



MONTGOMERY
Independent School District

2017-2018
Annual
Report



MONTGOMERY
Independent School District

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MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

**TEXAS ACADEMIC PERFORMANCE
REPORT
(DISTRICT REPORT)**

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

District Number: **170903**

2018 Accountability Rating: **B**

2018 Special Education Determination Status:

Meets Requirements

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

Not Reported

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District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

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

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	79%	88%	*	80%	91%	*	*	*	93%	*	77%	*
	2017	73%	73%	89%	*	85%	90%	-	*	*	83%	55%	84%	82%
At Meets Grade Level or Above	2018	43%	44%	53%	*	42%	57%	*	*	*	52%	*	35%	*
	2017	45%	46%	61%	*	53%	63%	-	*	*	58%	26%	46%	52%
At Masters Grade Level	2018	25%	26%	35%	*	29%	39%	*	*	*	19%	*	19%	*
	2017	29%	30%	42%	*	35%	43%	-	*	*	42%	16%	24%	27%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	88%	*	76%	92%	*	*	*	81%	64%	76%	*
	2017	77%	79%	91%	*	85%	92%	-	*	*	*	50%	88%	88%
At Meets Grade Level or Above	2018	47%	49%	56%	*	40%	61%	*	*	*	44%	33%	38%	*
	2017	49%	52%	66%	*	58%	68%	-	*	*	*	31%	55%	61%
At Masters Grade Level	2018	23%	25%	29%	*	17%	33%	*	*	*	22%	15%	17%	*
	2017	26%	28%	34%	*	26%	36%	-	*	*	*	19%	21%	33%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	74%	86%	*	81%	87%	-	*	-	82%	*	76%	76%
	2017	70%	71%	83%	67%	73%	86%	*	*	*	*	62%	75%	64%
At Meets Grade Level or Above	2018	46%	47%	58%	*	55%	58%	-	*	-	71%	*	39%	48%
	2017	44%	45%	57%	33%	41%	61%	*	*	*	*	49%	42%	26%
At Masters Grade Level	2018	24%	25%	30%	*	23%	30%	-	*	-	41%	*	14%	15%
	2017	24%	26%	34%	21%	23%	38%	*	*	*	*	21%	23%	13%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	87%	*	82%	89%	-	*	-	88%	*	79%	79%
	2017	76%	76%	88%	71%	86%	90%	*	*	*	*	68%	81%	82%
At Meets Grade Level or Above	2018	49%	51%	58%	*	54%	60%	-	*	-	65%	*	40%	55%
	2017	47%	50%	63%	50%	56%	65%	*	*	*	*	50%	53%	38%
At Masters Grade Level	2018	27%	29%	33%	*	30%	33%	-	*	-	65%	*	20%	45%
	2017	27%	31%	38%	25%	28%	40%	*	*	*	*	30%	24%	23%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	61%	71%	*	64%	72%	-	*	-	*	*	54%	*
	2017	65%	63%	75%	*	72%	76%	*	*	*	*	*	67%	*
At Meets Grade Level or Above	2018	39%	37%	48%	*	45%	48%	-	*	-	*	*	29%	*
	2017	34%	33%	42%	*	35%	44%	*	*	*	*	*	32%	*
At Masters Grade Level	2018	11%	10%	11%	*	12%	10%	-	*	-	*	*	5%	*
	2017	11%	11%	13%	*	9%	13%	*	*	*	*	*	8%	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	92%	76%	87%	94%	*	*	*	80%	*	83%	*
	2017	82%	82%	90%	*	82%	93%	*	*	-	95%	*	77%	74%
At Meets Grade Level or Above	2018	54%	53%	68%	40%	55%	72%	*	*	*	73%	*	53%	*
	2017	48%	49%	64%	*	50%	67%	*	*	-	74%	*	39%	37%
At Masters Grade Level	2018	26%	26%	34%	20%	28%	36%	*	*	*	40%	*	24%	*
	2017	25%	27%	38%	*	28%	41%	*	*	-	37%	*	19%	19%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	89%	96%	88%	95%	97%	*	*	*	100%	72%	93%	93%
	2017	87%	87%	94%	*	91%	95%	*	*	-	95%	*	88%	*
At Meets Grade Level or Above	2018	58%	56%	68%	44%	65%	70%	*	*	*	67%	53%	56%	54%

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

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	50%	62%	*	51%	65%	*	*	-	79%	*	45%	*
At Masters Grade Level	2018	30%	30%	37%	24%	26%	40%	*	*	*	33%	21%	22%	22%
	2017	24%	26%	35%	*	22%	39%	*	*	-	32%	*	20%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	84%	*	76%	86%	*	*	*	*	57%	73%	*
	2017	74%	76%	85%	*	72%	89%	*	*	-	89%	61%	75%	*
At Meets Grade Level or Above	2018	41%	42%	46%	*	37%	49%	*	*	*	*	33%	31%	*
	2017	42%	46%	56%	*	40%	60%	*	*	-	63%	28%	40%	*
At Masters Grade Level	2018	17%	18%	19%	*	9%	21%	*	*	*	*	14%	8%	*
	2017	18%	21%	24%	*	15%	26%	*	*	-	37%	13%	14%	*
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	70%	82%	*	76%	85%	*	*	*	*	45%	65%	*
	2017	69%	71%	85%	70%	74%	87%	*	*	-	*	*	71%	76%
At Meets Grade Level or Above	2018	39%	40%	49%	*	41%	52%	*	*	*	*	23%	29%	*
	2017	37%	41%	53%	30%	36%	58%	*	*	-	*	*	40%	30%
At Masters Grade Level	2018	19%	20%	25%	*	24%	26%	*	*	*	*	11%	10%	*
	2017	18%	21%	26%	25%	14%	28%	*	*	-	*	*	17%	14%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	80%	89%	*	88%	92%	*	*	*	80%	*	76%	*
	2017	76%	79%	93%	*	90%	94%	*	*	-	*	68%	86%	89%
At Meets Grade Level or Above	2018	44%	49%	63%	*	52%	67%	*	*	*	60%	*	41%	*
	2017	43%	47%	68%	*	53%	71%	*	*	-	*	32%	50%	54%
At Masters Grade Level	2018	18%	23%	31%	*	25%	33%	*	*	*	25%	*	14%	*
	2017	18%	23%	34%	*	18%	37%	*	*	-	*	14%	15%	19%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	75%	86%	*	78%	87%	*	100%	-	*	*	75%	77%
	2017	73%	73%	80%	*	69%	84%	*	*	*	82%	38%	60%	*
At Meets Grade Level or Above	2018	48%	49%	60%	*	46%	63%	*	78%	-	*	*	41%	40%
	2017	42%	43%	48%	*	33%	52%	*	*	*	71%	22%	24%	*
At Masters Grade Level	2018	29%	30%	35%	*	26%	38%	*	56%	-	*	*	20%	17%
	2017	23%	24%	26%	*	16%	29%	*	*	*	35%	10%	11%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	71%	88%	*	87%	89%	*	*	-	*	*	83%	81%
	2017	70%	69%	76%	*	59%	81%	*	*	*	*	*	62%	*
At Meets Grade Level or Above	2018	40%	37%	58%	*	49%	60%	*	*	-	*	*	47%	58%
	2017	40%	39%	44%	*	27%	50%	*	*	*	*	*	34%	*
At Masters Grade Level	2018	18%	15%	23%	*	19%	24%	*	*	-	*	*	15%	23%
	2017	17%	15%	12%	*	10%	14%	*	*	*	*	*	9%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	71%	82%	76%	75%	84%	*	*	-	*	*	69%	*
	2017	70%	70%	76%	*	57%	81%	*	*	*	*	*	57%	*
At Meets Grade Level or Above	2018	43%	45%	56%	33%	43%	58%	*	*	-	*	*	37%	*
	2017	39%	39%	47%	*	29%	50%	*	*	*	*	*	28%	*
At Masters Grade Level	2018	15%	16%	20%	24%	14%	21%	*	*	-	*	*	6%	*
	2017	12%	12%	16%	*	7%	18%	*	*	*	*	*	7%	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	91%	*	84%	93%	*	*	*	89%	*	77%	*
	2017	86%	86%	91%	*	86%	93%	*	100%	-	*	*	82%	*

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

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	51%	57%	*	44%	61%	*	*	*	61%	*	33%	*
	2017	50%	52%	60%	*	51%	63%	*	77%	-	*	*	33%	*
At Masters Grade Level	2018	27%	28%	33%	*	21%	35%	*	*	*	61%	*	17%	*
	2017	23%	25%	29%	*	22%	32%	*	54%	-	*	*	16%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	86%	93%	85%	86%	95%	*	*	*	*	*	85%	*
	2017	85%	86%	94%	81%	90%	96%	*	100%	-	100%	*	86%	*
At Meets Grade Level or Above	2018	51%	56%	74%	52%	54%	79%	*	*	*	*	*	51%	*
	2017	45%	50%	75%	56%	68%	77%	*	89%	-	73%	*	59%	*
At Masters Grade Level	2018	15%	21%	35%	22%	19%	39%	*	*	*	*	*	15%	*
	2017	13%	18%	31%	19%	21%	33%	*	56%	-	47%	*	15%	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	77%	84%	65%	72%	86%	*	*	*	76%	38%	69%	*
	2017	76%	78%	84%	*	76%	88%	*	*	-	*	*	68%	*
At Meets Grade Level or Above	2018	52%	54%	61%	38%	36%	66%	*	*	*	71%	22%	40%	*
	2017	48%	52%	58%	*	50%	62%	*	*	-	*	*	41%	*
At Masters Grade Level	2018	28%	31%	34%	19%	20%	38%	*	*	*	29%	9%	13%	*
	2017	19%	21%	19%	*	13%	21%	*	*	-	*	*	13%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	67%	78%	67%	65%	80%	*	*	*	78%	*	61%	*
	2017	63%	65%	73%	*	69%	75%	*	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	36%	38%	44%	37%	30%	46%	*	*	*	50%	*	26%	*
	2017	33%	36%	38%	*	33%	40%	*	*	-	*	*	26%	*
At Masters Grade Level	2018	21%	23%	26%	19%	12%	28%	*	*	*	28%	*	8%	*
	2017	19%	21%	23%	*	22%	24%	*	*	-	*	*	14%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	66%	78%	*	71%	82%	*	*	*	*	29%	61%	*
	2017	64%	64%	80%	*	71%	82%	*	*	*	*	*	60%	*
At Meets Grade Level or Above	2018	44%	45%	60%	*	52%	65%	*	*	*	*	15%	41%	*
	2017	43%	44%	64%	*	55%	66%	*	*	*	*	*	41%	*
At Masters Grade Level	2018	7%	8%	9%	*	4%	10%	*	*	*	*	7%	5%	*
	2017	8%	8%	14%	*	10%	16%	*	*	*	*	*	4%	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	69%	81%	*	77%	83%	*	*	*	*	*	64%	*
	2017	66%	66%	79%	*	72%	82%	*	*	*	*	20%	57%	*
At Meets Grade Level or Above	2018	48%	50%	69%	*	61%	71%	*	*	*	*	*	46%	*
	2017	45%	47%	65%	*	52%	68%	*	*	*	*	12%	39%	*
At Masters Grade Level	2018	8%	9%	12%	*	13%	12%	*	*	*	*	*	7%	*
	2017	6%	7%	13%	*	10%	14%	*	*	*	*	8%	3%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	82%	93%	86%	89%	94%	*	100%	-	100%	57%	84%	89%
	2017	83%	82%	94%	*	94%	95%	*	100%	*	88%	43%	85%	*
At Meets Grade Level or Above	2018	55%	53%	77%	55%	72%	78%	*	100%	-	88%	26%	60%	68%
	2017	48%	47%	71%	*	56%	75%	*	100%	*	75%	15%	45%	*
At Masters Grade Level	2018	32%	33%	53%	38%	46%	55%	*	60%	-	63%	20%	32%	26%
	2017	26%	26%	44%	*	36%	45%	*	100%	*	50%	11%	21%	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	87%	92%	*	84%	94%	*	100%	*	*	55%	81%	*
	2017	86%	87%	92%	*	87%	93%	*	*	*	100%	*	81%	*
At Meets Grade Level or Above	2018	59%	62%	73%	*	61%	77%	*	93%	*	*	19%	51%	*

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

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2017	57%	60%	71%	*	54%	75%	*	*	*	92%	*	42%	*
	2018	24%	26%	31%	*	24%	34%	*	57%	*	*	10%	16%	*
	2017	21%	23%	32%	*	19%	34%	*	*	*	54%	*	13%	*
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	96%	*	95%	97%	*	*	-	100%	67%	88%	*
	2017	91%	92%	96%	83%	94%	97%	*	100%	*	*	76%	92%	*
At Meets Grade Level or Above	2018	70%	74%	84%	*	76%	87%	*	*	-	93%	38%	70%	*
	2017	66%	70%	80%	58%	73%	82%	*	100%	*	*	35%	66%	*
At Masters Grade Level	2018	40%	46%	51%	*	43%	53%	*	*	-	87%	21%	38%	*
	2017	35%	41%	48%	25%	45%	48%	*	80%	*	*	18%	34%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	77%	87%	69%	81%	89%	69%	95%	*	83%	48%	75%	74%
	2017	75%	76%	86%	63%	79%	88%	76%	97%	*	87%	46%	74%	72%
At Meets Grade Level or Above	2018	48%	49%	61%	35%	51%	64%	41%	78%	*	62%	25%	42%	36%
	2017	45%	47%	60%	31%	48%	63%	41%	74%	*	67%	24%	42%	36%
At Masters Grade Level	2018	22%	23%	29%	14%	22%	31%	15%	41%	*	31%	11%	15%	12%
	2017	20%	22%	28%	12%	20%	31%	13%	44%	*	31%	10%	15%	13%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	75%	85%	63%	79%	88%	*	92%	*	81%	44%	72%	72%
	2017	72%	73%	84%	60%	76%	87%	*	98%	*	86%	38%	70%	68%
At Meets Grade Level or Above	2018	46%	47%	60%	29%	50%	63%	*	75%	*	60%	20%	40%	33%
	2017	44%	46%	59%	29%	47%	63%	*	73%	*	68%	21%	38%	31%
At Masters Grade Level	2018	19%	21%	26%	11%	20%	28%	*	35%	*	28%	8%	14%	9%
	2017	19%	20%	27%	11%	19%	29%	*	34%	*	26%	8%	14%	13%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	91%	76%	86%	93%	74%	97%	*	86%	57%	82%	82%
	2017	79%	80%	91%	74%	86%	92%	*	100%	*	89%	56%	83%	83%
At Meets Grade Level or Above	2018	50%	51%	66%	41%	56%	69%	48%	82%	*	59%	31%	48%	49%
	2017	46%	48%	65%	40%	54%	68%	*	85%	*	69%	29%	49%	46%
At Masters Grade Level	2018	24%	26%	35%	19%	27%	38%	26%	47%	*	35%	14%	20%	21%
	2017	22%	24%	34%	15%	24%	36%	*	65%	*	34%	12%	18%	18%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	66%	77%	70%	69%	78%	*	*	-	*	26%	61%	*
	2017	67%	66%	76%	55%	66%	79%	*	*	*	81%	36%	62%	*
At Meets Grade Level or Above	2018	41%	41%	52%	33%	44%	54%	*	*	-	*	20%	32%	*
	2017	36%	36%	44%	26%	32%	47%	*	*	*	63%	22%	30%	*
At Masters Grade Level	2018	13%	13%	16%	17%	13%	16%	*	*	-	*	9%	5%	*
	2017	11%	11%	14%	9%	8%	16%	*	*	*	22%	7%	8%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	87%	67%	78%	89%	*	96%	*	86%	50%	74%	67%
	2017	79%	80%	88%	*	79%	90%	*	89%	*	89%	46%	75%	67%
At Meets Grade Level or Above	2018	51%	53%	61%	35%	46%	64%	*	80%	*	72%	24%	41%	23%
	2017	49%	53%	62%	*	48%	66%	*	72%	*	71%	21%	41%	36%
At Masters Grade Level	2018	23%	25%	28%	9%	18%	31%	*	44%	*	28%	11%	13%	7%
	2017	19%	22%	25%	*	16%	27%	*	33%	*	40%	9%	13%	9%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	80%	86%	73%	80%	88%	*	100%	*	88%	49%	72%	*
	2017	77%	79%	85%	58%	81%	87%	*	96%	*	82%	55%	72%	*
At Meets Grade Level or Above	2018	53%	56%	63%	35%	53%	65%	*	80%	*	70%	30%	43%	*
	2017	49%	53%	60%	36%	52%	62%	*	74%	*	50%	27%	44%	*

