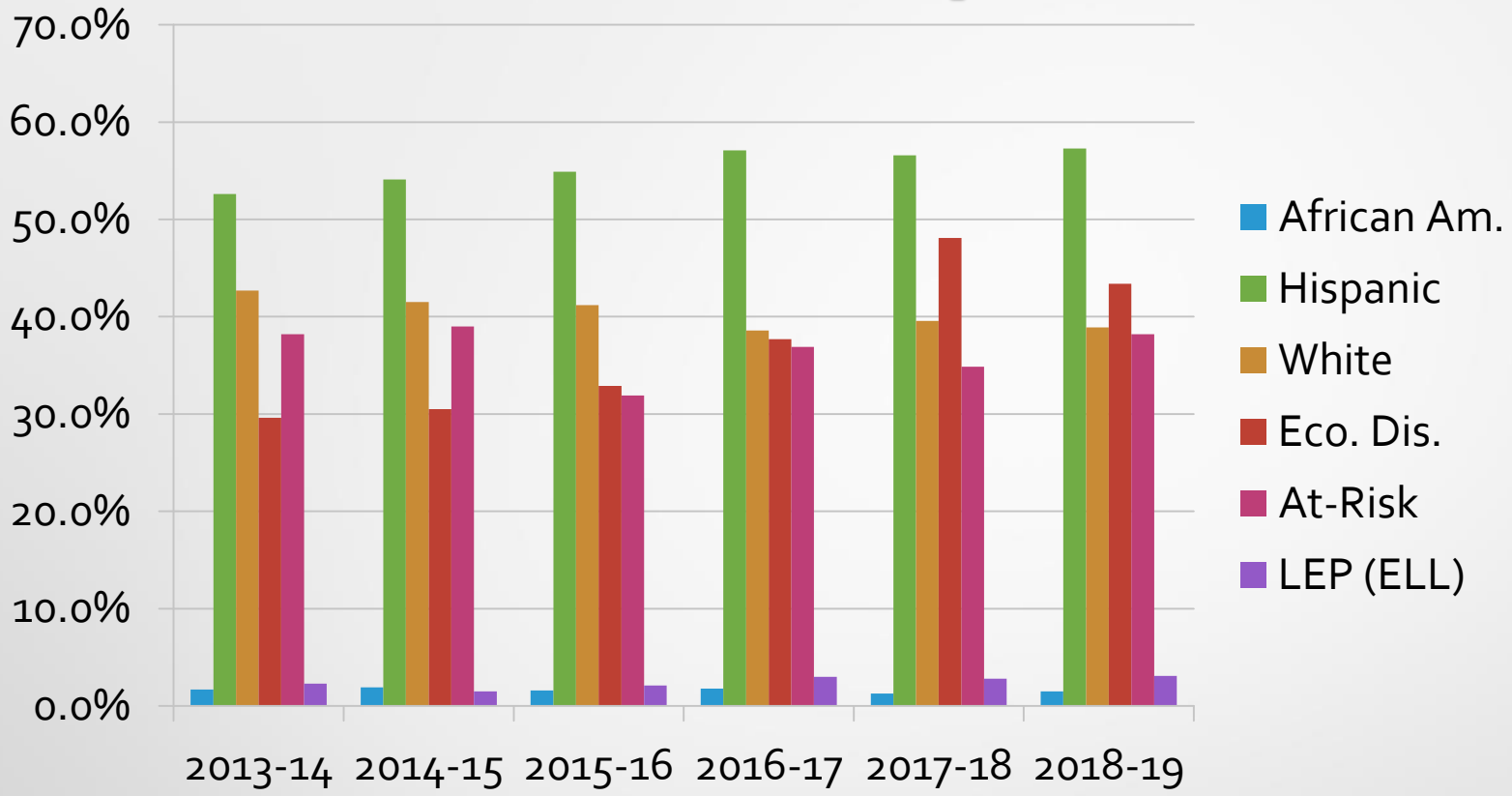


Calallen ISD
Transforming the Vision 2020



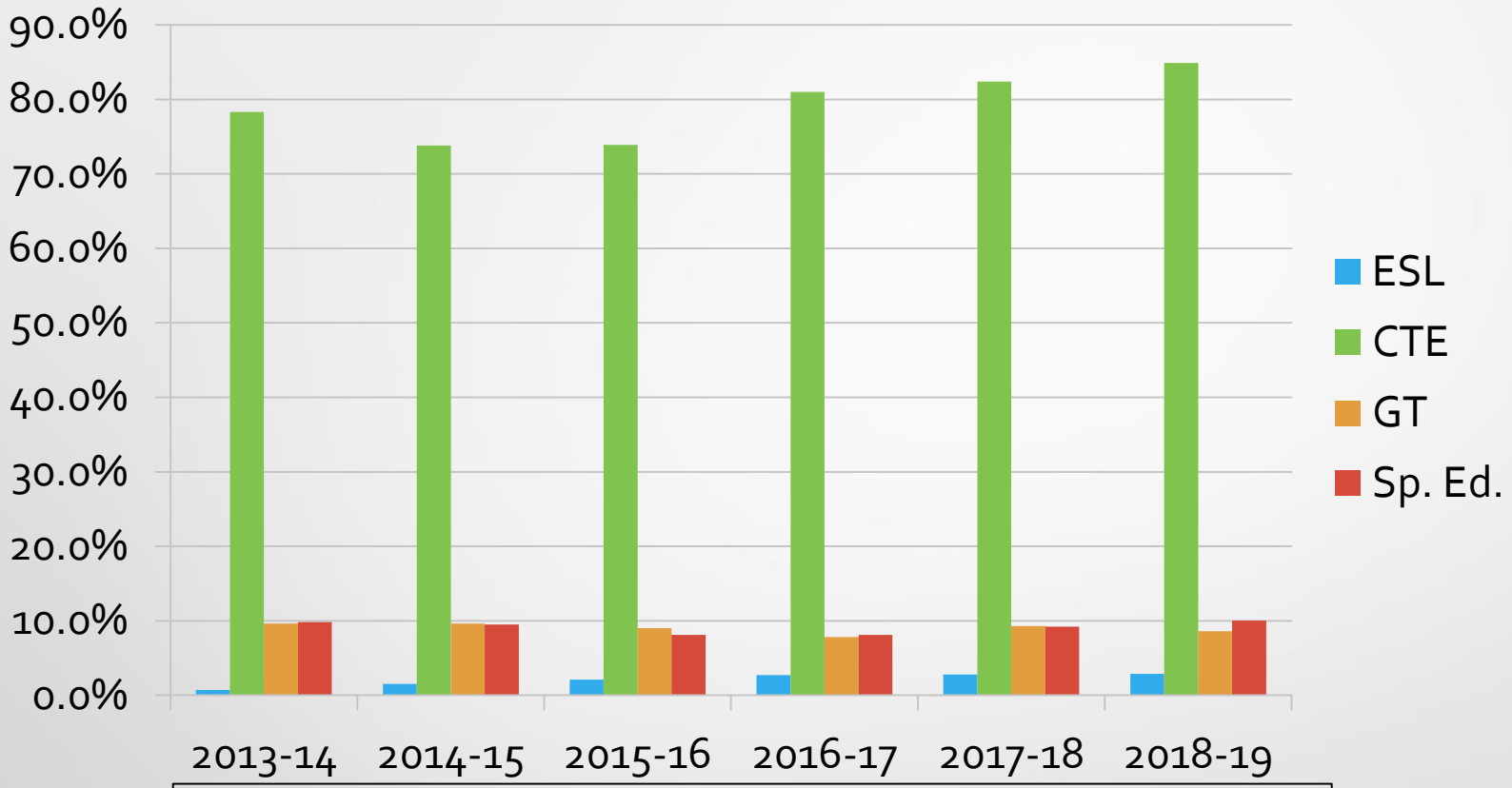
Calallen HS Student Enrollment	
2014-15	1239
2015-16	1213
2016-17	1240
2017-18	1256
2018-19	1175