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	34%	38%	19%	27%	40%	*	53%	*	55%	13%	20%	*
	2017	27%	31%	36%	16%	33%	37%	*	48%	*	32%	12%	23%	*

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 2017-18 District Progress

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	64	58	*	55	59	-	*	-	58	58	49	48
Grade 4 Mathematics	2018	65	66	59	*	63	59	-	*	-	67	44	51	66
Grade 5 ELA/Reading	2018	80	76	78	76	81	78	*	*	*	75	67	77	74
Grade 5 Mathematics	2018	81	78	77	78	72	78	*	*	*	75	74	75	68
Grade 6 ELA/Reading	2018	47	47	49	*	56	49	*	*	-	39	56	45	59
Grade 6 Mathematics	2018	56	61	68	53	70	69	*	*	-	58	52	59	63
Grade 7 ELA/Reading	2018	76	73	75	74	68	77	*	88	-	64	71	69	85
Grade 7 Mathematics	2018	67	65	71	54	76	71	*	100	-	78	67	67	88
Grade 8 ELA/Reading	2018	79	79	80	78	82	80	*	100	*	71	74	79	72
Grade 8 Mathematics	2018	81	80	83	85	83	83	*	*	*	82	56	79	81
End of Course English II	2018	67	67	67	64	66	67	*	*	*	75	57	63	67
End of Course Algebra I	2018	72	69	82	64	81	82	*	100	-	87	44	71	81
All Grades Both Subjects	2018	69	69	71	66	71	71	60	81	*	68	60	66	71
All Grades ELA/Reading	2018	69	68	68	64	68	69	58	80	*	62	64	64	68
All Grades Mathematics	2018	70	70	74	67	74	74	63	82	*	73	55	67	73

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	37%	47%	44%	47%	50%	*	*	-	*	25%	40%	33%
	2017	35%	33%	38%	29%	36%	40%	*	*	-	44%	16%	30%	37%
Mathematics	2018	47%	44%	56%	54%	53%	57%	*	*	*	50%	23%	51%	50%
	2017	43%	42%	48%	35%	39%	52%	*	*	*	*	26%	36%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	88%	78%	84%	89%	*	*	*	86%	53%	77%	64%
Students Requiring Accelerated Instruction														
	2018	21%	22%	12%	22%	16%	11%	*	*	*	*	47%	23%	36%
STAAR Cumulative Met Standard														
	2018	84%	82%	92%	78%	89%	94%	*	*	*	80%	58%	84%	76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	*	*	*	*	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5														
	2018	53%	42%	*	-	-	*	-	-	-	-	-	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	83%	94%	83%	90%	95%	*	100%	*	100%	67%	84%	80%
Students Requiring Accelerated Instruction														
	2018	15%	17%	6%	*	10%	5%	*	*	*	*	33%	16%	20%
STAAR Cumulative Met Standard														
	2018	90%	89%	97%	91%	96%	97%	*	100%	*	100%	72%	92%	92%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	96%	*	-	*	*	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5														
	2018	69%	74%	*	-	-	*	-	-	-	-	-	-	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	80%	86%	74%	75%	88%	*	83%	*	88%	35%	68%	*
Students Requiring Accelerated Instruction														
	2018	21%	20%	14%	26%	25%	12%	*	*	*	*	65%	32%	83%
STAAR Cumulative Met Standard														
	2018	85%	86%	91%	85%	84%	93%	*	100%	*	89%	46%	77%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	*	-	-	*	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2018	8%	9%	*	-	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	81%	91%	85%	81%	93%	*	*	*	79%	36%	78%	63%
Students Requiring Accelerated Instruction														
	2018	20%	19%	9%	*	19%	7%	*	*	*	*	64%	22%	*

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TEXAS EDUCATION AGENCY
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 2017-18 District Prior Year and Student Success Initiative

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2018	86%	86%	93%	85%	86%	95%	*	*	*	73%	38%	84%	63%

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

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	77%	87%	65%	-	-	65%	-	57%	*	*	*	61%	61%
	2017	75%	76%	86%	66%	-	-	66%	-	48%	*	*	*	56%	58%
At Meets Grade Level or Above	2018	48%	49%	61%	24%	-	-	24%	-	18%	*	*	*	21%	20%
	2017	45%	47%	60%	22%	-	-	22%	-	17%	*	*	*	20%	21%
At Masters Grade Level	2018	22%	23%	29%	7%	-	-	7%	-	4%	*	*	*	5%	5%
	2017	20%	22%	28%	8%	-	-	8%	-	4%	*	*	*	6%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	75%	85%	*	-	-	*	-	*	*	*	*	55%	55%
	2017	72%	73%	84%	59%	-	-	59%	-	*	*	*	*	52%	54%
At Meets Grade Level or Above	2018	46%	47%	60%	*	-	-	*	-	*	*	*	*	17%	17%
	2017	44%	46%	59%	18%	-	-	18%	-	*	*	*	*	18%	18%
At Masters Grade Level	2018	19%	21%	26%	*	-	-	*	-	*	*	*	*	5%	5%
	2017	19%	20%	27%	11%	-	-	11%	-	*	*	*	*	6%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	81%	91%	74%	-	-	74%	-	*	*	*	*	73%	74%
	2017	79%	80%	91%	*	-	-	*	-	*	*	*	*	76%	77%
At Meets Grade Level or Above	2018	50%	51%	66%	33%	-	-	33%	-	*	*	*	*	33%	32%
	2017	46%	48%	65%	*	-	-	*	-	*	*	*	*	25%	26%
At Masters Grade Level	2018	24%	26%	35%	14%	-	-	14%	-	*	*	*	*	9%	9%
	2017	22%	24%	34%	*	-	-	*	-	*	*	*	*	8%	10%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	66%	77%	*	-	-	*	-	*	*	*	-	*	*
	2017	67%	66%	76%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	41%	41%	52%	*	-	-	*	-	*	*	*	-	*	*
	2017	36%	36%	44%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	13%	13%	16%	*	-	-	*	-	*	*	*	-	*	*
	2017	11%	11%	14%	*	-	-	*	-	*	*	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	81%	87%	*	-	-	*	-	*	*	*	-	*	*
	2017	79%	80%	88%	*	-	-	*	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	53%	61%	*	-	-	*	-	*	*	*	-	*	*
	2017	49%	53%	62%	*	-	-	*	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	25%	28%	*	-	-	*	-	*	*	*	-	*	*
	2017	19%	22%	25%	*	-	-	*	-	*	*	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	80%	86%	-	-	-	-	-	*	*	*	-	*	*
	2017	77%	79%	85%	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	53%	56%	63%	-	-	-	-	-	*	*	*	-	*	*

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

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	53%	60%	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	31%	34%	38%	-	-	-	-	-	*	*	*	-	*	*
	2017	27%	31%	36%	-	-	-	-	-	*	*	*	*	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	69	71	69	-	-	69	-	66	70	64	*	67	68
All Grades ELA/Reading	2018	69	68	68	74	-	-	74	-	66	68	64	-	69	69
All Grades Mathematics	2018	70	70	74	65	-	-	65	-	67	72	63	*	66	67

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	37%	47%	63%	-	-	63%	-	*	*	*	-	33%	33%
	2017	35%	33%	38%	*	-	-	*	-	39%	*	43%	-	37%	37%
Mathematics	2018	47%	44%	56%	*	-	-	*	-	45%	*	*	*	47%	50%
	2017	43%	42%	48%	*	-	-	*	-	44%	*	38%	-	42%	42%

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	97%	99%	99%	100%	97%	95%	98%	99%
Included in Accountability	94%	94%	94%	92%	94%	94%	95%	98%	100%	94%	90%	91%	93%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	3%	3%	2%	1%	0%	3%	4%	6%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	1%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Absent	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	98%	100%	99%	100%	97%	95%	97%	99%
Included in Accountability	94%	94%	94%	92%	94%	94%	99%	89%	100%	88%	90%	92%	85%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	4%	3%	0%	8%	0%	9%	3%	4%	11%
Other Exclusions	1%	1%	0%	1%	0%	0%	1%	1%	0%	0%	2%	0%	3%
Not Tested	1%	1%	2%	2%	2%	2%	0%	1%	0%	3%	5%	3%	1%
Absent	1%	1%	2%	2%	2%	2%	0%	1%	0%	3%	5%	3%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	96.0%	95.3%	95.8%	95.9%	95.2%	95.2%	96.8%	96.5%	95.7%	94.3%	94.4%	96.6%
2015-16	95.8%	96.1%	95.5%	95.9%	95.8%	95.4%	95.3%	97.0%	95.8%	95.2%	94.5%	94.5%	96.2%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.1%	0.4%	0.0%	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.9%	1.0%	4.8%
2015-16	0.4%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.3%	0.6%	1.2%	0.6%	0.6%	0.0%	0.0%	*	0.0%	0.0%	1.1%	0.0%
2015-16	2.0%	1.4%	0.3%	1.2%	0.6%	0.3%	0.0%	0.0%	*	0.0%	1.1%	0.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	91.4%	93.8%	95.5%	90.5%	94.4%	100.0%	100.0%	-	66.7%	93.5%	87.4%	*
Received TxCHSE	0.4%	1.1%	1.7%	0.0%	1.4%	1.9%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Continued HS	4.0%	3.1%	1.2%	0.0%	1.4%	1.3%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Dropped Out	5.9%	4.4%	3.3%	4.5%	6.8%	2.4%	0.0%	0.0%	-	33.3%	0.0%	6.8%	*
Graduates and TxCHSE	90.1%	92.5%	95.5%	95.5%	91.9%	96.3%	100.0%	100.0%	-	66.7%	96.8%	90.3%	*
Graduates, TxCHSE, and Continuers	94.1%	95.6%	96.7%	95.5%	93.2%	97.6%	100.0%	100.0%	-	66.7%	100.0%	93.2%	*
Class of 2016													
Graduated	89.1%	89.9%	95.4%	90.0%	95.3%	95.6%	*	100.0%	*	92.3%	90.0%	89.2%	*
Received TxCHSE	0.5%	1.1%	1.8%	0.0%	0.0%	2.3%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	4.2%	3.7%	1.1%	5.0%	1.6%	0.7%	*	0.0%	*	7.7%	2.5%	3.2%	*
Dropped Out	6.2%	5.3%	1.6%	5.0%	3.1%	1.4%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	89.6%	91.1%	97.3%	90.0%	95.3%	97.9%	*	100.0%	*	92.3%	90.0%	91.4%	*
Graduates, TxCHSE, and Continuers	93.8%	94.7%	98.4%	95.0%	96.9%	98.6%	*	100.0%	*	100.0%	92.5%	94.6%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	92.1%	96.0%	90.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	91.3%	*
Received TxCHSE	0.7%	1.5%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	1.2%	0.8%	0.2%	5.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.1%	*
Dropped Out	6.6%	5.5%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.2%	93.6%	98.0%	90.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	93.5%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Class of 2015													
Graduated	91.3%	92.6%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received TxCHSE	0.8%	1.6%	2.6%	0.0%	2.2%	3.0%	*	*	*	0.0%	6.5%	7.0%	-
Continued HS	1.2%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	5.1%	4.3%	14.3%	2.2%	4.2%	*	*	*	0.0%	6.5%	9.3%	-
Graduates and TxCHSE	92.1%	94.2%	95.7%	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
Graduates, TxCHSE, and Continuers	93.3%	94.9%	95.7%	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	92.9%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-

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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.7%	3.0%	4.8%	2.2%	3.2%	*	*	*	0.0%	6.5%	8.1%	-
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	5.0%	3.9%	9.5%	2.2%	3.9%	*	*	*	0.0%	6.5%	8.1%	-
Graduates and TxCHSE	92.8%	94.7%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Class of 2014													
Graduated	90.9%	91.7%	92.9%	70.6%	88.3%	94.7%	*	87.5%	-	85.7%	90.3%	84.4%	-
Received TxCHSE	1.2%	2.3%	2.7%	0.0%	6.7%	2.0%	*	0.0%	-	14.3%	0.0%	4.4%	-
Continued HS	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	5.6%	4.5%	29.4%	5.0%	3.3%	*	12.5%	-	0.0%	9.7%	11.1%	-
Graduates and TxCHSE	92.2%	94.0%	95.5%	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
Graduates, TxCHSE, and Continuers	92.8%	94.4%	95.5%	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	91.4%	92.5%	95.5%	88.2%	93.2%	100.0%	100.0%	-	66.7%	85.3%	84.1%	*
Class of 2016	89.1%	89.9%	95.3%	90.0%	93.8%	95.6%	*	100.0%	*	92.3%	90.0%	88.3%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	87.1%	83.8%	65.0%	74.6%	85.9%	80.0%	100.0%	-	*	34.5%	69.0%	*
Class of 2016	87.4%	84.7%	81.4%	64.7%	77.0%	82.8%	*	90.0%	*	75.0%	25.0%	62.2%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	5.7%	33.3%	*	-	38.5%	*	-	-	-	-	*	-
Class of 2016	5.5%	6.5%	77.8%	*	-	87.5%	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	80.8%	66.7%	*	-	61.5%	*	-	-	-	-	*	-
Class of 2016	54.0%	80.0%	22.2%	*	-	12.5%	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.0%	84.3%	66.7%	74.6%	86.3%	83.3%	100.0%	-	*	34.5%	70.0%	*
Class of 2016	85.1%	84.9%	81.8%	66.7%	77.0%	83.1%	*	90.0%	*	75.0%	25.0%	62.7%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	86.1%	82.6%	65.0%	72.7%	85.1%	80.0%	83.3%	-	80.0%	33.3%	66.7%	40.0%
2015-16	85.6%	83.1%	81.2%	64.7%	77.6%	82.5%	*	90.0%	*	75.0%	24.3%	63.0%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	5.8%	20.8%	*	-	22.7%	*	-	-	-	-	*	-
2015-16	5.6%	6.6%	77.8%	*	-	87.5%	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	76.4%	79.2%	*	-	77.3%	*	-	-	-	-	*	-
2015-16	51.9%	78.8%	22.2%	*	-	12.5%	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.3%	83.4%	66.7%	72.7%	85.8%	83.3%	83.3%	-	80.0%	33.3%	67.5%	40.0%
2015-16	83.3%	83.4%	81.5%	66.7%	77.6%	82.8%	*	90.0%	*	75.0%	24.3%	63.4%	*

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

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

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	541	100.0%	334,424	100.0%
By Ethnicity:				
African American	21	3.9%	42,132	12.6%
Hispanic	66	12.2%	164,446	49.2%
White	437	80.8%	105,748	31.6%
American Indian	6	1.1%	1,254	0.4%
Asian	6	1.1%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	5	0.9%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	90	16.6%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	427	78.9%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	0	0.0%	16,650	5.0%
Foundation H.S. Program (Endorsement)	5	0.9%	3,212	1.0%
Foundation H.S. Program (DLA)	19	3.5%	25,399	7.6%
Special Education Graduates	30	5.5%	25,105	7.5%
Economically Disadvantaged Graduates	83	15.3%	159,476	47.7%
LEP Graduates	5	0.9%	17,579	5.3%
At-Risk Graduates	159	29.4%	132,112	39.5%

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District College, Career, and Military Readiness (CCMR)

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	54.4%	61.8%	35.7%	46.2%	65.1%	66.7%	83.3%	-	60.0%	18.3%	39.8%	0.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	48.0%	57.5%	28.6%	39.4%	61.3%	50.0%	83.3%	-	60.0%	3.3%	30.1%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	55.9%	65.6%	33.3%	51.5%	68.9%	66.7%	83.3%	-	80.0%	16.7%	34.9%	0.0%
Mathematics													
2016-17	42.0%	45.2%	55.8%	28.6%	39.4%	59.3%	50.0%	83.3%	-	60.0%	3.3%	28.9%	0.0%
Both Subjects													
2016-17	37.8%	41.6%	54.0%	23.8%	37.9%	57.4%	50.0%	83.3%	-	60.0%	3.3%	26.5%	0.0%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	20.3%	21.8%	4.8%	15.2%	23.3%	0.0%	33.3%	-	60.0%	0.0%	12.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	19.8%	13.9%	23.8%	7.6%	14.0%	16.7%	16.7%	-	40.0%	0.0%	3.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.2%	11.3%	9.5%	12.1%	11.0%	41.7%	0.0%	-	10.0%	15.0%	13.9%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.8%	0.4%	4.8%	0.0%	0.2%	0.0%	0.0%	-	0.0%	6.7%	2.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.9%	19.0%	9.5%	18.2%	19.5%	50.0%	0.0%	-	20.0%	10.0%	15.7%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	1.5%	0.0%	3.0%	1.1%	16.7%	0.0%	-	0.0%	3.3%	3.6%	0.0%

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

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	23.3%	32.3%	4.8%	31.8%	33.9%	0.0%	50.0%	-	40.0%	16.7%	19.3%	0.0%
2015-16	22.6%	22.8%	16.1%	11.1%	17.9%	16.5%	*	10.0%	*	0.0%	5.4%	22.0%	*
Mathematics													
2016-17	19.8%	19.3%	27.2%	14.3%	24.2%	28.4%	0.0%	50.0%	-	20.0%	3.3%	15.7%	0.0%
2015-16	18.1%	17.9%	14.9%	11.1%	22.4%	14.0%	*	20.0%	*	16.7%	2.7%	14.6%	*
Both Subjects													
2016-17	12.9%	13.5%	22.0%	4.8%	21.2%	22.9%	0.0%	50.0%	-	20.0%	3.3%	12.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	41.2%	83.9%	71.4%	84.8%	84.4%	83.3%	83.3%	-	80.0%	90.0%	80.7%	60.0%
2015-16	47.8%	43.2%	98.9%	100.0%	97.0%	99.3%	*	100.0%	*	100.0%	97.3%	96.3%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	3.9%	7.0%	0.0%	4.5%	7.6%	0.0%	0.0%	-	40.0%	0.0%	4.8%	0.0%
Both Subjects													
2016-17	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	23.3%	22.7%	28.6%	21.7%	22.1%	45.5%	50.0%	*	14.3%	n/a	11.0%	n/a
2016	25.5%	23.1%	25.7%	8.6%	23.9%	26.3%	28.6%	40.0%	*	23.5%	n/a	15.8%	n/a
English Language Arts													
2017	15.9%	10.8%	7.2%	4.8%	3.8%	7.4%	9.1%	31.3%	*	7.1%	n/a	2.2%	n/a
2016	15.5%	10.5%	6.4%	2.9%	3.6%	6.7%	0.0%	20.0%	*	11.8%	n/a	4.0%	n/a
Mathematics													
2017	7.2%	7.7%	4.8%	11.9%	3.2%	4.8%	0.0%	6.3%	*	7.1%	n/a	1.3%	n/a
2016	6.8%	7.2%	7.4%	0.0%	6.5%	7.5%	0.0%	20.0%	*	17.6%	n/a	5.0%	n/a
Science													
2017	10.9%	10.1%	8.4%	7.1%	8.3%	8.0%	9.1%	31.3%	*	14.3%	n/a	3.5%	n/a
2016	10.4%	9.5%	7.8%	0.0%	7.2%	7.8%	14.3%	20.0%	*	11.8%	n/a	5.0%	n/a
Social Studies													
2017	15.0%	13.4%	17.4%	19.0%	16.6%	17.1%	36.4%	37.5%	*	7.1%	n/a	6.6%	n/a
2016	14.8%	14.4%	21.2%	8.6%	18.1%	21.9%	14.3%	40.0%	*	17.6%	n/a	10.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	57.0%	47.1%	58.3%	32.4%	48.8%	20.0%	50.0%	-	*	n/a	20.0%	n/a
2016	49.5%	57.2%	41.6%	*	39.4%	40.9%	*	50.0%	*	*	n/a	37.5%	n/a
English Language Arts													
2017	41.3%	49.9%	59.1%	*	50.0%	61.6%	*	80.0%	-	*	n/a	20.0%	n/a
2016	43.3%	54.2%	68.5%	*	20.0%	71.0%	-	*	-	*	n/a	25.0%	n/a
Mathematics													
2017	51.3%	60.4%	71.2%	80.0%	60.0%	70.2%	-	*	-	*	n/a	*	n/a
2016	54.0%	62.9%	41.7%	-	44.4%	37.7%	-	*	-	*	n/a	20.0%	n/a
Science													
2017	38.3%	49.6%	45.6%	*	30.8%	46.8%	*	60.0%	-	*	n/a	12.5%	n/a
2016	35.1%	50.8%	53.9%	-	60.0%	54.2%	*	*	*	*	n/a	30.0%	n/a

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

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	50.4%	36.2%	50.0%	15.4%	38.7%	*	50.0%	-	*	n/a	13.3%	n/a
2016	41.6%	50.0%	27.5%	*	20.0%	27.7%	*	33.3%	-	*	n/a	33.3%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	60.0%	65.4%	61.9%	60.6%	66.4%	66.7%	50.0%	-	80.0%	n/a	40.7%	n/a
Class of 2016	71.6%	60.4%	67.5%	50.0%	59.7%	69.3%	*	70.0%	*	75.0%	n/a	42.4%	n/a
At/Above Criterion													
Class of 2017	22.3%	32.1%	35.9%	30.8%	22.5%	37.2%	*	*	-	*	n/a	18.9%	n/a
Class of 2016	22.5%	31.4%	40.4%	0.0%	40.0%	41.6%	*	42.9%	*	33.3%	n/a	22.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1084	1108	1058	1016	1123	*	*	-	*	n/a	1073	n/a
Class of 2016	1375	1473	1530	1356	1469	1532	*	1734	*	1702	n/a	1467	n/a
English Language Arts													
Class of 2017	512	546	560	534	509	568	*	*	-	*	n/a	539	n/a
Class of 2016	903	967	997	878	948	999	*	1132	*	1147	n/a	957	n/a
Mathematics													
Class of 2017	507	538	549	524	511	555	*	*	-	*	n/a	533	n/a
Class of 2016	472	507	532	478	520	533	*	602	*	558	n/a	509	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.1	22.4	19.8	20.5	22.7	*	*	-	*	n/a	20.6	n/a
Class of 2016	20.3	21.8	22.9	16.8	22.2	23.1	*	23.6	-	22.0	n/a	20.8	n/a
English Language Arts													
Class of 2017	19.9	21.8	22.2	20.1	19.9	22.4	*	*	-	*	n/a	20.1	n/a
Class of 2016	19.8	21.4	22.5	16.2	22.1	22.7	*	23.4	-	21.1	n/a	20.4	n/a
Mathematics													
Class of 2017	20.4	22.0	22.2	19.0	21.0	22.4	*	*	-	*	n/a	20.8	n/a
Class of 2016	20.5	21.9	22.9	17.0	22.2	23.2	*	23.7	-	22.4	n/a	20.5	n/a
Science													
Class of 2017	20.6	22.2	22.6	19.2	20.4	23.0	*	*	-	*	n/a	20.6	n/a
Class of 2016	20.5	21.9	23.1	17.5	22.0	23.4	*	22.7	-	22.2	n/a	21.2	n/a

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Other Postsecondary Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	31.5%	29.8%	20.0%	26.5%	30.6%	36.4%	69.2%	*	15.2%	3.8%	14.8%	11.1%
2015-16	35.9%	30.6%	26.4%	15.2%	22.5%	27.3%	16.7%	48.4%	*	19.5%	3.6%	13.2%	7.7%
English Language Arts													
2016-17	16.8%	13.0%	5.1%	2.7%	2.6%	5.5%	4.5%	19.2%	*	2.6%	0.0%	1.4%	0.0%
2015-16	16.2%	12.6%	10.6%	4.3%	7.1%	11.3%	5.9%	17.2%	*	13.5%	1.4%	5.0%	0.0%
Mathematics													
2016-17	19.5%	18.1%	16.0%	11.6%	11.4%	16.8%	11.1%	40.0%	*	7.5%	1.5%	7.6%	11.8%
2015-16	19.3%	17.8%	14.6%	7.4%	10.0%	15.4%	6.3%	25.0%	*	16.1%	0.0%	6.3%	8.3%
Science													
2016-17	5.7%	5.0%	2.0%	2.9%	1.4%	1.8%	5.0%	16.7%	*	2.5%	0.0%	0.5%	0.0%
2015-16	5.1%	5.2%	2.2%	0.0%	2.2%	2.2%	6.3%	3.8%	*	3.1%	1.0%	1.4%	0.0%
Social Studies													
2016-17	21.8%	19.3%	21.4%	14.5%	19.3%	21.7%	22.7%	50.0%	*	17.5%	1.3%	9.0%	0.0%
2015-16	20.8%	18.7%	18.8%	8.2%	15.4%	19.7%	11.1%	35.5%	*	10.5%	0.7%	7.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	51.2%	60.5%	77.8%	52.2%	61.9%	*	60.0%	*	50.0%	23.1%	50.6%	*
2014-15	56.1%	52.0%	55.7%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	63.4%	74.1%	23.1%	69.7%	77.2%	*	83.3%	-	66.7%	11.1%	47.6%	-
2014-15	55.6%	65.4%	72.2%	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	8,730	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	29	0.3%	14,684	0.3%
Pre-Kindergarten	150	1.7%	231,297	4.3%
Kindergarten	589	6.7%	371,145	6.9%
Grade 1	595	6.8%	388,362	7.2%
Grade 2	580	6.6%	394,137	7.3%
Grade 3	607	7.0%	409,763	7.6%
Grade 4	655	7.5%	413,654	7.7%
Grade 5	708	8.1%	414,218	7.7%
Grade 6	701	8.0%	402,451	7.5%
Grade 7	754	8.6%	402,350	7.5%
Grade 8	708	8.1%	398,479	7.4%
Grade 9	721	8.3%	432,724	8.0%
Grade 10	701	8.0%	396,968	7.4%
Grade 11	606	6.9%	371,606	6.9%
Grade 12	626	7.2%	343,174	6.4%
Ethnic Distribution:				
African American	247	2.8%	679,472	12.6%
Hispanic	1,344	15.4%	2,821,189	52.4%
White	6,755	77.4%	1,498,643	27.8%
American Indian	45	0.5%	20,521	0.4%
Asian	84	1.0%	235,095	4.4%
Pacific Islander	9	0.1%	8,008	0.1%
Two or More Races	246	2.8%	122,084	2.3%
Economically Disadvantaged	2,045	23.4%	3,164,349	58.8%
Non-Educationally Disadvantaged	6,685	76.6%	2,220,663	41.2%
English Learners (EL)	222	2.5%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	81	0.9%	73,713	1.3%
At-Risk	2,760	31.6%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	589		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	235	39.9%	211,650	43.3%
Students with Physical Disabilities	122	20.7%	107,029	21.9%
Students with Autism	79	13.4%	64,238	13.2%
Students with Behavioral Disabilities	141	23.9%	98,927	20.3%
Students with Non-Categorical Early Childhood	12	2.0%	6,619	1.4%

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

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	2.2%	1.8%	2.6%	6.9%
Grade 1	5.0%	3.4%	21.4%	6.2%
Grade 2	1.2%	2.1%	3.0%	2.6%
Grade 3	0.6%	1.3%	0.0%	1.0%
Grade 4	1.0%	0.6%	0.0%	0.5%
Grade 5	0.2%	0.7%	0.0%	0.6%
Grade 6	0.2%	0.5%	0.0%	0.6%
Grade 7	0.2%	0.7%	0.0%	0.6%
Grade 8	0.2%	0.6%	0.0%	0.8%
Grade 9	2.2%	8.0%	3.0%	13.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	6	0.1%	5,588	0.2%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.1	18.7
Grade 1	19.6	18.8
Grade 2	20.7	18.8
Grade 3	19.6	19.0
Grade 4	20.3	19.2
Grade 5	24.1	21.2
Grade 6	23.0	20.3
Secondary:		
English/Language Arts	20.8	16.7
Foreign Languages	20.1	18.6
Mathematics	22.4	17.9
Science	23.3	19.0
Social Studies	23.0	19.3