CHS Student Composition



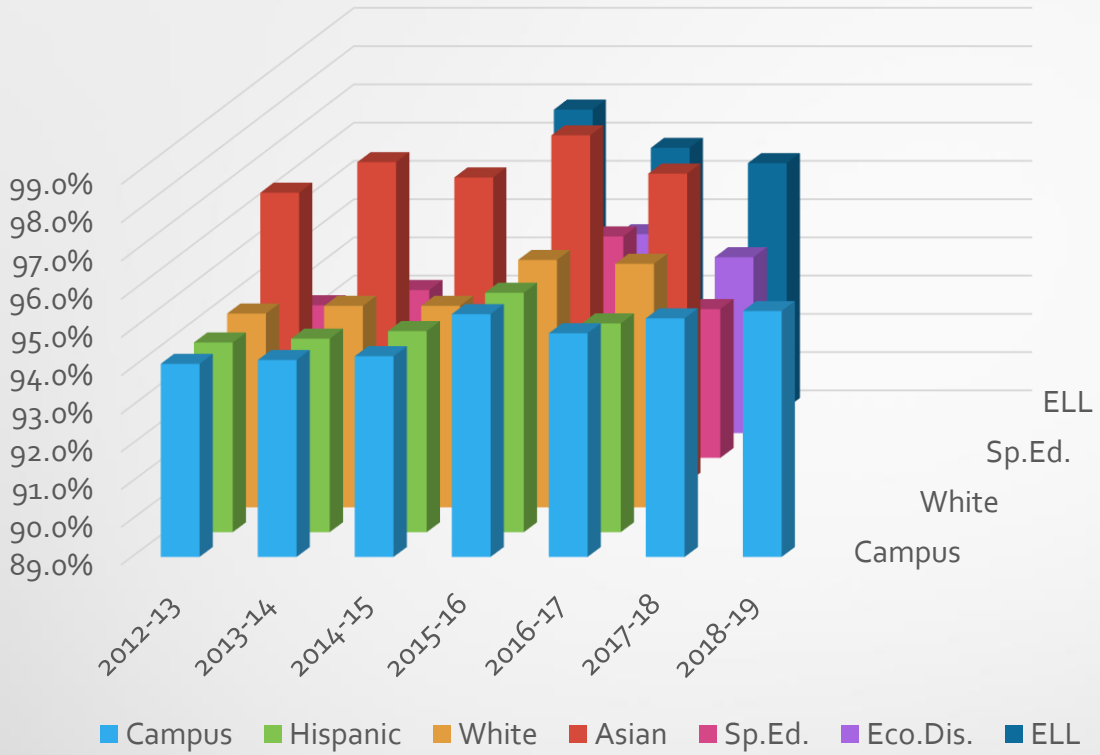
		African Am.	Hispanic	White	Eco. Dis.	At-Risk	LEP (ELL)
TAPR	**2014-15**	1.9%	54.1%	41.5%	30.5%	39.0%	1.5%
TAPR	**2015-16**	1.6%	54.9%	41.2%	32.9%	31.9%	2.1%
TAPR	**2016-17**	1.8%	57.1%	38.6%	37.7%	36.9%	3.0%
Fall PEIMS	**2017-18**	**1.3%**	**56.6%**	**39.6%**	**48.1%**	**34.9%**	**2.8%**
Fall PEIMS	**2018-19**	**1.5%**	**57.3%**	**38.9%**	**43.4%**	**38.2%**	**3.1%**

CHS SPECIAL PROGRAM ENROLLMENT



		ESL	CTE	GT	Sp. Ed.
TAPR	2013-14	0.7%	78.3%	9.6%	9.3%
TAPR	2014-15	1.5%	73.8%	9.6%	8.7%
TAPR	2015-16	2.1%	73.9%	9.0%	8.1%
TAPR	2016-17	2.7%	81.0%	7.8%	8.1%
Fall PEIMS	2017-18	**2.8%**	**82.4%**	**9.3%**	**9.2%**
Fall PEIMS	2018-19	**2.8%**	**84.9%**	**8.6%**	**10.04%**

Campus Attendance

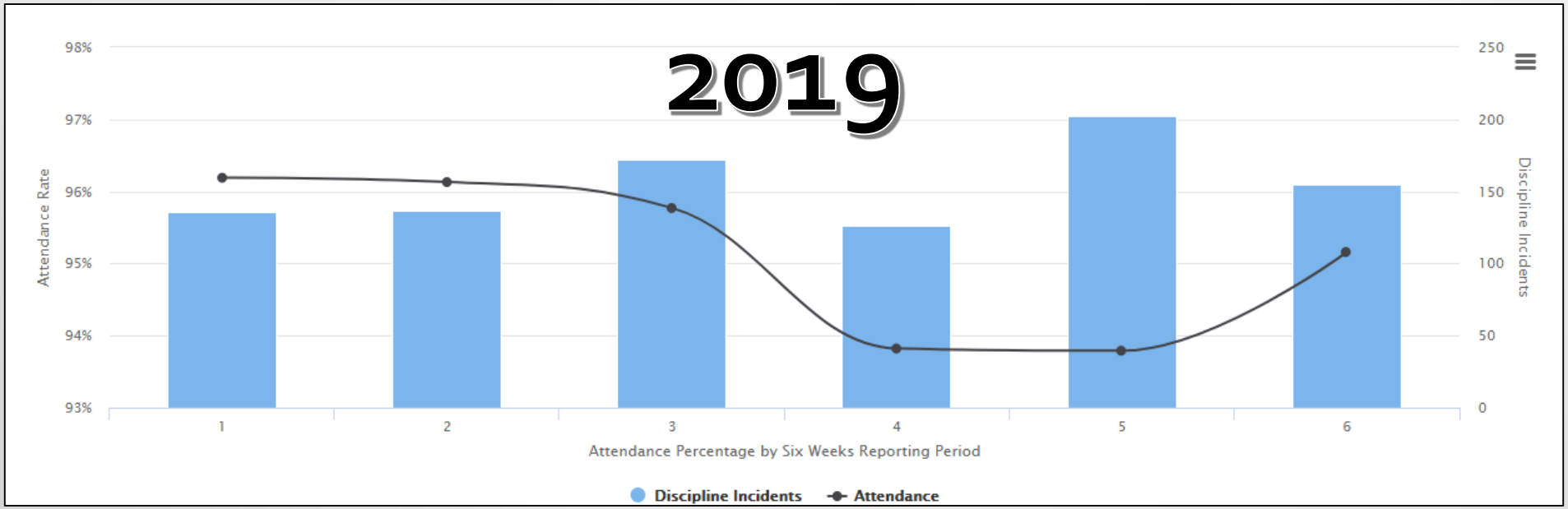


	Campus	Hispanic	White	Asian	Sp.Ed.	Econ. Dis.	ELL
2012-13	94.1%	94.0%	94.1%	96.6%	93.0%	92.2%	
2013-14	94.2%	94.1%	94.3%	97.4%	93.4%	92.3%	
2014-15	94.3%	94.3%	94.3%	97.0%	92.4%	92.7%	96.8%
2015-16	95.4%	95.3%	95.5%	98.1%	94.8%	94.2%	95.8%
2016-17	94.9%	94.5%	95.4%	97.1%	92.9%	93.6%	95.4%
2017-18	95.29%						
2018-19	95.48%						

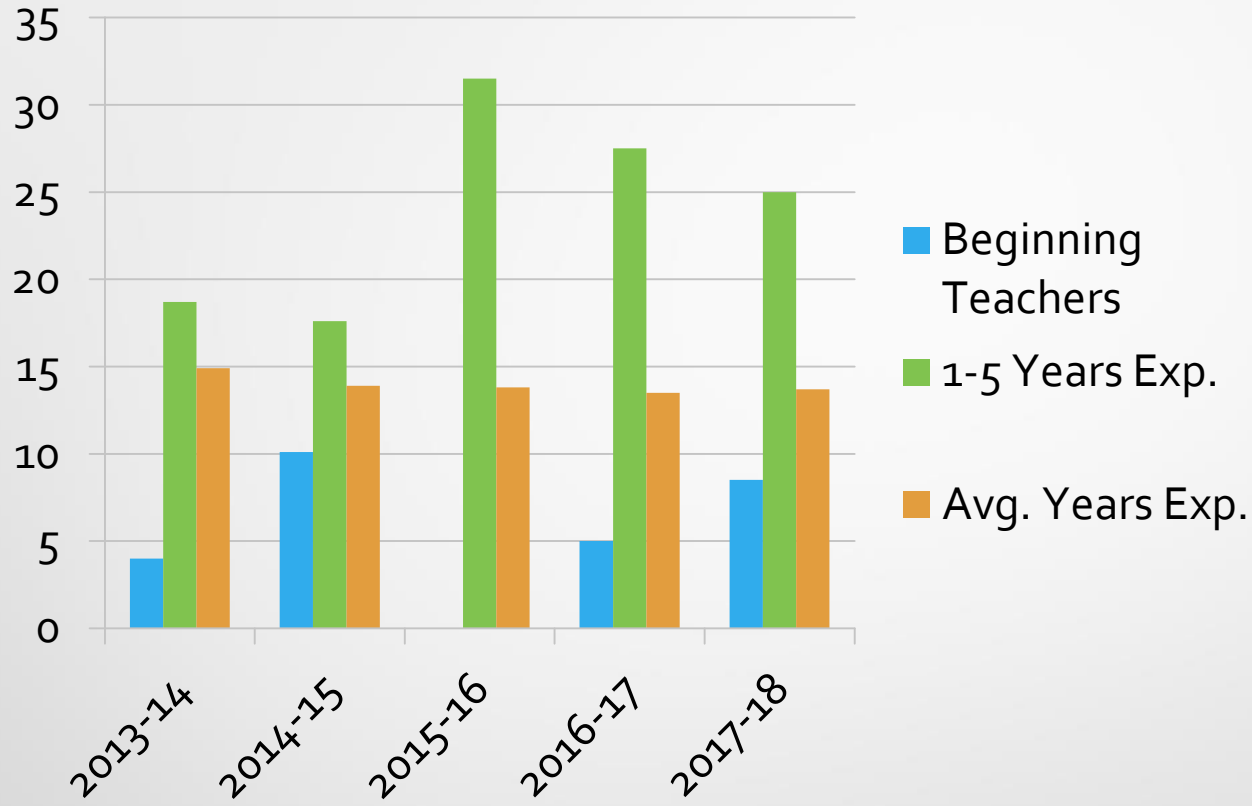
Some attendance info is 2 years behind on TAPR reports