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

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

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	970.8	100.0%	711,768.0	100.0%
Professional Staff:	646.5	66.6%	456,057.2	64.1%
Teachers	531.9	54.8%	356,838.1	50.1%
Professional Support	81.6	8.4%	69,681.8	9.8%
Campus Administration (School Leadership)	25.0	2.6%	21,435.0	3.0%
Central Administration	8.0	0.8%	8,102.4	1.1%
Educational Aides:	77.9	8.0%	71,858.8	10.1%
Auxiliary Staff:	246.4	25.4%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	6.0	n/a	4,429.0	n/a
Part-time	2.0	n/a	578.0	n/a
Counselors				
Full-time	17.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	112.9	11.6%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	8.0	1.5%	37,167.9	10.4%
Hispanic	29.0	5.5%	97,091.5	27.2%
White	489.9	92.1%	210,286.3	58.9%
American Indian	1.0	0.2%	1,247.6	0.3%
Asian	1.0	0.2%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	3.0	0.6%	4,051.8	1.1%
Males	90.9	17.1%	84,692.8	23.7%
Females	441.0	82.9%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	1.5	0.3%	5,127.0	1.4%
Bachelors	389.7	73.3%	264,252.5	74.1%
Masters	135.8	25.5%	85,077.3	23.8%
Doctorate	4.9	0.9%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.8	1.8%	29,351.3	8.2%
1-5 Years Experience	96.8	18.2%	103,862.8	29.1%
6-10 Years Experience	103.6	19.5%	68,263.7	19.1%
11-20 Years Experience	201.0	37.8%	100,698.4	28.2%
Over 20 Years Experience	120.7	22.7%	54,661.9	15.3%
Number of Students per Teacher	16.4	n/a	15.1	n/a

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.0	6.3
Average Years Experience of Principals with District	4.6	5.4
Average Years Experience of Assistant Principals	8.2	5.2
Average Years Experience of Assistant Principals with District	5.9	4.6
Average Years Experience of Teachers:	13.9	10.9
Average Years Experience of Teachers with District:	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,204	\$47,667
1-5 Years Experience	\$51,953	\$49,663
6-10 Years Experience	\$53,936	\$52,056
11-20 Years Experience	\$56,796	\$55,246
Over 20 Years Experience	\$63,794	\$61,428
Average Actual Salaries (regular duties only):		
Teachers	\$56,750	\$53,334
Professional Support	\$64,935	\$63,165
Campus Administration (School Leadership)	\$84,881	\$77,712
Central Administration	\$139,493	\$102,300
Instructional Staff Percent:	67.7%	64.4%
Turnover Rate for Teachers:	11.3%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	12.0	6,218.9

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

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

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	336	3.8%	1,015,456	18.9%
Career & Technical Education	2,523	28.9%	1,391,689	25.8%
Gifted & Talented Education	616	7.1%	426,953	7.9%
Special Education	589	6.7%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.2%	21,647.8	6.1%
Career & Technical Education	31.0	5.8%	16,795.1	4.7%
Compensatory Education	14.3	2.7%	9,854.5	2.8%
Gifted & Talented Education	0.1	0.0%	6,501.2	1.8%
Regular Education	424.5	79.8%	257,851.7	72.3%
Special Education	61.0	11.5%	31,950.9	9.0%
Other	0.0	0.0%	12,237.0	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

**TEXAS ACADEMIC PERFORMANCE
REPORT
(CAMPUS REPORTS)**



MONTGOMERY
Independent School District

2017 – 18 Campus TAPR Links

Montgomery High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY H S**

Campus Number: **170903002**

2018 Accountability Rating: **Met Standard**

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
End of Course English I														
At Approaches Grade Level or Above	2018	65%	78%	78%	*	71%	82%	*	*	*	*	29%	61%	*
	2017	64%	80%	80%	*	71%	82%	*	*	*	*	*	60%	*
At Meets Grade Level or Above	2018	44%	60%	60%	*	52%	65%	*	*	*	*	15%	41%	*
	2017	43%	64%	64%	*	54%	66%	*	*	*	*	*	41%	*
At Masters Grade Level	2018	7%	9%	9%	*	4%	10%	*	*	*	*	7%	5%	*
	2017	8%	14%	14%	*	10%	16%	*	*	*	*	*	4%	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	81%	81%	*	77%	84%	*	*	*	*	*	64%	*
	2017	66%	79%	79%	*	72%	82%	*	*	*	*	20%	57%	*
At Meets Grade Level or Above	2018	48%	69%	69%	*	61%	71%	*	*	*	*	*	46%	*
	2017	45%	65%	65%	*	52%	68%	*	*	*	*	12%	39%	*
At Masters Grade Level	2018	8%	12%	12%	*	13%	12%	*	*	*	*	*	7%	*
	2017	6%	13%	13%	*	10%	14%	*	*	*	*	8%	3%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	93%	91%	83%	87%	92%	*	*	-	*	56%	82%	*
	2017	83%	94%	92%	*	93%	93%	*	-	*	82%	43%	84%	*
At Meets Grade Level or Above	2018	55%	77%	68%	46%	67%	69%	*	*	-	*	24%	55%	*
	2017	48%	71%	63%	*	47%	67%	*	-	*	64%	15%	41%	*
At Masters Grade Level	2018	32%	53%	39%	29%	38%	40%	*	*	-	*	17%	26%	*
	2017	26%	44%	31%	*	23%	33%	*	-	*	55%	11%	15%	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	92%	92%	*	84%	94%	*	100%	*	*	55%	81%	*
	2017	86%	92%	92%	*	87%	93%	*	*	*	100%	*	81%	*
At Meets Grade Level or Above	2018	59%	73%	73%	*	61%	77%	*	93%	*	*	19%	51%	*
	2017	57%	71%	71%	*	54%	75%	*	*	*	92%	*	42%	*
At Masters Grade Level	2018	24%	31%	31%	*	24%	34%	*	57%	*	*	10%	16%	*
	2017	21%	32%	32%	*	19%	34%	*	*	*	54%	*	13%	*
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	96%	96%	*	95%	97%	*	*	-	100%	67%	88%	*
	2017	91%	96%	96%	83%	94%	97%	*	100%	*	*	76%	92%	*
At Meets Grade Level or Above	2018	70%	84%	84%	*	76%	87%	*	*	-	93%	38%	70%	*
	2017	66%	80%	80%	58%	73%	82%	*	100%	*	*	35%	66%	*
At Masters Grade Level	2018	40%	51%	51%	*	43%	53%	*	*	-	87%	21%	38%	*
	2017	35%	48%	48%	25%	45%	48%	*	80%	*	*	18%	34%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	87%	62%	82%	89%	*	98%	*	92%	45%	73%	70%
	2017	75%	86%	87%	65%	82%	89%	*	100%	*	89%	36%	73%	*
At Meets Grade Level or Above	2018	48%	61%	70%	33%	62%	73%	*	92%	*	78%	20%	50%	36%
	2017	45%	60%	68%	37%	56%	72%	*	96%	*	78%	16%	45%	*
At Masters Grade Level	2018	22%	29%	26%	11%	22%	28%	*	38%	*	38%	11%	16%	8%
	2017	20%	28%	27%	8%	20%	28%	*	61%	*	32%	9%	13%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	80%	*	74%	83%	*	*	*	*	27%	62%	*
	2017	72%	84%	80%	*	71%	82%	*	*	*	*	18%	58%	*
At Meets Grade Level or Above	2018	46%	60%	65%	*	56%	68%	*	*	*	*	12%	43%	*
	2017	44%	59%	64%	*	53%	67%	*	*	*	*	10%	40%	*
At Masters Grade Level	2018	19%	26%	10%	*	8%	11%	*	*	*	*	5%	6%	*
	2017	19%	27%	13%	*	10%	15%	*	*	*	*	5%	4%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	91%	83%	87%	92%	*	*	-	*	56%	82%	*
	2017	79%	91%	92%	*	93%	93%	*	-	*	82%	43%	84%	*
At Meets Grade Level or Above	2018	50%	66%	68%	46%	67%	69%	*	*	-	*	24%	55%	*
	2017	46%	65%	63%	*	47%	67%	*	-	*	64%	15%	41%	*
At Masters Grade Level	2018	24%	35%	39%	29%	38%	40%	*	*	-	*	17%	26%	*
	2017	22%	34%	31%	*	23%	33%	*	-	*	55%	11%	15%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	92%	*	84%	94%	*	100%	*	*	55%	81%	*
	2017	79%	88%	92%	*	87%	93%	*	*	*	100%	*	81%	*
At Meets Grade Level or Above	2018	51%	61%	73%	*	61%	77%	*	93%	*	*	19%	51%	*
	2017	49%	62%	71%	*	54%	75%	*	*	*	92%	*	42%	*
At Masters Grade Level	2018	23%	28%	31%	*	24%	34%	*	57%	*	*	10%	16%	*
	2017	19%	25%	32%	*	19%	34%	*	*	*	54%	*	13%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	86%	96%	*	95%	97%	*	*	-	100%	67%	88%	*
	2017	77%	85%	96%	83%	94%	97%	*	100%	*	*	76%	92%	*
At Meets Grade Level or Above	2018	53%	63%	84%	*	76%	87%	*	*	-	93%	38%	70%	*
	2017	49%	60%	80%	58%	73%	82%	*	100%	*	*	35%	66%	*
At Masters Grade Level	2018	31%	38%	51%	*	43%	53%	*	*	-	87%	21%	38%	*
	2017	27%	36%	48%	25%	45%	48%	*	80%	*	*	18%	34%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
End of Course English II	2018	67	67	67	64	66	67	*	*	*	75	57	63	67
End of Course Algebra I	2018	72	82	76	59	78	76	*	100	-	88	42	68	79
All Grades Both Subjects	2018	69	71	71	60	72	71	56	88	*	81	48	66	73
All Grades ELA/Reading	2018	69	68	67	64	66	67	*	*	*	75	57	63	67
All Grades Mathematics	2018	70	74	76	59	78	76	*	100	-	88	42	68	79

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2017	98%	*	*	-	-	*	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2018	8%	*	*	-	-	*	-	-	-	-	*	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	87%	-	-	-	-	-	*	*	-	-	*	*
	2017	75%	86%	87%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	48%	61%	70%	-	-	-	-	-	*	*	-	-	*	*
	2017	45%	60%	68%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2018	22%	29%	26%	-	-	-	-	-	*	*	-	-	*	*
	2017	20%	28%	27%	-	-	-	-	-	*	*	*	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	80%	-	-	-	-	-	*	*	-	-	*	*
	2017	72%	84%	80%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	46%	60%	65%	-	-	-	-	-	*	*	-	-	*	*
	2017	44%	59%	64%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2018	19%	26%	10%	-	-	-	-	-	*	*	-	-	*	*
	2017	19%	27%	13%	-	-	-	-	-	*	*	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	91%	-	-	-	-	-	*	*	-	-	*	*
	2017	79%	91%	92%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	50%	66%	68%	-	-	-	-	-	*	*	-	-	*	*
	2017	46%	65%	63%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2018	24%	35%	39%	-	-	-	-	-	*	*	-	-	*	*
	2017	22%	34%	31%	-	-	-	-	-	*	*	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	92%	-	-	-	-	-	*	*	-	-	*	*
	2017	79%	88%	92%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	51%	61%	73%	-	-	-	-	-	*	*	-	-	*	*
	2017	49%	62%	71%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2018	23%	28%	31%	-	-	-	-	-	*	*	-	-	*	*
	2017	19%	25%	32%	-	-	-	-	-	*	*	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	86%	96%	-	-	-	-	-	*	*	-	-	*	*
	2017	77%	85%	96%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	53%	63%	84%	-	-	-	-	-	*	*	-	-	*	*
	2017	49%	60%	80%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	31%	38%	51%	-	-	-	-	-	*	*	-	-	*	*
	2017	27%	36%	48%	-	-	-	-	-	*	*	-	-	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	71	71	-	-	-	-	-	75	75	-	-	75	75
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District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades ELA/Reading	2018	69	68	67	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2018	70	74	76	-	-	-	-	-	79	79	-	-	79	79

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	100%	99%	100%	98%	*	100%	98%	99%	98%
Included in Accountability	94%	94%	96%	91%	96%	96%	97%	98%	*	95%	93%	94%	84%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	3%	3%	0%	0%	*	5%	4%	5%	0%
Other Exclusions	1%	0%	0%	0%	1%	0%	3%	0%	*	0%	2%	0%	13%
Not Tested	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Absent	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	98%	99%	99%	100%	100%	100%	97%	97%	98%	100%
Included in Accountability	94%	94%	96%	95%	96%	96%	97%	92%	100%	94%	93%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	2%	3%	2%	2%	0%	0%	0%	3%	3%	3%	2%
Other Exclusions	1%	0%	0%	0%	0%	0%	3%	8%	0%	0%	1%	0%	9%
Not Tested	1%	2%	1%	2%	1%	1%	0%	0%	0%	3%	3%	2%	0%
Absent	1%	2%	1%	2%	1%	1%	0%	0%	0%	3%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	94.2%	94.6%	95.0%	94.0%	94.8%	95.7%	*	95.0%	93.4%	92.9%	96.2%
2015-16	95.8%	95.5%	94.5%	95.1%	94.8%	94.4%	93.9%	96.1%	*	93.4%	93.8%	93.1%	96.4%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	0.6%	1.2%	0.6%	0.6%	0.0%	0.0%	*	0.0%	0.0%	1.1%	0.0%
2015-16	2.0%	0.3%	0.3%	1.2%	0.6%	0.3%	0.0%	0.0%	*	0.0%	1.1%	0.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	93.8%	95.5%	90.5%	94.4%	100.0%	100.0%	-	66.7%	93.5%	87.4%	*
Received TxCHSE	0.4%	1.7%	1.7%	0.0%	1.4%	1.9%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Continued HS	4.0%	1.2%	1.2%	0.0%	1.4%	1.3%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Dropped Out	5.9%	3.3%	3.3%	4.5%	6.8%	2.4%	0.0%	0.0%	-	33.3%	0.0%	6.8%	*
Graduates and TxCHSE	90.1%	95.5%	95.5%	95.5%	91.9%	96.3%	100.0%	100.0%	-	66.7%	96.8%	90.3%	*
Graduates, TxCHSE, and Continuers	94.1%	96.7%	96.7%	95.5%	93.2%	97.6%	100.0%	100.0%	-	66.7%	100.0%	93.2%	*
Class of 2016													
Graduated	89.1%	95.4%	95.4%	90.0%	95.3%	95.6%	*	100.0%	*	92.3%	90.0%	89.2%	*
Received TxCHSE	0.5%	1.8%	1.8%	0.0%	0.0%	2.3%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	4.2%	1.1%	1.1%	5.0%	1.6%	0.7%	*	0.0%	*	7.7%	2.5%	3.2%	*
Dropped Out	6.2%	1.6%	1.6%	5.0%	3.1%	1.4%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	89.6%	97.3%	97.3%	90.0%	95.3%	97.9%	*	100.0%	*	92.3%	90.0%	91.4%	*
Graduates, TxCHSE, and Continuers	93.8%	98.4%	98.4%	95.0%	96.9%	98.6%	*	100.0%	*	100.0%	92.5%	94.6%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	96.0%	90.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	91.3%	*
Received TxCHSE	0.7%	2.0%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	1.2%	0.2%	0.2%	5.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.1%	*
Dropped Out	6.6%	1.8%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.2%	98.0%	98.0%	90.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	93.5%	*
Graduates, TxCHSE, and Continuers	93.4%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Class of 2015													
Graduated	91.3%	93.1%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received TxCHSE	0.8%	2.6%	2.6%	0.0%	2.2%	3.0%	*	*	*	0.0%	6.5%	7.0%	-
Continued HS	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	4.3%	4.3%	14.3%	2.2%	4.2%	*	*	*	0.0%	6.5%	9.3%	-
Graduates and TxCHSE	92.1%	95.7%	95.7%	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	95.7%	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	3.0%	4.8%	2.2%	3.2%	*	*	*	0.0%	6.5%	8.1%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	3.9%	3.9%	9.5%	2.2%	3.9%	*	*	*	0.0%	6.5%	8.1%	-
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.8%	96.1%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Class of 2014	93.3%	96.1%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Graduated	90.9%	92.9%	92.9%	70.6%	88.3%	94.7%	*	87.5%	-	85.7%	90.3%	84.4%	-
Received TxCHSE	1.2%	2.7%	2.7%	0.0%	6.7%	2.0%	*	0.0%	-	14.3%	0.0%	4.4%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	4.5%	4.5%	29.4%	5.0%	3.3%	*	12.5%	-	0.0%	9.7%	11.1%	-
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.2%	95.5%	95.5%	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
	92.8%	95.5%	95.5%	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	92.5%	95.5%	88.2%	93.2%	100.0%	100.0%	-	66.7%	85.3%	84.1%	*
Class of 2016	89.1%	95.3%	95.3%	90.0%	93.8%	95.6%	*	100.0%	*	92.3%	90.0%	88.3%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	83.8%	65.0%	74.6%	85.9%	80.0%	100.0%	-	*	34.5%	69.0%	*
Class of 2016	87.4%	81.4%	81.4%	64.7%	77.0%	82.8%	*	90.0%	*	75.0%	25.0%	62.2%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	33.3%	*	-	38.5%	*	-	-	-	-	*	-
Class of 2016	5.5%	77.8%	77.8%	*	-	87.5%	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	66.7%	*	-	61.5%	*	-	-	-	-	*	-
Class of 2016	54.0%	22.2%	22.2%	*	-	12.5%	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	84.3%	66.7%	74.6%	86.3%	83.3%	100.0%	-	*	34.5%	70.0%	*
Class of 2016	85.1%	81.8%	81.8%	66.7%	77.0%	83.1%	*	90.0%	*	75.0%	25.0%	62.7%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	82.6%	65.0%	72.7%	85.1%	80.0%	83.3%	-	80.0%	33.3%	66.7%	40.0%
2015-16	85.6%	81.2%	81.2%	64.7%	77.6%	82.5%	*	90.0%	*	75.0%	24.3%	63.0%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	20.8%	*	-	22.7%	*	-	-	-	-	*	-
2015-16	5.6%	77.8%	77.8%	*	-	87.5%	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	79.2%	*	-	77.3%	*	-	-	-	-	*	-
2015-16	51.9%	22.2%	22.2%	*	-	12.5%	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	83.4%	66.7%	72.7%	85.8%	83.3%	83.3%	-	80.0%	33.3%	67.5%	40.0%
2015-16	83.3%	81.5%	81.5%	66.7%	77.6%	82.8%	*	90.0%	*	75.0%	24.3%	63.4%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	541	100.0%	541	334,424
By Ethnicity:				
African American	21	3.9%	21	42,132
Hispanic	66	12.2%	66	164,446
White	437	80.8%	437	105,748
American Indian	6	1.1%	6	1,254
Asian	6	1.1%	6	14,036
Pacific Islander	0	0.0%	0	525
Two or More Races	5	0.9%	5	6,283
By Graduation Type:				
Minimum H.S. Program	90	16.6%	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	427	78.9%	427	252,091
Foundation H.S. Program (No Endorsement)	0	0.0%	0	16,650
Foundation H.S. Program (Endorsement)	5	0.9%	5	3,212
Foundation H.S. Program (DLA)	19	3.5%	19	25,399
Special Education Graduates	30	5.5%	30	25,105
Economically Disadvantaged Graduates	83	15.3%	83	159,476
LEP Graduates	5	0.9%	5	17,579
At-Risk Graduates	159	29.4%	159	132,112