CHS Discipline Review

This is by 6 weeks, (will edit to 9 weeks ASAP)



CHS Teacher Data



		Beg. Teach.	1-5 Years Exp.	Avg. Years Exp.
TAPR	2013-14	4.0%	18.7%	14.9
TAPR	2014-15	10.1%	17.6%	13.9
TAPR	2015-16	0%	31.5%	13.8
TAPR	2016-17	5.0%	27.5%	13.5
TAPR	2017-18	8.5%	25.0%	13.7

CALALLEN INDEPENDENT SCHOOL DISTRICT

College Readiness

TEXAS A&M BUILDING CHAMPIONS

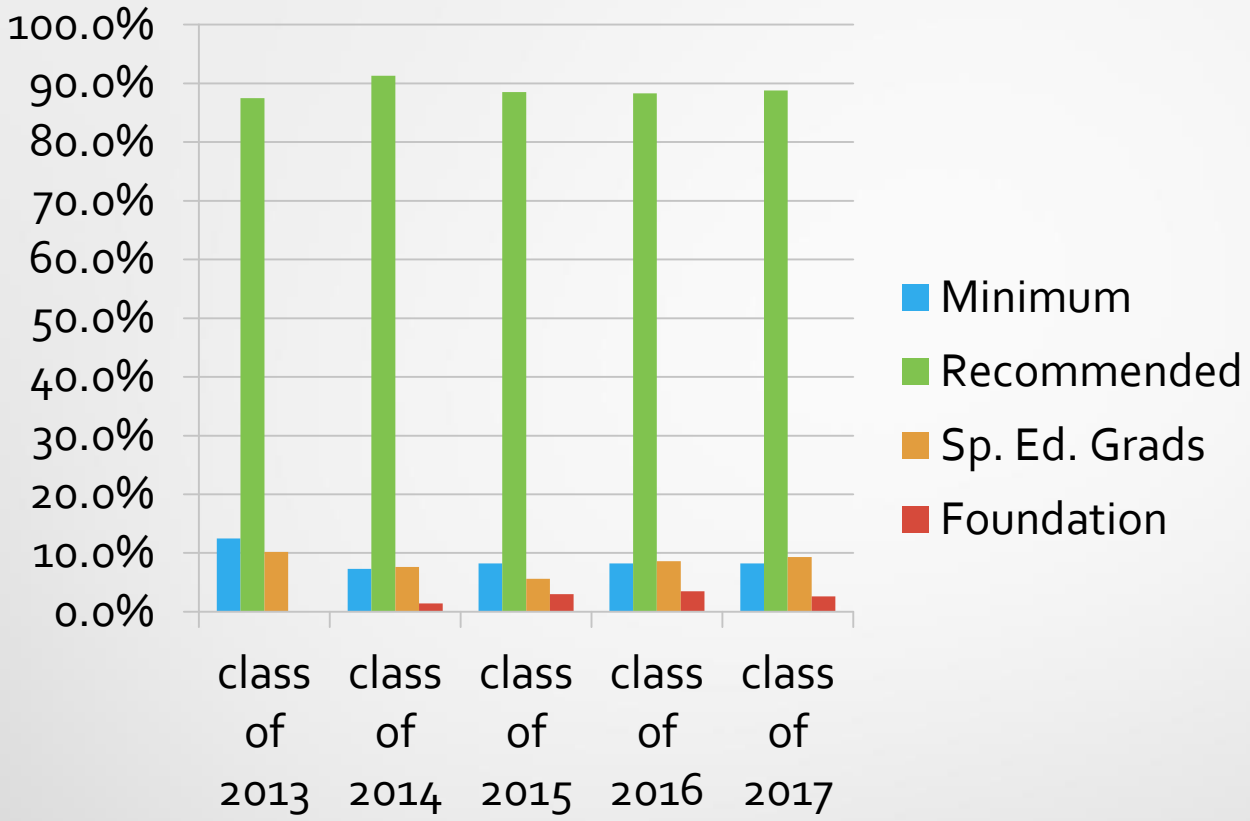
TEXAS STATE

Harvard University

TEXAS A&M CORPUS CHRISTI ISLANDERS

YALE

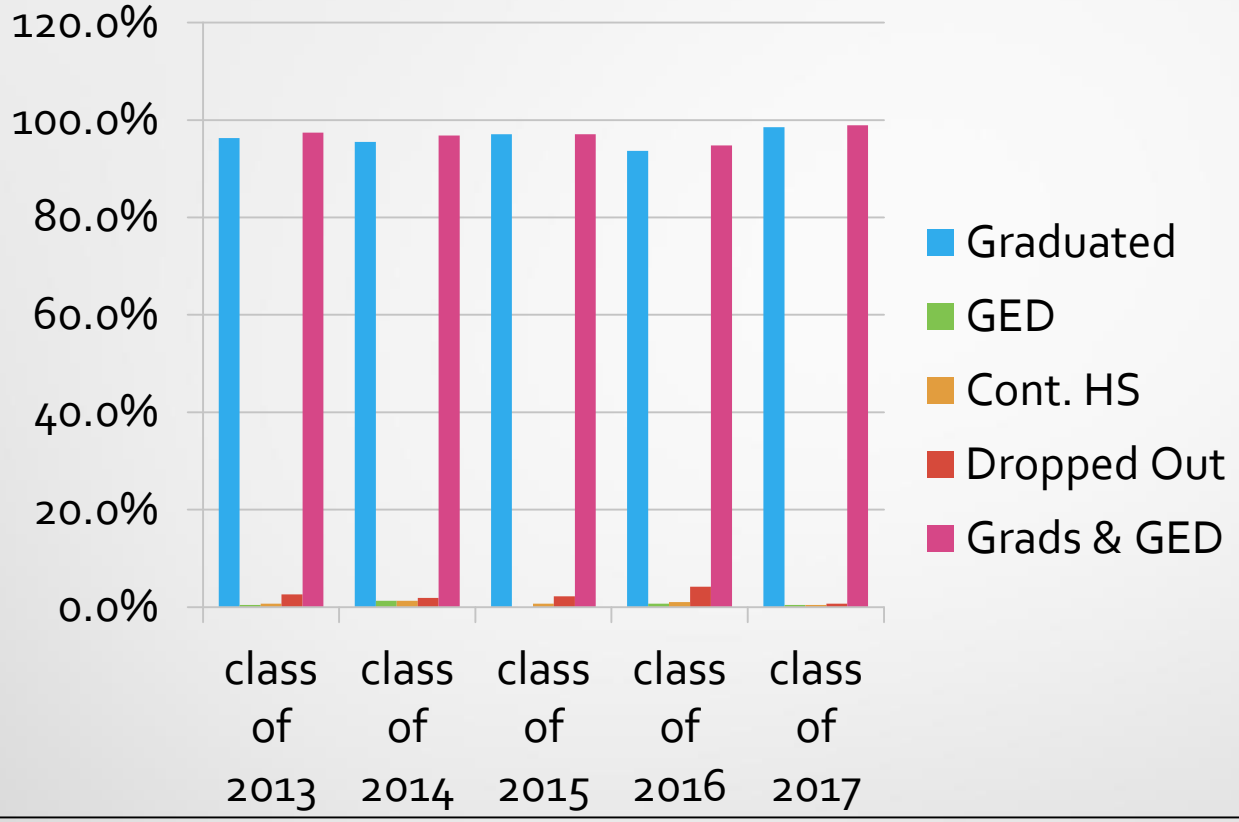
CHS Graduates



	Minimum	Recommended	Sp. Ed. Grads	Found.-No Endorsement.
TAPR 13-14/class of 2013	12.5%	87.5%	10.2%	
TAPR 14-15/class of 2014	7.3%	91.3%	7.6%	1.4%
TAPR 15-16/class of 2015	8.2%	88.5%	5.6%	3.0%
TAPR 16-17/class of 2016	8.2%	88.3%	8.6%	3.5%
TAPR 17-18/class of 2017	8.2%	88.8%	9.3%	2.6%

To be updated Fall 2019 upon posting of TAPR Reports

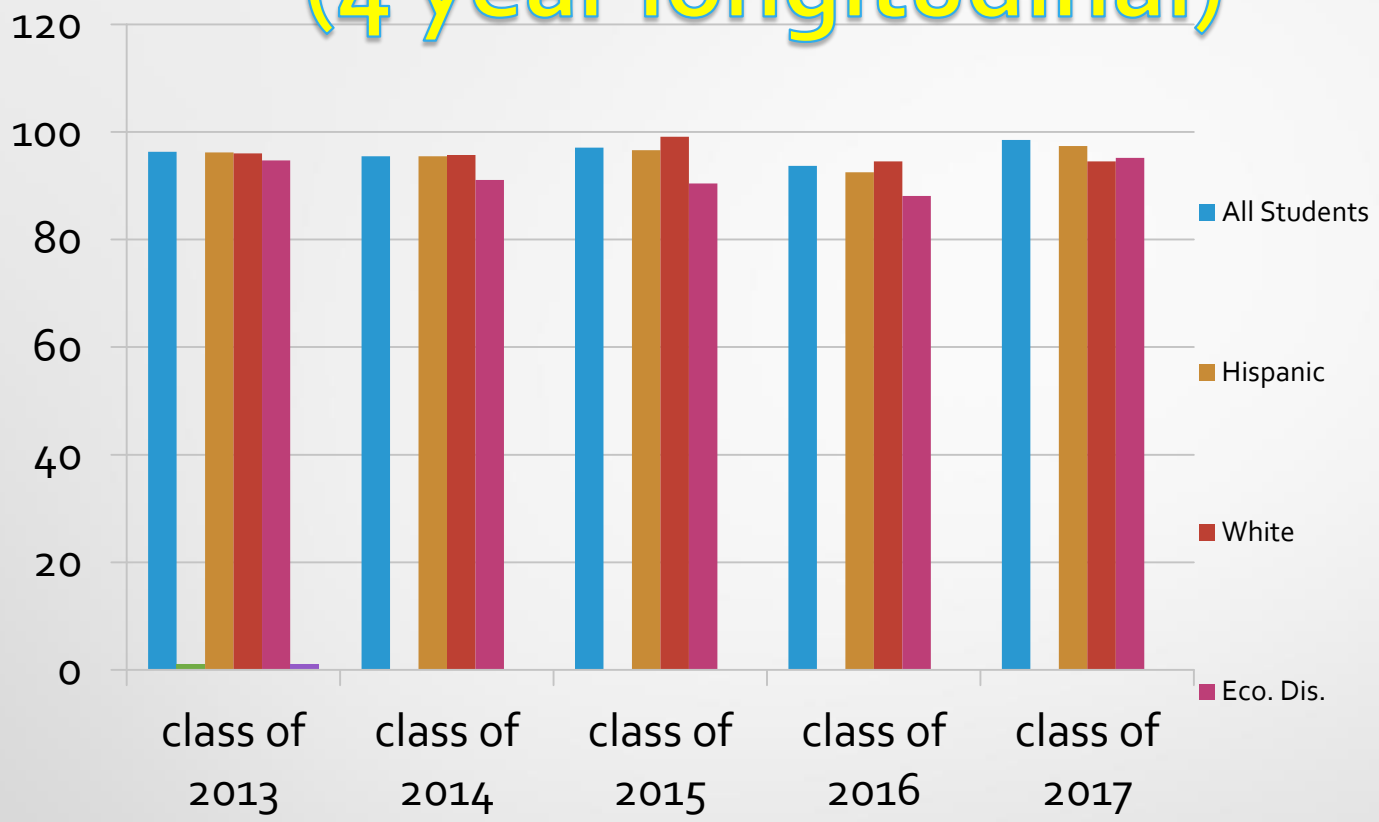
CHS
Four-year Completion (Longitudinal) Rate



	Graduated	GED	Cont. HS	Dropped Out	Grads & GED
TAPR 13-14/class of 2013	96.3%	0.4%	0.7%	2.6%	97.4%
TAPR 14-15/class of 2014	95.5%	1.3%	1.3%	1.9%	96.8%
TAPR 15-16/class of 2015	97.1%	0.0%	0.7%	2.2%	97.1%
TAPR 16-17/class of 2016	93.7%	0.7%	1.0%	4.2%	94.8%
TAPR 17-18/class of 2017	98.5%	0.4%	0.4%	0.7%	98.9%

To be updated Fall 2019 upon posting of TAPR Reports

CHS Demographic Completion Rate (4 year longitudinal)



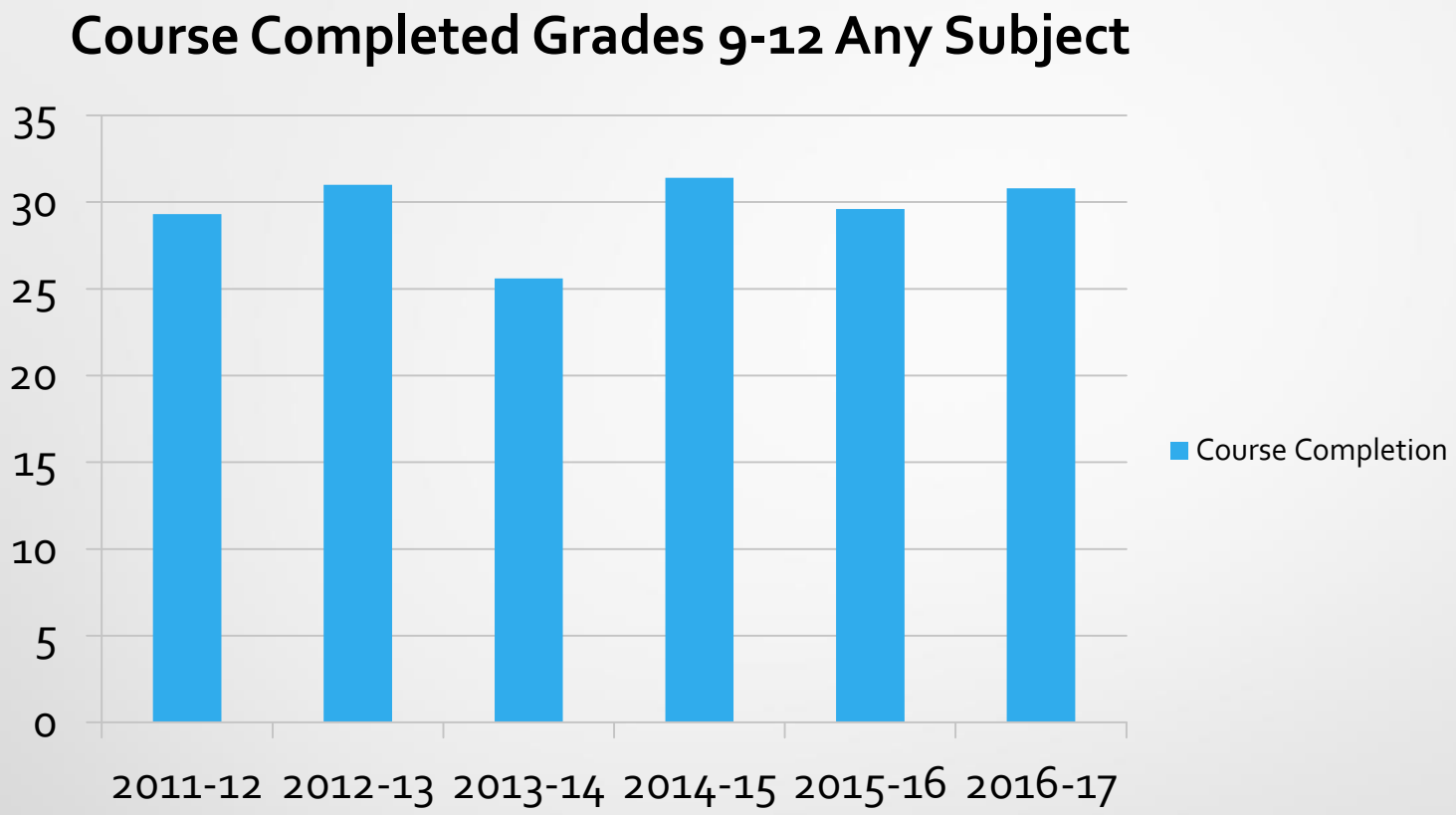
	All Students	Hispanic	White	Sp. Ed.	Eco. Dis.
TAPR 13-14/class of 2013	96.3%	96.2%	96.0%	96.6%	94.7%
TAPR 14-15/class of 2014	95.5%	95.5%	95.7%	86.7%	91.1%
TAPR 15-16/class of 2015	97.1%	96.6%	99.1%	100%	90.4%
TAPR 16-17/class of 2016	93.7%	92.5%	94.5%	100%	88.1%
TAPR 17-18/class of 2017	98.5%	97.4%	100%	100%	95.2%

To be updated Fall 2019 upon posting of TAPR Reports

College, Career, Military Ready Graduates
2016-2017 Graduates

- Campus 53.2%
- African American 50%
- Hispanic 44.8%
- White 64.0%
- Asian 100%
- Sp. Ed. 16%
- Eco. Dis. 28.3%

CHS Advanced Placement/Dual Credit Courses

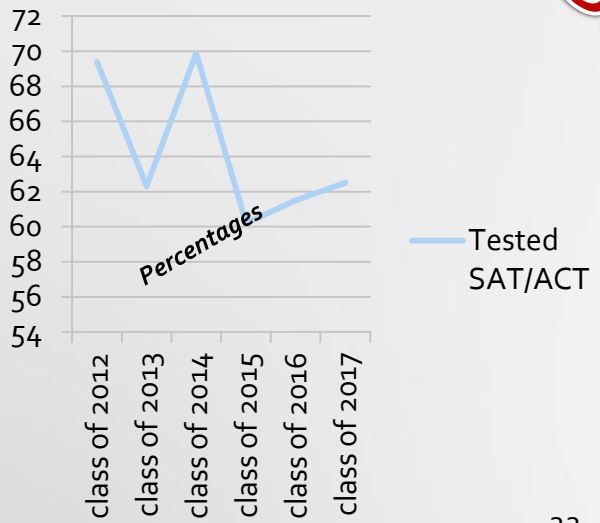


Advanced Course/Dual Credit Course Completion	
2011-12	29.3%
2012-13	31.0%
2013-14	25.6%
2014-15	31.4%
2015-16	29.6%
2016-17	30.8%