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	61.8%	35.7%	46.2%	65.1%	66.7%	83.3%	-	60.0%	18.3%	39.8%	0.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	57.5%	28.6%	39.4%	61.3%	50.0%	83.3%	-	60.0%	3.3%	30.1%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	65.6%	33.3%	51.5%	68.9%	66.7%	83.3%	-	80.0%	16.7%	34.9%	0.0%
Mathematics													
2016-17	42.0%	55.8%	55.8%	28.6%	39.4%	59.3%	50.0%	83.3%	-	60.0%	3.3%	28.9%	0.0%
Both Subjects													
2016-17	37.8%	54.0%	54.0%	23.8%	37.9%	57.4%	50.0%	83.3%	-	60.0%	3.3%	26.5%	0.0%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	21.8%	4.8%	15.2%	23.3%	0.0%	33.3%	-	60.0%	0.0%	12.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	13.9%	23.8%	7.6%	14.0%	16.7%	16.7%	-	40.0%	0.0%	3.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	11.3%	9.5%	12.1%	11.0%	41.7%	0.0%	-	10.0%	15.0%	13.9%	0.0%
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	0.4%	4.8%	0.0%	0.2%	0.0%	0.0%	-	0.0%	6.7%	2.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	19.0%	9.5%	18.2%	19.5%	50.0%	0.0%	-	20.0%	10.0%	15.7%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	1.5%	0.0%	3.0%	1.1%	16.7%	0.0%	-	0.0%	3.3%	3.6%	0.0%

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Total Students: 2,648
 Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	32.3%	4.8%	31.8%	33.9%	0.0%	50.0%	-	40.0%	16.7%	19.3%	0.0%
2015-16	22.6%	16.1%	16.1%	11.1%	17.9%	16.5%	*	10.0%	*	0.0%	5.4%	22.0%	*
Mathematics													
2016-17	19.8%	27.2%	27.2%	14.3%	24.2%	28.4%	0.0%	50.0%	-	20.0%	3.3%	15.7%	0.0%
2015-16	18.1%	14.9%	14.9%	11.1%	22.4%	14.0%	*	20.0%	*	16.7%	2.7%	14.6%	*
Both Subjects													
2016-17	12.9%	22.0%	22.0%	4.8%	21.2%	22.9%	0.0%	50.0%	-	20.0%	3.3%	12.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	83.9%	71.4%	84.8%	84.4%	83.3%	83.3%	-	80.0%	90.0%	80.7%	60.0%
2015-16	47.8%	98.9%	98.9%	100.0%	97.0%	99.3%	*	100.0%	*	100.0%	97.3%	96.3%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	7.0%	7.0%	0.0%	4.5%	7.6%	0.0%	0.0%	-	40.0%	0.0%	4.8%	0.0%
Both Subjects													
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	22.7%	28.6%	21.7%	22.1%	45.5%	50.0%	*	14.3%	n/a	11.0%	n/a
2016	25.5%	25.7%	25.7%	8.6%	23.9%	26.3%	28.6%	40.0%	*	23.5%	n/a	15.8%	n/a
English Language Arts													
2017	15.9%	7.2%	7.2%	4.8%	3.8%	7.4%	9.1%	31.3%	*	7.1%	n/a	2.2%	n/a
2016	15.5%	6.4%	6.4%	2.9%	3.6%	6.7%	0.0%	20.0%	*	11.8%	n/a	4.0%	n/a
Mathematics													
2017	7.2%	4.8%	4.8%	11.9%	3.2%	4.8%	0.0%	6.3%	*	7.1%	n/a	1.3%	n/a
2016	6.8%	7.4%	7.4%	0.0%	6.5%	7.5%	0.0%	20.0%	*	17.6%	n/a	5.0%	n/a
Science													
2017	10.9%	8.4%	8.4%	7.1%	8.3%	8.0%	9.1%	31.3%	*	14.3%	n/a	3.5%	n/a
2016	10.4%	7.8%	7.8%	0.0%	7.2%	7.8%	14.3%	20.0%	*	11.8%	n/a	5.0%	n/a
Social Studies													
2017	15.0%	17.4%	17.4%	19.0%	16.6%	17.1%	36.4%	37.5%	*	7.1%	n/a	6.6%	n/a
2016	14.8%	21.2%	21.2%	8.6%	18.1%	21.9%	14.3%	40.0%	*	17.6%	n/a	10.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	47.1%	58.3%	32.4%	48.8%	20.0%	50.0%	-	*	n/a	20.0%	n/a
2016	49.5%	41.6%	41.6%	*	39.4%	40.9%	*	50.0%	*	*	n/a	37.5%	n/a
English Language Arts													
2017	41.3%	59.1%	59.1%	*	50.0%	61.6%	*	80.0%	-	*	n/a	20.0%	n/a
2016	43.3%	68.5%	68.5%	*	20.0%	71.0%	-	*	-	*	n/a	25.0%	n/a
Mathematics													
2017	51.3%	71.2%	71.2%	80.0%	60.0%	70.2%	-	*	-	*	n/a	*	n/a
2016	54.0%	41.7%	41.7%	-	44.4%	37.7%	-	*	-	*	n/a	20.0%	n/a
Science													
2017	38.3%	45.6%	45.6%	*	30.8%	46.8%	*	60.0%	-	*	n/a	12.5%	n/a
2016	35.1%	53.9%	53.9%	-	60.0%	54.2%	*	*	*	*	n/a	30.0%	n/a

TEXAS EDUCATION AGENCY
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2017-18 Campus CCMR-related Indicators

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 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	36.2%	50.0%	15.4%	38.7%	*	50.0%	-	*	n/a	13.3%	n/a
2016	41.6%	27.5%	27.5%	*	20.0%	27.7%	*	33.3%	-	*	n/a	33.3%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	65.4%	61.9%	60.6%	66.4%	66.7%	50.0%	-	80.0%	n/a	40.7%	n/a
Class of 2016	71.6%	67.5%	67.5%	50.0%	59.7%	69.3%	*	70.0%	*	75.0%	n/a	42.4%	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	35.9%	30.8%	22.5%	37.2%	*	*	-	*	n/a	18.9%	n/a
Class of 2016	22.5%	40.4%	40.4%	0.0%	40.0%	41.6%	*	42.9%	*	33.3%	n/a	22.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	1108	1058	1016	1123	*	*	-	*	n/a	1073	n/a
Class of 2016	1375	1530	1530	1356	1469	1532	*	1734	*	1702	n/a	1467	n/a
English Language Arts													
Class of 2017	512	560	560	534	509	568	*	*	-	*	n/a	539	n/a
Class of 2016	903	997	997	878	948	999	*	1132	*	1147	n/a	957	n/a
Mathematics													
Class of 2017	507	549	549	524	511	555	*	*	-	*	n/a	533	n/a
Class of 2016	472	532	532	478	520	533	*	602	*	558	n/a	509	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	22.4	19.8	20.5	22.7	*	*	-	*	n/a	20.6	n/a
Class of 2016	20.3	22.9	22.9	16.8	22.2	23.1	*	23.6	-	22.0	n/a	20.8	n/a
English Language Arts													
Class of 2017	19.9	22.2	22.2	20.1	19.9	22.4	*	*	-	*	n/a	20.1	n/a
Class of 2016	19.8	22.5	22.5	16.2	22.1	22.7	*	23.4	-	21.1	n/a	20.4	n/a
Mathematics													
Class of 2017	20.4	22.2	22.2	19.0	21.0	22.4	*	*	-	*	n/a	20.8	n/a
Class of 2016	20.5	22.9	22.9	17.0	22.2	23.2	*	23.7	-	22.4	n/a	20.5	n/a
Science													
Class of 2017	20.6	22.6	22.6	19.2	20.4	23.0	*	*	-	*	n/a	20.6	n/a
Class of 2016	20.5	23.1	23.1	17.5	22.0	23.4	*	22.7	-	22.2	n/a	21.2	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	29.8%	20.0%	26.5%	30.6%	36.4%	69.2%	*	15.2%	3.8%	14.8%	11.1%
2015-16	35.9%	26.4%	26.4%	15.2%	22.5%	27.3%	16.7%	48.4%	*	19.5%	3.6%	13.2%	7.7%
English Language Arts													
2016-17	16.8%	5.1%	5.1%	2.7%	2.6%	5.5%	4.5%	19.2%	*	2.6%	0.0%	1.4%	0.0%
2015-16	16.2%	10.6%	10.6%	4.3%	7.1%	11.3%	5.9%	17.2%	*	13.5%	1.4%	5.0%	0.0%
Mathematics													
2016-17	19.5%	16.0%	16.0%	11.6%	11.4%	16.8%	11.1%	40.0%	*	7.5%	1.5%	7.6%	11.8%
2015-16	19.3%	14.6%	14.6%	7.4%	10.0%	15.4%	6.3%	25.0%	*	16.1%	0.0%	6.3%	8.3%
Science													
2016-17	5.7%	2.0%	2.0%	2.9%	1.4%	1.8%	5.0%	16.7%	*	2.5%	0.0%	0.5%	0.0%
2015-16	5.1%	2.2%	2.2%	0.0%	2.2%	2.2%	6.3%	3.8%	*	3.1%	1.0%	1.4%	0.0%
Social Studies													
2016-17	21.8%	21.4%	21.4%	14.5%	19.3%	21.7%	22.7%	50.0%	*	17.5%	1.3%	9.0%	0.0%
2015-16	20.8%	18.8%	18.8%	8.2%	15.4%	19.7%	11.1%	35.5%	*	10.5%	0.7%	7.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	59.4%	72.2%	47.8%	61.4%	*	60.0%	*	50.0%	23.1%	47.1%	*
2014-15	56.1%	55.7%	55.7%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	74.1%	23.1%	69.7%	77.2%	*	83.3%	-	66.7%	11.1%	47.6%	-
2014-15	55.6%	72.2%	72.2%	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,648	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.7%	4.3%
Kindergarten	0	0.0%	6.7%	6.9%
Grade 1	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	6.6%	7.3%
Grade 3	0	0.0%	7.0%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	719	27.2%	8.3%	8.0%
Grade 10	699	26.4%	8.0%	7.4%
Grade 11	605	22.8%	6.9%	6.9%
Grade 12	625	23.6%	7.2%	6.4%
Ethnic Distribution:				
African American	79	3.0%	2.8%	12.6%
Hispanic	368	13.9%	15.4%	52.4%
White	2,084	78.7%	77.4%	27.8%
American Indian	21	0.8%	0.5%	0.4%
Asian	38	1.4%	1.0%	4.4%
Pacific Islander	4	0.2%	0.1%	0.1%
Two or More Races	54	2.0%	2.8%	2.3%
Economically Disadvantaged	519	19.6%	23.4%	58.8%
Non-Educationally Disadvantaged	2,129	80.4%	76.6%	41.2%
English Learners (EL)	18	0.7%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	53	2.0%	0.9%	1.3%
At-Risk	874	33.0%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	175			
By Type of Primary Disability				
Students with Intellectual Disabilities	96	54.9%	39.9%	43.3%
Students with Physical Disabilities	7	4.0%	20.7%	21.9%
Students with Autism	22	12.6%	13.4%	13.2%
Students with Behavioral Disabilities	50	28.6%	23.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	223	8.3%	10.1%	16.0%
By Ethnicity:				
African American	14	0.5%		