To be updated Fall 2019 upon posting of TAPR Reports

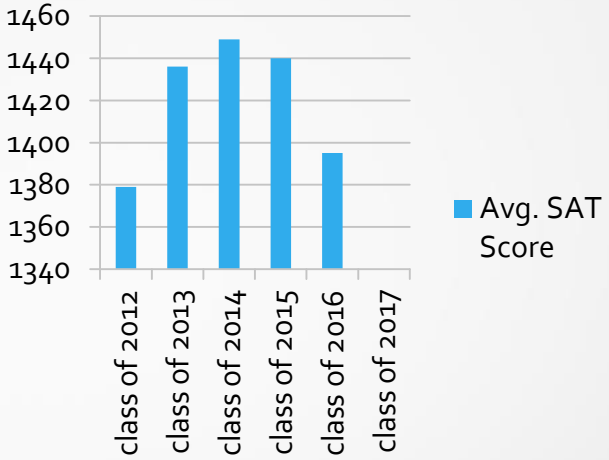
CHS SAT & ACT

Tested SAT/ACT



	Tested SAT/ACT
class of 2012	69.4%
class of 2013	62.3%
class of 2014	69.9%
class of 2015	60.2%
class of 2016	65.4%
class of 2017	**62.5%**

Avg. SAT Score



	Avg. SAT Score
class of 2012	1379 **redesigned SAT*
class of 2013	1436
class of 2014	1449
class of 2015	1440
class of 2016	1395
class of 2017	**1038**

Avg. ACT Score



	Avg. ACT Score
class of 2011	20.6
class of 2012	20.9
class of 2013	21.8
class of 2014	21.8
class of 2015	21
class of 2016	21
class of 2017	21.7

To be updated Fall 2019 upon posting of TAPR Reports

State Assessment Data



STAAR

To be updated Fall 2019 upon posting of TAPR and Accountability Reports

STAAR 2019

CAMPUS	SUBJECT	Number of Students Tested	# Did Not Meet	Calallen ISD Spring 2019 STAAR (ALL Students ALL SP.POPS Combined)											
				Approaches 18-19		TX	CISD 17-18 Approaches	Meets 18-19		TX	CISD 17-18 Meets	Masters 18-19		TX	CISD 17-18 Masters
				#	%	%	%	#	%	%	%	#	%	%	%
District 3rd Gr	Reading	280	41	239	85%	76%	91%	160	57%	44%	58%	103	37%	28%	39%
	Math	280	34	246	88%	78%	93%	168	60%	48%	61%	94	34%	24%	34%
Wood River 3rd Grade	Reading	162	17	145	90%	76%	94%	106	65%	44%	66%	75	46%	28%	45%
	Math	162	14	148	91%	78%	97%	105	65%	48%	72%	61	38%	24%	42%
East 3rd Grade	Reading	118	24	94	80%	76%	87%	54	46%	44%	49%	28	24%	28%	32%
	Math	118	20	98	83%	78%	88%	63	53%	48%	49%	33	28%	24%	26%
Magee 4th Grade	Reading	319	41	278	87%	74%	80%	173	54%	43%	52%	96	30%	22%	28%
	Math	319	50	269	84%	74%	87%	169	53%	46%	56%	95	30%	28%	27%
	Writing	319	87	232	73%	65%	70%	127	40%	33%	48%	25	8%	10%	10%
Magee 5th Grade	*Reading	284	26	258	91%	86%	94%	181	64%	51%	67%	95	33%	29%	40%
	*Math	284	20	264	93%	89%	92%	185	65%	56%	71%	114	40%	36%	42%
	Science	265	36	229	86%	74%	84%	173	65%	48%	47%	101	38%	23%	27%
CMS 6th Grade	Reading	278	80	198	71%	66%	79%	106	38%	35%	42%	48	17%	17%	19%
	Math	253	45	208	82%	79%	73%	100	40%	45%	34%	20	8%	20%	9%
CMS 7th Grade	Reading	320	60	260	81%	74%	78%	175	55%	47%	53%	99	31%	28%	31%
	Math	322	63	259	80%	73%	77%	155	48%	41%	51%	59	18%	16%	24%
	Writing	318	74	244	77%	69%	74%	142	45%	40%	50%	65	20%	17%	18%
CMS 8th Grade	*Reading	324	38	286	89%	84%	88%	178	55%	53%	57%	100	30%	27%	35%
	*Math	319	16	303	95%	87%	95%	211	66%	55%	75%	69	22%	16%	27%
	Science	308	39	269	87%	79%	78%	188	61%	49%	58%	115	37%	24%	36%
	Social Studies	308	94	214	69%	67%	76%	114	37%	35%	51%	72	23%	20%	32%

SSI not filtered

SSI not filtered

*5th&8th Gr. Reading & Math% after 2nd admin. & not yet filtered

STAAR EOC SPRING 2019

Spring 2019 Calallen ISD STAAR End of Course Results				filtered update 7-1-19 CMorris Removed Non-Snapshot											
EOC End of Course	Subject	Number of Students Tested	# Did Not Meet	Calallen ISD EOC May 2019											
				2019 Approaches		TX	CHS 2018 Approaches	2019 Meets		TX	CHS 2018 Meets	2019 Masters		TX	CHS 2018 Masters
				#	%	%		#	%	%		#	%	%	
Calallen HS	Algebra 1	246	17	229	93%	84%	92%	187	76%	62%	57%	104	42%	39%	31%
	Biology	264	6	258	98%	88%	95%	214	81%	63%	86%	109	41%	26%	43%
	U.S History	263	7	256	97%	93%	95%	230	87%	75%	77%	155	59%	47%	52%
	English I	296	60	236	80%	63%	76%	172	58%	49%	53%	43	15%	12%	7%
	English II	309	47	262	85%	67%	74%	206	67%	51%	53%	27	9%	8%	8%
Calallen Middle School	Algebra 1	27	0	27	100%		100%	27	100%		100%	27	100%		100%

District End of Course

STAAR End of Course

To be updated as needed in Fall upon posting of TAPR and Accountability Reports

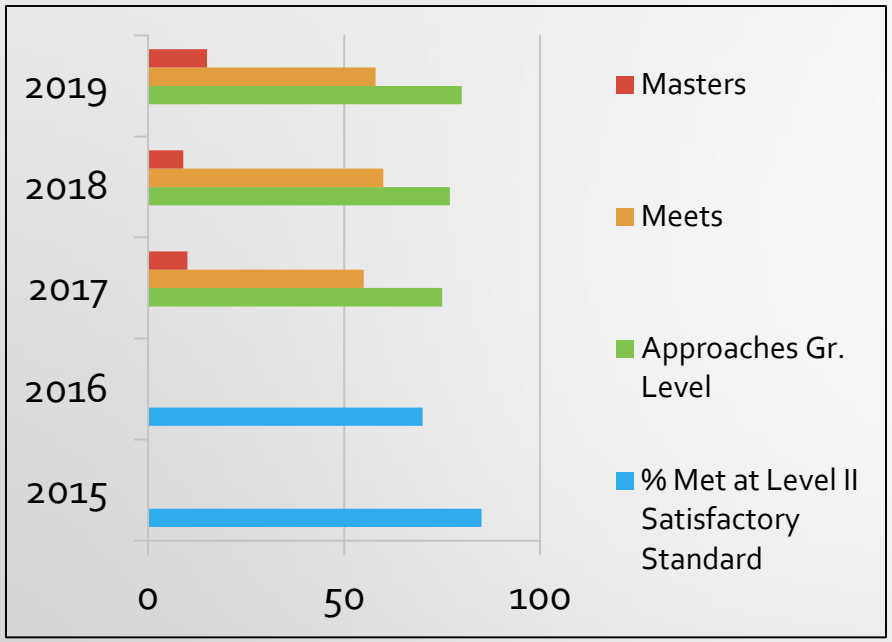
CHS



Calallen High School

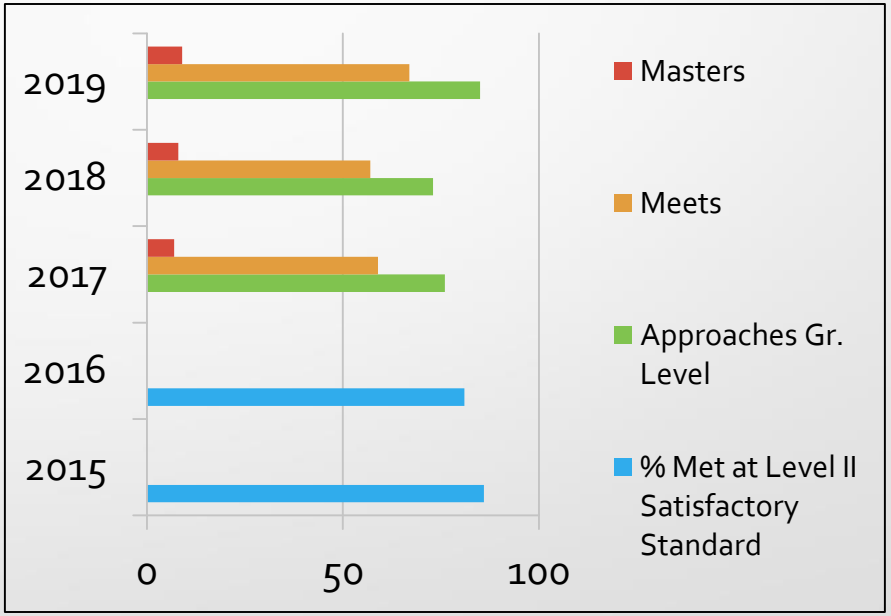


English I



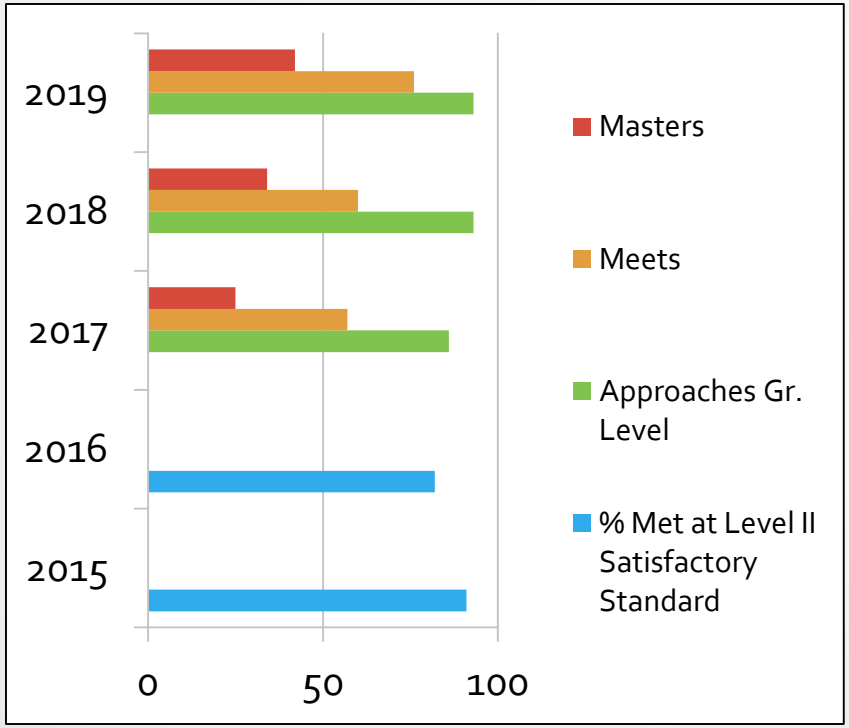
English I	*Approaches*	*Meets*	*Masters*
2017	75%	55%	10%
2018	77%	60%	9%
2019	**80%**	**58%**	**15%**

English II

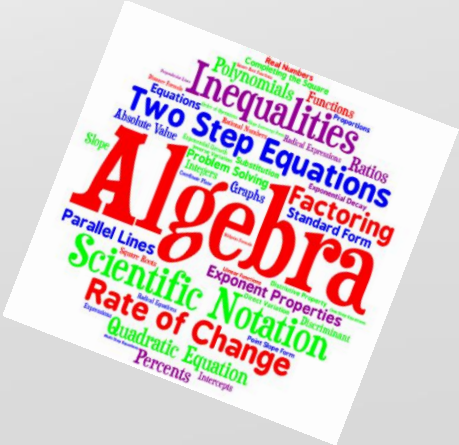


English II	*Approaches*	*Meets*	*Masters*
2017	76%	59%	7%
2018	73%	57%	8%
2019	**85%**	**67%**	**9%**

CHS Algebra 1 EOC

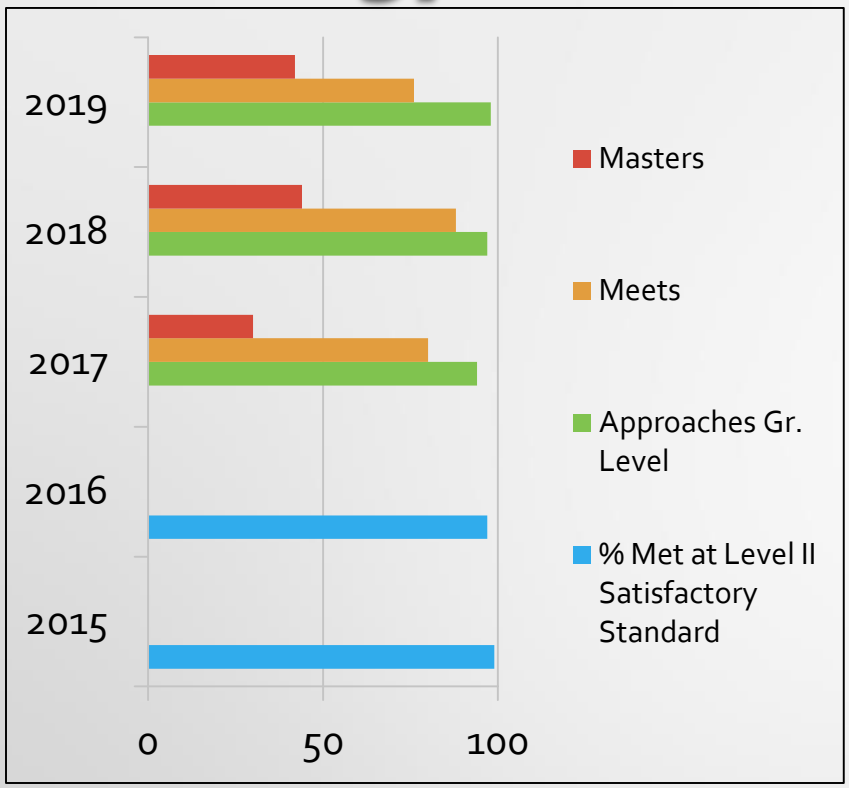


Algebra 1	*Approaches*	*Meets*	*Masters*
2017	86%	57%	25%
2018	93%	60%	34%
2019	**93%**	**76%**	**42%**



These #'s are tentative until Fall 2019 TAPR is released

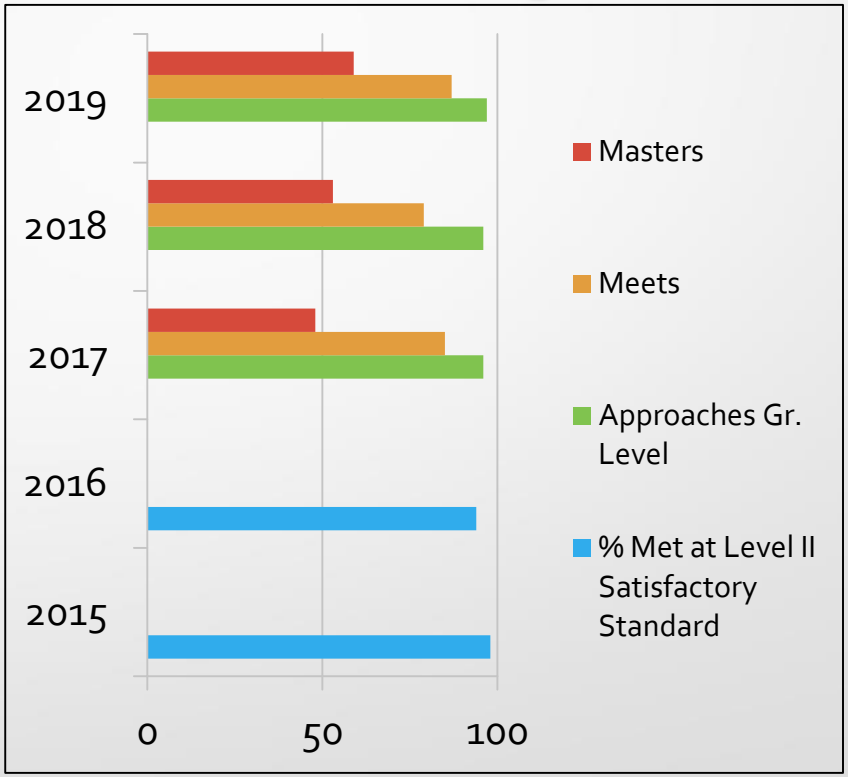
Biology EOC



Biology	*Approaches*	*Meets*	*Masters*
2017	94%	80%	30%
2018	97%	88%	44%
2019	**98%**	**81%**	**41%**