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	35	1.3%		
White	164	6.1%		
American Indian	2	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	8	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.8%	-	2.6%	6.9%
Grade 1	-	5.0%	3.4%	-	21.4%	6.2%
Grade 2	-	1.2%	2.1%	-	3.0%	2.6%
Grade 3	-	0.6%	1.3%	-	0.0%	1.0%
Grade 4	-	1.0%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	2.2%	2.2%	8.0%	3.0%	3.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	19.6	18.8
Grade 2	-	20.7	18.8
Grade 3	-	19.6	19.0
Grade 4	-	20.3	19.2
Grade 5	-	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	19.5	20.8	16.7
Foreign Languages	20.5	20.1	18.6
Mathematics	22.3	22.4	17.9
Science	23.6	23.3	19.0
Social Studies	23.8	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	198.9	100.0%	100.0%	100.0%
Professional Staff:	187.3	94.2%	66.6%	64.1%
Teachers	164.9	82.9%	54.8%	50.1%
Professional Support	14.4	7.2%	8.4%	9.8%
Campus Administration (School Leadership)	8.0	4.0%	2.6%	3.0%
Educational Aides:	11.6	5.8%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	7.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	18.0	9.0%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	1.2%	1.5%	10.4%
Hispanic	13.0	7.9%	5.5%	27.2%
White	148.9	90.3%	92.1%	58.9%
American Indian	1.0	0.6%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	61.9	37.5%	17.1%	23.7%
Females	103.0	62.5%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.6%	0.3%	1.4%
Bachelors	118.8	72.0%	73.3%	74.1%
Masters	43.1	26.1%	25.5%	23.8%
Doctorate	2.0	1.2%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.5	2.1%	1.8%	8.2%
1-5 Years Experience	28.0	17.0%	18.2%	29.1%
6-10 Years Experience	29.1	17.7%	19.5%	19.1%
11-20 Years Experience	59.9	36.3%	37.8%	28.2%
Over 20 Years Experience	44.5	27.0%	22.7%	15.3%
Number of Students per Teacher	16.1	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.3
Average Years Experience of Principals with District	9.0	4.6	5.4
Average Years Experience of Assistant Principals	12.2	8.2	5.2
Average Years Experience of Assistant Principals with District	7.7	5.9	4.6
Average Years Experience of Teachers:	14.8	13.9	10.9
Average Years Experience of Teachers with District:	6.7	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,987	\$46,204	\$47,667
1-5 Years Experience	\$52,333	\$51,953	\$49,663
6-10 Years Experience	\$54,070	\$53,936	\$52,056
11-20 Years Experience	\$57,426	\$56,796	\$55,246
Over 20 Years Experience	\$64,004	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$57,485	\$56,750	\$53,334
Professional Support	\$66,984	\$64,935	\$63,165
Campus Administration (School Leadership)	\$95,011	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

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

Total Students: 2,648
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	18	0.7%	3.8%	18.9%
Career & Technical Education	2,520	95.2%	28.9%	25.8%
Gifted & Talented Education	188	7.1%	7.1%	7.9%
Special Education	175	6.6%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.2%	0.2%	6.1%
Career & Technical Education	31.0	18.8%	5.8%	4.7%
Compensatory Education	1.3	0.8%	2.7%	2.8%
Gifted & Talented Education	0.1	0.1%	0.0%	1.8%
Regular Education	107.0	64.9%	79.8%	72.3%
Special Education	25.1	15.2%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY CO J J A E P**

Campus Number: **170903003**

2018 Accountability Rating: **Not Rated**

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

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

Total Students: 6
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

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

Total Students: 6
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

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

Total Students: 6
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

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

Total Students: 6
Grade Span: 09 - 12
(Current EL Students)

There is no data for this campus.

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	*	*	-	*	-	-	-	-	*	*	-
Included in Accountability	94%	94%	*	*	-	*	-	-	-	-	*	*	-
Not Included in Accountability													
Mobile	4%	4%	*	*	-	*	-	-	-	-	*	*	-
Other Exclusions	1%	0%	*	*	-	*	-	-	-	-	*	*	-
Not Tested	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Absent	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Other	0%	0%	*	*	-	*	-	-	-	-	*	*	-
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	*	*	*	*	-	-	-	*	-	*	-
2015-16	95.8%	95.5%	*	*	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	0.0%	*	-	*	-	-	-	-	-	*	-
2015-16	0.4%	0.1%	*	*	-	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	0.0%	-	0.0%	0.0%	-	-	-	*	-	0.0%	-
2015-16	2.0%	0.3%	0.0%	-	*	0.0%	-	-	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	6	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.7%	4.3%
Kindergarten	0	0.0%	6.7%	6.9%
Grade 1	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	6.6%	7.3%
Grade 3	0	0.0%	7.0%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	2	33.3%	8.3%	8.0%
Grade 10	2	33.3%	8.0%	7.4%
Grade 11	1	16.7%	6.9%	6.9%
Grade 12	1	16.7%	7.2%	6.4%
Ethnic Distribution:				
African American	0	0.0%	2.8%	12.6%
Hispanic	0	0.0%	15.4%	52.4%
White	6	100.0%	77.4%	27.8%
American Indian	0	0.0%	0.5%	0.4%
Asian	0	0.0%	1.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	2.8%	2.3%
Economically Disadvantaged	5	83.3%	23.4%	58.8%
Non-Educationally Disadvantaged	1	16.7%	76.6%	41.2%
English Learners (EL)	0	0.0%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	2	11.1%	0.9%	1.3%
At-Risk	4	66.7%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	39.9%	43.3%
Students with Physical Disabilities	0	0.0%	20.7%	21.9%
Students with Autism	0	0.0%	13.4%	13.2%
Students with Behavioral Disabilities	*	*	23.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	18	100.0%	10.1%	16.0%
By Ethnicity:				
African American	1	5.6%		

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	5	27.8%		
White	11	61.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	5.6%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.8%	-	2.6%	6.9%
Grade 1	-	5.0%	3.4%	-	21.4%	6.2%
Grade 2	-	1.2%	2.1%	-	3.0%	2.6%
Grade 3	-	0.6%	1.3%	-	0.0%	1.0%
Grade 4	-	1.0%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	0.0%	0.2%	0.6%	-	0.0%	0.8%
Grade 9	0.0%	2.2%	8.0%	-	3.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	19.6	18.8
Grade 2	-	20.7	18.8
Grade 3	-	19.6	19.0
Grade 4	-	20.3	19.2
Grade 5	-	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	66.6%	64.1%
Teachers	-	-	54.8%	50.1%
Professional Support	-	-	8.4%	9.8%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	6.0	4,429.0
Part-time	-	n/a	2.0	578.0
Counselors				
Full-time	-	n/a	17.0	12,131.0
Part-time	-	n/a	0.0	1,148.0
Total Minority Staff:	-	-	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	-	-	1.5%	10.4%
Hispanic	-	-	5.5%	27.2%
White	-	-	92.1%	58.9%
American Indian	-	-	0.2%	0.3%
Asian	-	-	0.2%	1.6%
Pacific Islander	-	-	0.0%	0.4%
Two or More Races	-	-	0.6%	1.1%
Males	-	-	17.1%	23.7%
Females	-	-	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	-	-	0.3%	1.4%
Bachelors	-	-	73.3%	74.1%
Masters	-	-	25.5%	23.8%
Doctorate	-	-	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	1.8%	8.2%
1-5 Years Experience	-	-	18.2%	29.1%
6-10 Years Experience	-	-	19.5%	19.1%
11-20 Years Experience	-	-	37.8%	28.2%
Over 20 Years Experience	-	-	22.7%	15.3%
Number of Students per Teacher	-	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	8.0	6.3
Average Years Experience of Principals with District	-	4.6	5.4
Average Years Experience of Assistant Principals	-	8.2	5.2
Average Years Experience of Assistant Principals with District	-	5.9	4.6
Average Years Experience of Teachers:	-	13.9	10.9
Average Years Experience of Teachers with District:	-	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$46,204	\$47,667
1-5 Years Experience	-	\$51,953	\$49,663
6-10 Years Experience	-	\$53,936	\$52,056
11-20 Years Experience	-	\$56,796	\$55,246
Over 20 Years Experience	-	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	-	\$56,750	\$53,334
Professional Support	-	\$64,935	\$63,165
Campus Administration (School Leadership)	-	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	-	12.0	6,218.9

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

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

Total Students: 6
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	3.8%	18.9%
Career & Technical Education	3	50.0%	28.9%	25.8%
Gifted & Talented Education	0	0.0%	7.1%	7.9%
Special Education	2	33.3%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	0.2%	6.1%
Career & Technical Education	-	-	5.8%	4.7%
Compensatory Education	-	-	2.7%	2.8%
Gifted & Talented Education	-	-	0.0%	1.8%
Regular Education	-	-	79.8%	72.3%
Special Education	-	-	11.5%	9.0%
Other	-	-	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY J H**

Campus Number: **170903042**

2018 Accountability Rating: **Met Standard**

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^															
Grade 6 Reading															
At Approaches Grade Level or Above	2018	69%	82%	76%	*	74%	80%	*	*	*	*	*	56%	*	
At Meets Grade Level or Above	2018	39%	49%	48%	*	44%	50%	*	*	*	*	*	25%	*	
At Masters Grade Level	2018	19%	25%	22%	*	30%	22%	*	*	*	*	*	9%	*	
Grade 6 Mathematics															
At Approaches Grade Level or Above	2018	77%	89%	86%	*	88%	89%	*	*	*	*	*	70%	*	
At Meets Grade Level or Above	2018	44%	63%	56%	*	48%	60%	*	*	*	*	*	31%	*	
At Masters Grade Level	2018	18%	31%	23%	*	25%	25%	*	*	*	*	*	9%	*	
Grade 7 Reading															
At Approaches Grade Level or Above	2018	74%	86%	84%	*	74%	86%	*	*	-	*	*	74%	*	
	2017	73%	80%	80%	*	69%	84%	*	*	*	82%	38%	60%	*	
At Meets Grade Level or Above	2018	48%	60%	59%	*	43%	62%	*	*	-	*	*	33%	*	
	2017	42%	48%	48%	*	33%	52%	*	*	*	71%	22%	24%	*	
At Masters Grade Level	2018	29%	35%	33%	*	30%	34%	*	*	-	*	*	18%	*	
	2017	23%	26%	26%	*	16%	29%	*	*	*	35%	10%	11%	*	
Grade 7 Mathematics															
At Approaches Grade Level or Above	2018	72%	88%	86%	*	79%	88%	*	*	-	*	*	75%	*	
	2017	70%	76%	76%	*	59%	81%	*	*	*	*	*	62%	*	
At Meets Grade Level or Above	2018	40%	58%	50%	*	32%	54%	*	*	-	*	*	33%	*	
	2017	40%	44%	44%	*	27%	50%	*	*	*	*	*	34%	*	
At Masters Grade Level	2018	18%	23%	21%	*	18%	22%	*	*	-	*	*	13%	*	
	2017	17%	12%	12%	*	10%	14%	*	*	*	*	*	9%	*	
Grade 7 Writing															
At Approaches Grade Level or Above	2018	69%	82%	79%	*	67%	82%	*	*	-	*	*	63%	*	
	2017	70%	76%	76%	*	57%	81%	*	*	*	*	*	57%	*	
At Meets Grade Level or Above	2018	43%	56%	55%	*	41%	58%	*	*	-	*	*	38%	*	
	2017	39%	47%	47%	*	29%	50%	*	*	*	*	*	28%	*	
At Masters Grade Level	2018	15%	20%	22%	*	15%	24%	*	*	-	*	*	8%	*	
	2017	12%	16%	16%	*	7%	18%	*	*	*	*	*	7%	*	
Grade 8 Reading^^															
At Approaches Grade Level or Above	2018	86%	91%	91%	*	93%	91%	*	*	-	88%	*	79%	*	
	2017	86%	91%	91%	*	86%	93%	*	100%	-	*	*	82%	*	
At Meets Grade Level or Above	2018	49%	57%	54%	*	48%	58%	*	*	-	63%	*	36%	*	
	2017	50%	60%	60%	*	51%	63%	*	77%	-	*	*	33%	*	
At Masters Grade Level	2018	27%	33%	30%	*	19%	32%	*	*	-	63%	*	18%	*	
	2017	23%	29%	29%	*	22%	32%	*	54%	-	*	*	16%	*	