CHS

U.S. History EOC

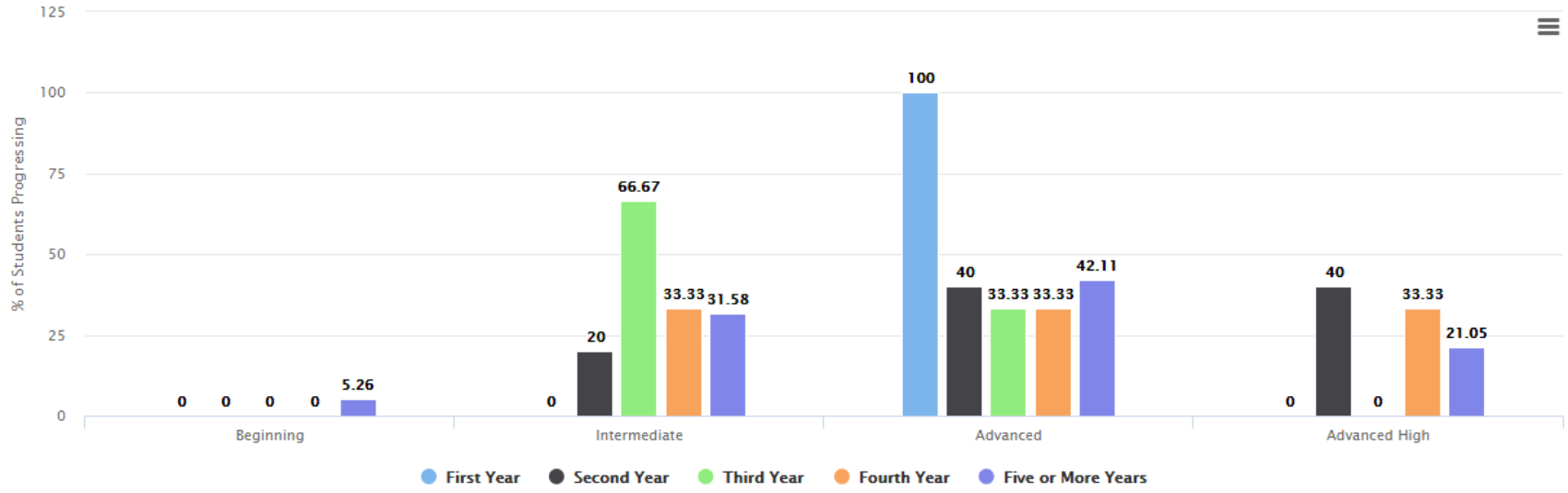


U.S. History	*Approaches*	*Meets*	*Masters*
2017	96%	85%	48%
2018	96%	79%	53%
2019	**97%**	**87%**	**59%**

TELPAS DATA

TELPAS Overall Composite Scores by Years in U.S. Schools for Calallen H S for 2018 - 2019

Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	1	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Second Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Third Year	3	0	0.00%	2	66.67%	1	33.33%	0	0.00%
Fourth Year	6	0	0.00%	2	33.33%	2	33.33%	2	33.33%
Five or More Years	19	1	5.26%	6	31.58%	8	42.11%	4	21.05%



ACCOUNTABILITY

2019 to be released in August

Texas Education Agency

2018 Accountability Ratings Overall Summary

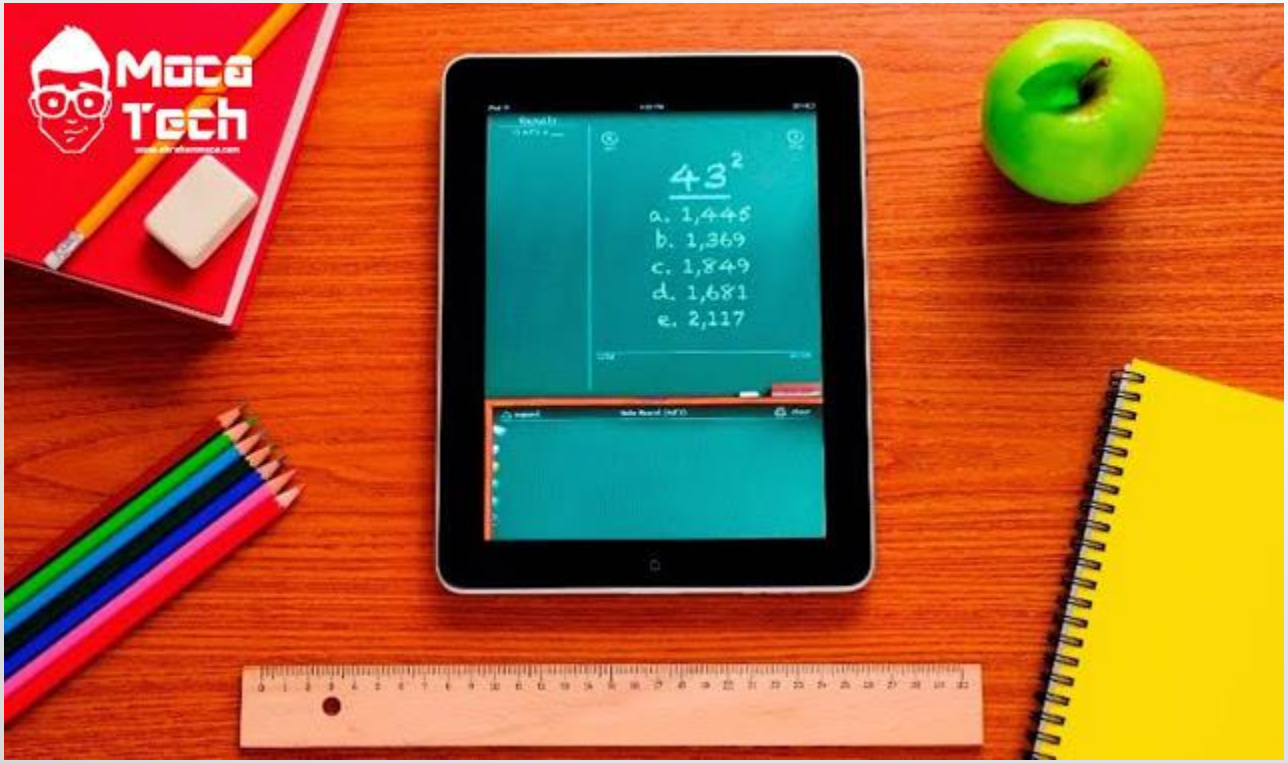
CALALLEN H S (178903001) - CALALLEN ISD

	Component Score	Scaled Score	Rating
Overall		85	Met Standard
Student Achievement		88	Met Standard
STAAR Performance	59	89	
College, Career and Military Readiness	53	84	
Graduation Rate	98.5	95	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 48.9%)	56	82	Met Standard
Closing the Gaps	67	79	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Data Updates Ongoing, Stay Tuned…



Have a Great School Year!





Comprehensive Needs Assessment

CHS Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

2019

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the **actual data sources** reviewed below.

- Yearly CNA 3-5 Year Longitudinal Data Doc.
- TEA Accountability Reports
- TEA TAPR Reports 2012-2018
- Professional Development Needs Assess.Surv.
-
- Campus Special Programs
- STAAR Data
- Peims Snapshot Demographic Data
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The continuous gradual increase in enrollment shows the desire families have to move students into the neighborhood. (Numbers will continue to rise with the upcoming development in the area).
- CHS strives to maintain small class sizes under 22 (primarily in EOC tested subjects)
- Overall enrollment had increased from 1214 to 1240 over the last few school years but took a slight dip in 2019. The number of economically disadvantaged students continues to increase each year.

Needs

- Additional space, facilities, staff and resources needed due to student enrollment increases and needs over the last few years. Hispanic population has increased from 53% to 57%, special education has increased from 8% to 10%, ELs have increased from 2-3%, and economically disadvantaged has increased from 33% to 43%.
- Instructional materials, technology and staffing ratios with projected increased enrollment.
- Staffing ratios Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.

Summary of Needs

- Additional and upgraded space, facilities, and instructional materials are needed due to the enrollment increases and due to the development of housing currently under construction in the area.
- Instructional materials and technology will need to be aligned with the number of students as well as with the diverse cultural and economic shifts.
- Staffing ratios will need to be aligned with the increased enrollment and additional needs of a more diverse population.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- NWEA--MAP
- State and Federal Report Cards
- Course/Class Grades
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR EOC Data
- NWEA MAP Data
- TELPAS Data
- STAAR ALT2 Data
- Promotion and Retention Rates
- Transcript reviews/credit checks
- Quarter/Semester Exams/Grades
- DMAC data
- Benchmark Data
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
CHS STAAR EOC scores have continued to be well above region and state averages even with higher standards and the removal of accommodated testing for special needs students.	Maintain (or increase) to 90% or above approaches grade level in Bio, US. History and Algebra continue to increase advanced levels despite changing population.
CHS Biology, Algebra 1 & US His.STAAR EOC have been above 90% approaches over last 2-3 years and above 30% masters level.	**Maintain or Increase to 80% or above approaches grade level in English I & II and continue to increase meets and masters levels despite changing population.**
CHS received an A rating in the 2019 A-F System and earned 4 out of 7 distinction designations in 18-19 Accountability Ratings	Increase passing rates among special populations such as special education, ELLs and economically disadvantaged.
Ranked #1 in Top 25% in Closing Performance Gaps with campus comparison groups	More vertical alignment
Ranked #2 in Top 25% in Student Progress with campus comparison groups.	Increase # students taking AP exams, especially in science
Ranked #3 in Top 25% Postsecondary Readiness with campus comparison groups.	Continue to monitor effectiveness of drop out prevention strategies and make necessary enhancements.
Dual Credit and College Readiness Initiatives	
GCS, PLUS, CIS, Support classes such as Advanced Academics, Practical Writing, before and after school tutorials, BSIP, Co-teach, inclusion, support facilitate, LSSP, ESL class and specialized tutorials.	
PLC time, faculty meeting, common planning, department meetings, mentor teachers	

Summary of Needs

- Increase % approaches,meets and masters level primarily in English I & II and increase those passing rates of special ed, ELL, homeless, at risk and economically disadvantaged populations.
- Dyslexia training and need for alignment of district dyslexia services is needed due to the sharp increase in number of dyslexia students at CHS.