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	93%	93%	*	91%	95%	-	-	-	*	*	84%	*
	2017	85%	94%	94%	81%	90%	96%	*	100%	-	100%	*	86%	*
At Meets Grade Level or Above	2018	51%	74%	74%	*	54%	80%	-	-	-	*	*	52%	*
	2017	45%	75%	75%	56%	68%	77%	*	89%	-	73%	*	59%	*
At Masters Grade Level	2018	15%	35%	35%	*	20%	39%	-	-	-	*	*	16%	*
	2017	13%	31%	31%	19%	21%	33%	*	56%	-	47%	*	15%	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	84%	84%	*	78%	86%	*	*	-	*	*	70%	*
	2017	76%	84%	84%	*	76%	88%	*	*	-	*	*	68%	*
At Meets Grade Level or Above	2018	52%	61%	61%	*	34%	67%	*	*	-	*	*	42%	*
	2017	48%	58%	58%	*	50%	62%	*	*	-	*	*	41%	*
At Masters Grade Level	2018	28%	34%	35%	*	17%	39%	*	*	-	*	*	18%	*
	2017	19%	19%	19%	*	13%	21%	*	*	-	*	*	13%	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	78%	79%	*	71%	82%	*	*	-	*	*	66%	*
	2017	63%	73%	73%	*	69%	75%	*	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	36%	44%	47%	*	34%	50%	*	*	-	*	*	32%	*
	2017	33%	38%	38%	*	33%	40%	*	*	-	*	*	26%	*
At Masters Grade Level	2018	21%	26%	28%	*	12%	31%	*	*	-	*	*	12%	*
	2017	19%	23%	23%	*	22%	24%	*	*	-	*	*	14%	*
End of Course English I														
At Approaches Grade Level or Above	2017	64%	80%	*	-	*	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2017	43%	64%	*	-	*	-	-	-	-	-	-	-	-
At Masters Grade Level	2017	8%	14%	*	-	*	-	-	-	-	-	-	-	-
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	93%	100%	*	100%	100%	*	*	-	*	*	100%	-
	2017	83%	94%	100%	-	100%	100%	*	100%	-	*	-	100%	*
At Meets Grade Level or Above	2018	55%	77%	97%	*	100%	97%	*	*	-	*	*	100%	-
	2017	48%	71%	99%	-	95%	100%	*	100%	-	*	-	100%	*
At Masters Grade Level	2018	32%	53%	82%	*	78%	82%	*	*	-	*	*	86%	-
	2017	26%	44%	87%	-	90%	87%	*	100%	-	*	-	92%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	85%	65%	80%	87%	69%	88%	*	74%	31%	71%	76%
	2017	75%	86%	83%	56%	74%	86%	67%	97%	*	84%	40%	68%	68%
At Meets Grade Level or Above	2018	48%	61%	58%	29%	44%	61%	69%	81%	*	55%	11%	37%	36%
	2017	45%	60%	55%	24%	45%	59%	41%	71%	*	63%	20%	36%	31%
At Masters Grade Level	2018	22%	29%	30%	10%	22%	32%	38%	56%	*	29%	5%	15%	10%
	2017	20%	28%	25%	8%	19%	27%	15%	41%	*	28%	6%	13%	8%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	84%	*	80%	86%	*	*	*	68%	*	69%	76%
	2017	72%	84%	86%	*	78%	88%	*	100%	*	87%	40%	71%	*
At Meets Grade Level or Above	2018	46%	60%	54%	*	45%	57%	*	*	*	55%	*	31%	34%
	2017	44%	59%	54%	*	43%	58%	*	72%	*	67%	21%	29%	*
At Masters Grade Level	2018	19%	26%	28%	*	27%	29%	*	*	*	36%	*	15%	15%
	2017	19%	27%	28%	*	19%	30%	*	39%	*	30%	7%	14%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	90%	*	88%	92%	*	*	*	83%	*	78%	86%
	2017	79%	91%	89%	69%	80%	92%	*	100%	*	90%	49%	76%	70%
At Meets Grade Level or Above	2018	50%	66%	65%	*	50%	69%	*	*	*	52%	*	43%	42%
	2017	46%	65%	68%	37%	57%	71%	*	94%	*	69%	24%	50%	41%
At Masters Grade Level	2018	24%	35%	33%	*	25%	35%	*	*	*	22%	*	17%	12%
	2017	22%	34%	32%	12%	25%	34%	*	72%	*	31%	5%	15%	13%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	79%	*	67%	82%	*	*	-	*	*	63%	*
	2017	67%	76%	76%	*	57%	81%	*	*	*	*	*	57%	*
At Meets Grade Level or Above	2018	41%	52%	55%	*	41%	58%	*	*	-	*	*	38%	*
	2017	36%	44%	47%	*	29%	50%	*	*	*	*	*	28%	*
At Masters Grade Level	2018	13%	16%	22%	*	15%	24%	*	*	-	*	*	8%	*
	2017	11%	14%	16%	*	7%	18%	*	*	*	*	*	7%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	84%	*	78%	86%	*	*	-	*	*	70%	*
	2017	79%	88%	84%	*	76%	88%	*	*	-	*	*	68%	*
At Meets Grade Level or Above	2018	51%	61%	61%	*	34%	67%	*	*	-	*	*	42%	*
	2017	49%	62%	58%	*	50%	62%	*	*	-	*	*	41%	*
At Masters Grade Level	2018	23%	28%	35%	*	17%	39%	*	*	-	*	*	18%	*
	2017	19%	25%	19%	*	13%	21%	*	*	-	*	*	13%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	86%	79%	*	71%	82%	*	*	-	*	*	66%	*
	2017	77%	85%	73%	*	69%	75%	*	*	-	*	*	55%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	53%	63%	47%	*	34%	50%	*	*	-	*	*	32%	*
	2017	49%	60%	38%	*	33%	40%	*	*	-	*	*	26%	*
At Masters Grade Level	2018	31%	38%	28%	*	12%	31%	*	*	-	*	*	12%	*
	2017	27%	36%	23%	*	22%	24%	*	*	-	*	*	14%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	49	46	*	58	45	*	*	-	*	50	40	69
Grade 6 Mathematics	2018	56	68	62	46	63	64	*	*	-	*	36	50	56
Grade 7 ELA/Reading	2018	76	75	73	59	64	75	*	*	-	*	59	67	73
Grade 7 Mathematics	2018	67	71	65	*	66	65	*	*	-	*	56	59	79
Grade 8 ELA/Reading	2018	79	80	78	73	78	79	*	*	-	75	67	79	69
Grade 8 Mathematics	2018	81	83	87	81	90	87	-	-	-	83	53	84	96
End of Course Algebra I	2018	72	82	90	*	100	89	*	*	-	*	*	93	-
All Grades Both Subjects	2018	69	71	70	58	71	71	60	86	-	63	54	64	73
All Grades ELA/Reading	2018	69	68	66	51	66	67	*	*	-	58	59	62	71
All Grades Mathematics	2018	70	74	74	65	75	75	*	*	-	68	49	66	74

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	40%	45%	41%	41%	*	*	-	*	18%	40%	*
	2017	35%	38%	44%	38%	45%	44%	*	*	-	60%	12%	35%	45%
Mathematics	2018	47%	56%	57%	50%	65%	56%	-	-	-	*	*	53%	*
	2017	43%	48%	45%	33%	36%	50%	*	-	*	*	26%	34%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	86%	86%	70%	83%	87%	*	*	-	86%	24%	73%	*
Students Requiring Accelerated Instruction														
	2018	21%	14%	14%	30%	17%	13%	*	*	-	*	76%	27%	*
STAAR Cumulative Met Standard														
	2018	85%	91%	91%	80%	93%	91%	*	*	-	88%	32%	79%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	91%	93%	82%	91%	95%	-	-	-	86%	35%	82%	*
Students Requiring Accelerated Instruction														
	2018	20%	9%	7%	*	*	5%	-	-	-	*	65%	18%	*
STAAR Cumulative Met Standard														
	2018	86%	93%	93%	82%	91%	95%	-	-	-	75%	33%	84%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	85%	-	-	-	-	-	*	-	*	*	*	*
	2017	75%	86%	83%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	61%	58%	-	-	-	-	-	*	-	*	*	*	*
	2017	45%	60%	55%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	22%	29%	30%	-	-	-	-	-	*	-	*	*	*	*
	2017	20%	28%	25%	-	-	-	-	-	*	-	*	*	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	84%	-	-	-	-	-	*	-	*	-	*	*
	2017	72%	84%	86%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	46%	60%	54%	-	-	-	-	-	*	-	*	-	*	*
	2017	44%	59%	54%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	19%	26%	28%	-	-	-	-	-	*	-	*	-	*	*
	2017	19%	27%	28%	-	-	-	-	-	*	-	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	90%	-	-	-	-	-	*	-	*	*	*	*
	2017	79%	91%	89%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	50%	66%	65%	-	-	-	-	-	*	-	*	*	*	*
	2017	46%	65%	68%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	24%	35%	33%	-	-	-	-	-	*	-	*	*	*	*
	2017	22%	34%	32%	-	-	-	-	-	*	-	*	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	79%	-	-	-	-	-	-	-	-	-	-	-
	2017	67%	76%	76%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
	2017	36%	44%	47%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	16%	22%	-	-	-	-	-	-	-	-	-	-	-
	2017	11%	14%	16%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	84%	-	-	-	-	-	*	-	*	-	*	*
	2017	79%	88%	84%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	61%	-	-	-	-	-	*	-	*	-	*	*
	2017	49%	62%	58%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	23%	28%	35%	-	-	-	-	-	*	-	*	-	*	*
	2017	19%	25%	19%	-	-	-	-	-	*	-	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	86%	79%	-	-	-	-	-	*	-	*	-	*	*
	2017	77%	85%	73%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	53%	63%	47%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	60%	38%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2018	31%	38%	28%	-	-	-	-	-	*	-	*	-	*	*
	2017	27%	36%	23%	-	-	-	-	-	*	-	*	*	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	71	70	-	-	-	-	-	67	-	67	*	67	68
All Grades ELA/Reading	2018	69	68	66	-	-	-	-	-	68	-	68	-	68	68
All Grades Mathematics	2018	70	74	74	-	-	-	-	-	65	-	65	*	65	68

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	47%	40%	-	-	-	-	-	*	-	*	-	*	*
	2017	35%	38%	44%	-	-	-	-	-	45%	-	45%	-	45%	45%
Mathematics	2018	47%	56%	57%	-	-	-	-	-	*	-	*	*	*	*
	2017	43%	48%	45%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	97%	98%	97%	100%	94%	*	91%	92%	96%	97%
Included in Accountability	94%	94%	92%	90%	96%	92%	100%	94%	*	91%	88%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	4%	7%	1%	5%	0%	0%	*	0%	4%	7%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	3%	3%	2%	3%	0%	6%	*	9%	8%	4%	3%
Absent	1%	2%	3%	3%	2%	3%	0%	6%	*	8%	8%	4%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	98%	98%	97%	100%	99%	*	97%	96%	96%	100%
Included in Accountability	94%	94%	93%	92%	94%	93%	100%	92%	*	94%	92%	91%	70%
Not Included in Accountability													
Mobile	4%	4%	4%	6%	4%	4%	0%	7%	*	3%	2%	5%	27%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	3%
Not Tested	1%	2%	3%	2%	2%	3%	0%	1%	*	3%	4%	4%	0%
Absent	1%	2%	3%	2%	2%	3%	0%	1%	*	3%	4%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	95.8%	96.7%	96.3%	95.6%	95.8%	97.9%	*	95.8%	94.7%	94.7%	96.6%
2015-16	95.8%	95.5%	95.9%	95.6%	96.5%	95.8%	96.2%	97.5%	*	95.7%	95.0%	95.0%	97.3%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	0.4%	0.0%	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.8%	1.0%	4.8%
2015-16	0.4%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,142	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.7%	4.3%
Kindergarten	0	0.0%	6.7%	6.9%
Grade 1	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	6.6%	7.3%
Grade 3	0	0.0%	7.0%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	363	31.8%	8.0%	7.5%
Grade 7	391	34.2%	8.6%	7.5%
Grade 8	388	34.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	49	4.3%	2.8%	12.6%
Hispanic	151	13.2%	15.4%	52.4%
White	901	78.9%	77.4%	27.8%
American Indian	6	0.5%	0.5%	0.4%
Asian	6	0.5%	1.0%	4.4%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	28	2.5%	2.8%	2.3%
Economically Disadvantaged	269	23.6%	23.4%	58.8%
Non-Educationally Disadvantaged	873	76.4%	76.6%	41.2%
English Learners (EL)	14	1.2%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	22	1.5%	0.9%	1.3%
At-Risk	419	36.7%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	63			
By Type of Primary Disability				
Students with Intellectual Disabilities	29	46.0%	39.9%	43.3%
Students with Physical Disabilities	*	*	20.7%	21.9%
Students with Autism	**	**	13.4%	13.2%
Students with Behavioral Disabilities	23	36.5%	23.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	137	9.6%	10.1%	16.0%
By Ethnicity:				
African American	6	0.4%		

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Hispanic	24	1.7%		
White	103	7.2%		
American Indian	0	0.0%		
Asian	2	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.1%		

<u>Student Information</u>	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.8%	-	2.6%	6.9%
Grade 1	-	5.0%	3.4%	-	21.4%	6.2%
Grade 2	-	1.2%	2.1%	-	3.0%	2.6%
Grade 3	-	0.6%	1.3%	-	0.0%	1.0%
Grade 4	-	1.0%	0.6%	-	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	0.2%	0.2%	0.7%	0.0%	0.0%	0.6%
Grade 8	0.2%	0.2%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	2.2%	8.0%	-	3.0%	13.5%

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	19.6	18.8
Grade 2	-	20.7	18.8
Grade 3	-	19.6	19.0
Grade 4	-	20.3	19.2
Grade 5	-	24.1	21.2
Grade 6	24.6	23.0	20.3
Secondary:			
English/Language Arts	24.9	20.8	16.7
Foreign Languages	21.0	20.1	18.6
Mathematics	22.4	22.4	17.9
Science	22.2	23.3	19.0
Social Studies	20.5	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	79.2	100.0%	100.0%	100.0%
Professional Staff:	73.9	93.2%	66.6%	64.1%
Teachers	66.1	83.5%	54.8%	50.1%
Professional Support	4.8	6.0%	8.4%	9.8%
Campus Administration (School Leadership)	3.0	3.8%	2.6%	3.0%
Educational Aides:	5.4	6.8%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,429.0
Part-time	1.0	n/a	2.0	578.0
Counselors				
Full-time	2.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	4.5	5.7%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	1.5%	1.5%	10.4%
Hispanic	2.0	3.0%	5.5%	27.2%
White	61.1	92.4%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.5%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.5%	0.6%	1.1%
Males	15.0	22.7%	17.1%	23.7%
Females	51.1	77.3%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	46.8	70.8%	73.3%	74.1%
Masters	18.3	27.7%	25.5%	23.8%
Doctorate	1.0	1.5%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.8%	8.2%
1-5 Years Experience	15.4	23.3%	18.2%	29.1%
6-10 Years Experience	11.0	16.6%	19.5%	19.1%
11-20 Years Experience	25.6	38.7%	37.8%	28.2%
Over 20 Years Experience	14.2	21.4%	22.7%	15.3%
Number of Students per Teacher	17.3	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

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

Total Students: 1,142
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.3
Average Years Experience of Principals with District	4.0	4.6	5.4
Average Years Experience of Assistant Principals	4.5	8.2	5.2
Average Years Experience of Assistant Principals with District	3.5	5.9	4.6
Average Years Experience of Teachers:	13.4	13.9	10.9
Average Years Experience of Teachers with District:	7.3	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$46,204	\$47,667
1-5 Years Experience	\$50,522	\$51,953	\$49,663
6-10 Years Experience	\$54,195	\$53,936	\$52,056
11-20 Years Experience	\$56,076	\$56,796	\$55,246
Over 20 Years Experience	\$64,554	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$56,284	\$56,750	\$53,334
Professional Support	\$64,583	\$64,935	\$63,165
Campus Administration (School Leadership)	\$79,978	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	14	1.2%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	117	10.2%	7.1%	7.9%
Special Education	63	5.5%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	0.6	0.9%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	56.1	84.8%	79.8%	72.3%
Special Education	9.5	14.3%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **OAK HILLS J H**

Campus Number: **170903043**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^															
Grade 6 Reading															
At Approaches Grade Level or Above	2018	69%	82%	89%	*	81%	91%	*	*	-	*	65%	77%	*	
At Meets Grade Level or Above	2018	39%	49%	52%	*	38%	55%	*	*	-	*	38%	34%	*	
At Masters Grade Level	2018	19%	25%	28%	*	17%	30%	*	*	-	*	19%	11%	*	
Grade 6 Mathematics															
At Approaches Grade Level or Above	2018	77%	89%	93%	*	88%	95%	*	*	-	71%	*	86%	*	
At Meets Grade Level or Above	2018	44%	63%	71%	*	55%	75%	*	*	-	57%	*	56%	*	
At Masters Grade Level	2018	18%	31%	39%	*	23%	42%	*	*	-	36%	*	21%	*	
Grade 7 Reading															
At Approaches Grade Level or Above	2018	74%	86%	89%	*	83%	89%	*	*	-	*	*	79%	*	
At Meets Grade Level or Above	2018	48%	60%	62%	*	49%	66%	*	*	-	*	*	50%	*	
At Masters Grade Level	2018	29%	35%	38%	*	21%	42%	*	*	-	*	*	21%	*	
Grade 7 Mathematics															
At Approaches Grade Level or Above	2018	72%	88%	92%	*	94%	91%	*	*	-	*	*	92%	*	
At Meets Grade Level or Above	2018	40%	58%	67%	*	66%	67%	*	*	-	*	*	62%	*	
At Masters Grade Level	2018	18%	23%	26%	*	20%	27%	*	*	-	*	*	17%	*	
Grade 7 Writing															
At Approaches Grade Level or Above	2018	69%	82%	85%	*	82%	86%	*	*	-	*	*	*	*	
At Meets Grade Level or Above	2018	43%	56%	56%	*	44%	59%	*	*	-	*	*	*	*	
At Masters Grade Level	2018	15%	20%	17%	*	13%	17%	*	*	-	*	*	*	*	
Grade 8 Reading^^															
At Approaches Grade Level or Above	2018	86%	91%	92%	*	75%	95%	*	*	*	90%	*	75%	*	
At Meets Grade Level or Above	2018	49%	57%	61%	*	40%	66%	*	*	*	60%	*	29%	*	
At Masters Grade Level	2018	27%	33%	36%	*	23%	38%	*	*	*	60%	*	16%	*	
Grade 8 Mathematics^^															
At Approaches Grade Level or Above	2018	86%	93%	92%	*	80%	95%	*	*	*	*	*	85%	*	
At Meets Grade Level or Above	2018	51%	74%	75%	*	55%	79%	*	*	*	*	*	50%	*	
At Masters Grade Level	2018	15%	35%	36%	*	18%	39%	*	*	*	*	*	14%	*	
Grade 8 Science															
At Approaches Grade Level or Above	2018	76%	84%	84%	*	66%	87%	*	*	*	*	*	*	*	
At Meets Grade Level or Above	2018	52%	61%	62%	*	37%	65%	*	*	*	*	*	*	*	
At Masters Grade Level	2018	28%	34%	34%	*	23%	36%	*	*	*	*	*	*	*	
Grade 8 Social Studies															
At Approaches Grade Level or Above	2018	65%	78%	76%	*	*	78%	*	*	*	*	*	*	*	
At Meets Grade Level or Above	2018	36%	44%	40%	*	*	41%	*	*	*	*	*	*	*	
At Masters Grade Level	2018	21%	26%	23%	*	*	24%	*	*	*	*	*	*	*	