School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Campus Organizations and Events
- Focus Groups
- Interviews
- Feedback
- Classroom Observations and School Walkthroughs
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Staff, student and parent surveys
- Walkthroughs and Observations
- Parent meetings and feedback
- Event participation sign-in sheets
- PLC and department meetings
- HB5 results
- Discipline initatives and reports
- Bully reports
- Fire and other safety drills
-

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

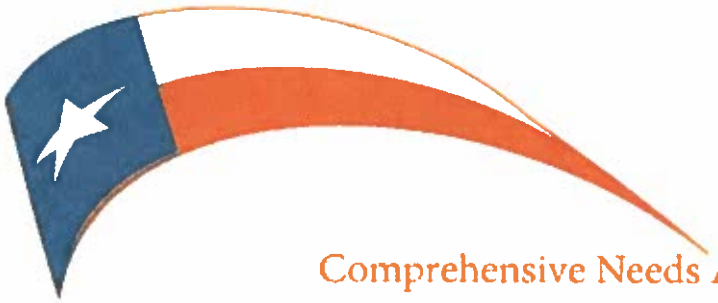
"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Event participation sign-in sheets such as open house, meet the teacher, dual credit and scheduling overview parent assemblies, other extra initiatives to communicate with staff and parents	• Due to projected increased enrollment, larger facilities to accommodate students, staff and parents.
• Weekly PLC collaboration/department meetings	• Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
• Regular faculty meetings and celebrations	• Due to increased #'s in Spec. Ed. Units, ensure appropriate resources, training & staff allocations are provided.
• Teacher incentives	• Continue to attend updated "Freedom from Bullying" training and amendments to Davids Law.
• Teacher driven planning	• Continue to provide necessary modifications to meet needs of students in alternative education.
• Celebrations for professional and personal achievements and events	• Continue to address attendance and completion rates and provide incentives
• FISH camp, buddy to tour campus, administrator reviews, they are given a list of extra-curricular activities on campus.	• Funding needed for fieldtrips and incentives for attendance/grades
• Proactive & preventative discipline strategies will be strengthened through restorative practices. As we get information we begin investigating.	•
• Increased attendance to above 95% over last few years.	•
•	•

Summary of Needs

- Continued resources and training in building relations and restorative practices as demographics and staffing continues to grow and evolve.
- Funding needed for fieldtrips and incentives for attendance/grades
-
-





Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Certifications
- Specialized certifications
- TTESS Data
- Professional Development Surveys and attendance sheets
- Teacher Climate Surveys
- PLC Logs
- STCC Sign In Sheets
- Curriculum writing attendance
- ESC and other local trainings
- Student achievement and disicpline data

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● 100% Highly Qualified	● Possible increased staff in all areas due to projected increased enrollment
● 100% certifications in special areas	● More professional development for new teachers
● All new teachers are assigned a mentor	● Improve mentoring process for new teachers.
● Continue to maintain class size ratios below state average (see needs as well)	● Continous Training & resources in the area of relational practices
● Other teacher incenitives and celebrations.	● More PD focusing on instruction for special populations
● Additional support systems and training for special program teachers.	● Continue to maintain class size ratios below state average in order to ensure EOC scores continue to be above state average and continue to improve as well as distinction designations. Smaller class sizes also support teacher retention, foster strong student/teacher relationships & foster strong sense of community within the school.
● STCC and local curriculum writing	●
● PLCs, common planning, dept. chairs, & other supports	●
●	●
●	●

Summary of Needs

- More staff development in EOC subjects-primarily English 1 and 2 EOC areas especially focusing on special populations
- Continued training for new teachers and for all staff in the area of restorative practices and building relations
-





Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- TEKS Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Professional Development Needs Assessments
- Program and materials lists along with usage data
- Curriculum standards
- Lesson plans and strategies
- Schedules
- Benchmarks
- STAAR Data
- NWEA MAP Data
- TTESS
- DMAC

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

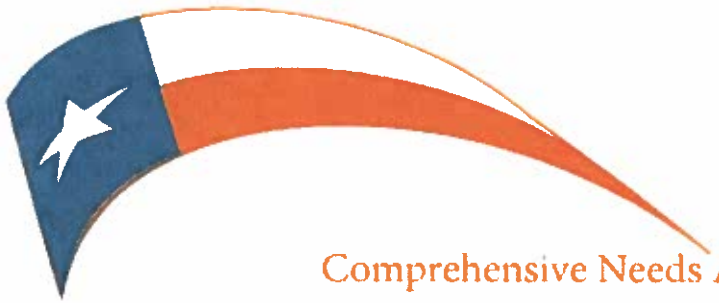
- Research-based/best practices professional evelopment
- Technology Integration and Media Specialists
- Ability to offer career pathways for each Endorsement
- Collaborative Curriculum writing facilitated by Curriculum Coordinators
- Data Analysis by principals and teachers facilitated by the District Data Analyst
- Ongoing PLC and instructional planning
- Ongoing Professional Development on High-Yield and Kagan strategies
- STCC needs based Professional Development
- Common planing, PLCs, curriculum writing
- AP, Dual Credit & other related programs
- CBA's, NWEA MAP, Achieve 3000

Needs

- Continued PD in core instruction for special education students.
- PD in differentiated instruction.
- PD in classroom procedures and management, building relations and restorative practices.
- Continued PD and resources for high yield/Kagan strategies.
- Continue to improve dual credit and advanced course offerings in more areas.
- More opportunities to add course offerings to expand endorsement options (as well as advanced offerings in endorsements)
- Strengthen postsecondary community and business relationships
- Allocate resources for new course offerings
- Funding for educational field trips
-
-

Summary of Needs

- 43.67% of staff surveyed indicated a need for best practices to improve reading with struggling learners.
- Continue to improve, utilize and align interventions/programs such as GCS, tutorials, Achieve 3000, ESL Language Acquisition, mandatory tutorials and others to support all learners.
- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Rosetta Stone, Turnitin.com, Xello, NWEA MAP
-





Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Past HB 5 Ratings and Summaries
- No areas in the unacceptable range
- Event lists and sign-ins
-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• HB 5 rating of Exemplary	• Instructional materials and resources for events
• No HB 5 areas below Recognized	• Continue to increase community partnerships
• Community/Student-Parent Events - Open house, parent night's, Dual Credit parent night, FASFA night	•
• Community partnerships--HEB,Cici's, Popeye's, Chilis, Movies Inc, Reward coupons from Stripes, Jersey Mikes, Whataburger, etc	•
• Community Service--Food Bank, Book Drive, Toys for Tots, Thanksgiving baskets, blood drives	•
•	•

Summary of Needs

- Funding for resources and instructional materials for events
-
-
-





Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- SBDM
- DEIC
- SHAC
- Master Schedule
- Student Support Services Schedules--Counseling, Reading and Math labs, Special Ed. Resource, Library, Technology, ESL, Fine Arts, Pe
- School Map and Physical Environment
- Communications--Marquee, notes home, Living Tree, Remind 101, Blackboard, Newsletters
- Acceleration and Tutorials

- Staff Roster/Assignments/Duties
-

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Multiple and varied communication with all stakeholders	• Time to collaborate, plan and make decisions.
• Adequate input and participation on all campus decisions--scheduling, support services, tutoring, duties, etc.	•
•	•
•	•
•	•
•	•

Summary of Needs

-
-
-





Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- StaR Chart Data _____
- Technology Equipment Inventory _____
- Technology Program Usage Reports and Effectiveness _____
- Lesson Plans _____
- _____

- _____
- _____
- _____
- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Technology integration into daily lessons	• Increased personal student to technology ratio
• Teachers demonstrate proficiency in technology integration.	• Continuous upgrades of technology equipment
• District Technology Integration Specialists	• Continuous professional development and support throughout the school year
• Campus Technology Coordinators	•
• Campus Technicians	•
• Office 365 (and other cloud or electronic based programs for home use as well)	•
• chromebook carts	•
• Odysseyware	•
• Career Center available for computer use to students and parents	•
•	•

Summary of Needs

- Continued renewal, training and use of technology integration programs that support increased achievement in the core subjects and technology applications as well as special programs such as ELL and Sp. Ed. Programs include but not limited to those such as: Achieve 3000, Odyssey, Project ELL, Renaissance Learning, Rosetta Stone, Turnitin.com, Xello, NWEA MAP