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	93%	100%	*	100%	100%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	55%	77%	100%	*	100%	100%	-	*	-	*	*	*	*
At Masters Grade Level	2018	32%	53%	96%	*	100%	96%	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	88%	88%	79%	90%	*	100%	*	81%	55%	77%	71%
At Meets Grade Level or Above	2018	48%	61%	62%	56%	47%	65%	*	79%	*	59%	33%	41%	33%
At Masters Grade Level	2018	22%	29%	33%	37%	20%	35%	*	43%	*	30%	12%	13%	11%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	90%	94%	80%	91%	*	100%	*	83%	61%	77%	*
At Meets Grade Level or Above	2018	46%	60%	59%	56%	43%	62%	*	69%	*	52%	29%	38%	*
At Masters Grade Level	2018	19%	26%	34%	33%	20%	37%	*	38%	*	31%	14%	16%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	93%	94%	87%	95%	*	100%	*	79%	63%	88%	81%
At Meets Grade Level or Above	2018	50%	66%	74%	65%	61%	78%	*	92%	*	66%	37%	56%	58%
At Masters Grade Level	2018	24%	35%	41%	41%	25%	44%	*	62%	*	38%	15%	18%	19%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	85%	*	82%	86%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	52%	56%	*	44%	59%	*	*	-	*	*	*	*
At Masters Grade Level	2018	13%	16%	17%	*	13%	17%	*	*	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	84%	*	66%	87%	*	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	62%	*	37%	65%	*	*	*	*	*	*	*
At Masters Grade Level	2018	23%	28%	34%	*	23%	36%	*	*	*	*	*	*	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	86%	76%	*	*	78%	*	*	*	*	*	*	*
At Meets Grade Level or Above	2018	53%	63%	40%	*	*	41%	*	*	*	*	*	*	*
At Masters Grade Level	2018	31%	38%	23%	*	*	24%	*	*	*	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	49	53	*	55	53	*	*	-	38	60	51	*
Grade 6 Mathematics	2018	56	68	74	*	78	74	*	*	-	69	64	72	83
Grade 7 ELA/Reading	2018	76	75	78	94	72	79	*	83	-	*	82	73	97
Grade 7 Mathematics	2018	67	71	80	*	85	80	*	*	-	*	78	77	100
Grade 8 ELA/Reading	2018	79	80	82	93	85	82	*	100	*	67	78	79	75
Grade 8 Mathematics	2018	81	83	79	100	74	79	*	*	*	*	58	74	67
End of Course Algebra I	2018	72	82	99	*	100	100	-	*	-	*	*	*	*
All Grades Both Subjects	2018	69	71	75	89	75	75	57	87	*	66	69	71	80
All Grades ELA/Reading	2018	69	68	71	91	70	71	*	88	*	56	73	68	77
All Grades Mathematics	2018	70	74	80	88	80	80	*	85	*	76	65	75	84

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	48%	*	42%	50%	*	-	-	*	32%	40%	*
Mathematics	2018	47%	56%	45%	*	39%	46%	*	-	*	*	27%	46%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	86%	86%	86%	68%	90%	*	*	*	90%	43%	61%	*
Students Requiring Accelerated Instruction														
	2018	21%	14%	14%	*	33%	10%	*	*	*	*	57%	39%	*
STAAR Cumulative Met Standard														
	2018	85%	91%	92%	100%	75%	95%	*	100%	*	90%	57%	75%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	91%	88%	100%	70%	91%	*	*	*	71%	37%	73%	*
Students Requiring Accelerated Instruction														
	2018	20%	9%	12%	*	30%	9%	*	*	*	*	63%	27%	*
STAAR Cumulative Met Standard														
	2018	86%	93%	92%	100%	80%	95%	*	*	*	71%	42%	85%	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	88%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	48%	61%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	22%	29%	33%	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	90%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	46%	60%	59%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	19%	26%	34%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	93%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	50%	66%	74%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	24%	35%	41%	-	-	-	-	-	*	-	*	-	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	85%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	52%	56%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	16%	17%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	84%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	51%	61%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	23%	28%	34%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	86%	76%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	53%	63%	40%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	31%	38%	23%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	75	-	-	-	-	-	56	-	56	-	56	56
All Grades ELA/Reading	2018	69	68	71	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2018	70	74	80	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	48%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2018	47%	56%	45%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	96%	95%	97%	96%	96%	100%	*	96%	95%	97%	100%
Included in Accountability	94%	94%	93%	92%	93%	93%	96%	100%	*	91%	91%	92%	100%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	3%	3%	0%	0%	*	4%	2%	4%	0%
Other Exclusions	1%	0%	0%	3%	0%	0%	0%	0%	*	0%	2%	0%	0%
Not Tested	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Absent	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	95.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD

Campus Name: OAK HILLS J H

Campus Number: 170903043

Total Students: 1,021

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,021	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.7%	4.3%
Kindergarten	0	0.0%	6.7%	6.9%
Grade 1	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	6.6%	7.3%
Grade 3	0	0.0%	7.0%	7.6%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	338	33.1%	8.0%	7.5%
Grade 7	363	35.6%	8.6%	7.5%
Grade 8	320	31.3%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	22	2.2%	2.8%	12.6%
Hispanic	141	13.8%	15.4%	52.4%
White	808	79.1%	77.4%	27.8%
American Indian	7	0.7%	0.5%	0.4%
Asian	13	1.3%	1.0%	4.4%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	29	2.8%	2.8%	2.3%
Economically Disadvantaged	214	21.0%	23.4%	58.8%
Non-Educationally Disadvantaged	807	79.0%	76.6%	41.2%
English Learners (EL)	9	0.9%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	310	30.4%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	94			
By Type of Primary Disability				
Students with Intellectual Disabilities	48	51.1%	39.9%	43.3%
Students with Physical Disabilities	8	8.5%	20.7%	21.9%
Students with Autism	16	17.0%	13.4%	13.2%
Students with Behavioral Disabilities	22	23.4%	23.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	0	0.0%	10.1%	16.0%
By Ethnicity:				
African American	0	0.0%		

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Class Size Information	Campus	District	State
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Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Elementary:

Kindergarten	-	20.1	18.7
Grade 1	-	19.6	18.8
Grade 2	-	20.7	18.8
Grade 3	-	19.6	19.0
Grade 4	-	20.3	19.2
Grade 5	-	24.1	21.2
Grade 6	21.3	23.0	20.3

Secondary:

English/Language Arts	22.5	20.8	16.7
Foreign Languages	16.6	20.1	18.6
Mathematics	22.9	22.4	17.9
Science	23.2	23.3	19.0
Social Studies	23.2	23.0	19.3

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		

Total Staff	85.3	100.0%	100.0%	100.0%
Professional Staff:	74.5	87.4%	66.6%	64.1%
Teachers	64.9	76.2%	54.8%	50.1%
Professional Support	6.6	7.7%	8.4%	9.8%
Campus Administration (School Leadership)	3.0	3.5%	2.6%	3.0%
Educational Aides:	10.8	12.6%	8.0%	10.1%

Librarians & Counselors (Headcount):

Librarians				
Full-time	0.0	n/a	6.0	4,429.0
Part-time	1.0	n/a	2.0	578.0
Counselors				
Full-time	2.0	n/a	17.0	12,131.0

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	7.3	8.5%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	1.5%	1.5%	10.4%
Hispanic	1.0	1.5%	5.5%	27.2%
White	62.9	96.9%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	7.0	10.8%	17.1%	23.7%
Females	57.9	89.2%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	52.5	80.8%	73.3%	74.1%
Masters	11.5	17.7%	25.5%	23.8%
Doctorate	0.9	1.5%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.1%	1.8%	8.2%
1-5 Years Experience	10.8	16.6%	18.2%	29.1%
6-10 Years Experience	12.0	18.5%	19.5%	19.1%
11-20 Years Experience	25.6	39.5%	37.8%	28.2%
Over 20 Years Experience	14.5	22.4%	22.7%	15.3%
Number of Students per Teacher	15.7	n/a	16.4	15.1

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.0	6.3
Average Years Experience of Principals with District	3.0	4.6	5.4
Average Years Experience of Assistant Principals	5.0	8.2	5.2
Average Years Experience of Assistant Principals with District	4.5	5.9	4.6
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	14.1	13.9	10.9
	8.1	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,184	\$46,204	\$47,667
1-5 Years Experience	\$51,621	\$51,953	\$49,663
6-10 Years Experience	\$53,535	\$53,936	\$52,056
11-20 Years Experience	\$56,652	\$56,796	\$55,246
Over 20 Years Experience	\$64,546	\$63,794	\$61,428

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

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

Total Students: 1,021
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Average Actual Salaries (regular duties only):			
Teachers	\$56,809	\$56,750	\$53,334
Professional Support	\$63,005	\$64,935	\$63,165
Campus Administration (School Leadership)	\$79,022	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	9	0.9%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	98	9.6%	7.1%	7.9%
Special Education	94	9.2%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.3%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	0.5	0.8%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	56.8	87.5%	79.8%	72.3%
Special Education	7.4	11.4%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY EL**

Campus Number: **170903103**

2018 Accountability Rating: **Met Standard**

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	88%	82%	*	74%	87%	*	*	-	*	*	71%	*
	2017	73%	89%	91%	*	85%	93%	-	*	*	*	*	84%	*
At Meets Grade Level or Above	2018	43%	53%	52%	*	42%	57%	*	*	-	*	*	37%	*
	2017	45%	61%	63%	*	48%	67%	-	*	*	*	*	52%	*
At Masters Grade Level	2018	25%	35%	35%	*	42%	40%	*	*	-	*	*	17%	*
	2017	29%	42%	45%	*	26%	50%	-	*	*	*	*	25%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	88%	84%	*	79%	86%	*	*	-	*	*	72%	*
	2017	77%	91%	90%	*	*	96%	-	*	*	*	*	84%	*
At Meets Grade Level or Above	2018	47%	56%	51%	*	37%	58%	*	*	-	*	*	34%	*
	2017	49%	66%	65%	*	*	71%	-	*	*	*	*	55%	*
At Masters Grade Level	2018	23%	29%	29%	*	26%	30%	*	*	-	*	*	14%	*
	2017	26%	34%	32%	*	*	40%	-	*	*	*	*	16%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	86%	90%	*	80%	93%	-	*	-	*	*	75%	*
	2017	70%	83%	88%	*	74%	94%	-	-	*	-	*	79%	*
At Meets Grade Level or Above	2018	46%	58%	56%	*	48%	59%	-	*	-	*	*	40%	*
	2017	44%	57%	62%	*	48%	69%	-	-	*	-	*	48%	*
At Masters Grade Level	2018	24%	30%	31%	*	24%	33%	-	*	-	*	*	17%	*
	2017	24%	34%	40%	*	30%	46%	-	-	*	-	*	27%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	87%	86%	*	*	89%	-	*	-	*	*	74%	*
	2017	76%	88%	89%	*	86%	93%	-	-	*	-	*	84%	*
At Meets Grade Level or Above	2018	49%	58%	51%	*	*	58%	-	*	-	*	*	30%	*
	2017	47%	63%	62%	*	46%	68%	-	-	*	-	*	55%	*
At Masters Grade Level	2018	27%	33%	25%	*	*	27%	-	*	-	*	*	11%	*
	2017	27%	38%	36%	*	36%	38%	-	-	*	-	*	29%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	71%	69%	*	*	73%	-	*	-	*	*	*	*
	2017	65%	75%	77%	*	*	83%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	39%	48%	42%	*	*	43%	-	*	-	*	*	*	*
	2017	34%	42%	44%	*	*	50%	-	-	*	*	*	*	*
At Masters Grade Level	2018	11%	11%	8%	*	*	7%	-	*	-	*	*	*	*
	2017	11%	13%	12%	*	*	13%	-	-	*	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	92%	90%	*	81%	95%	-	-	*	*	*	79%	*
At Meets Grade Level or Above	2018	54%	68%	61%	*	56%	65%	-	-	*	*	*	49%	*
At Masters Grade Level	2018	26%	34%	38%	*	30%	44%	-	-	*	*	*	25%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	96%	95%	*	96%	97%	-	-	*	*	*	93%	*
At Meets Grade Level or Above	2018	58%	68%	69%	*	63%	77%	-	-	*	*	*	53%	*
At Masters Grade Level	2018	30%	37%	38%	*	19%	46%	-	-	*	*	*	23%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	84%	80%	*	*	86%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	46%	43%	*	*	47%	-	-	*	*	*	*	*
At Masters Grade Level	2018	17%	19%	16%	*	*	21%	-	-	*	*	*	*	*

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	85%	67%	76%	88%	*	100%	*	88%	55%	75%	71%
	2017	75%	86%	87%	75%	76%	91%	-	*	*	*	69%	80%	71%
At Meets Grade Level or Above	2018	48%	61%	53%	31%	43%	58%	*	60%	*	55%	29%	38%	31%
	2017	45%	60%	59%	39%	45%	65%	-	*	*	*	47%	50%	33%
At Masters Grade Level	2018	22%	29%	28%	8%	21%	31%	*	50%	*	30%	14%	15%	11%
	2017	20%	28%	33%	23%	23%	37%	-	*	*	*	19%	21%	13%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	87%	*	79%	92%	*	*	*	86%	*	75%	68%
	2017	72%	84%	89%	82%	80%	93%	-	*	*	*	*	81%	*
At Meets Grade Level or Above	2018	46%	60%	56%	*	49%	60%	*	*	*	57%	*	42%	35%
	2017	44%	59%	62%	41%	48%	68%	-	*	*	*	*	50%	*
At Masters Grade Level	2018	19%	26%	35%	*	31%	39%	*	*	*	36%	*	20%	14%
	2017	19%	27%	42%	32%	28%	48%	-	*	*	*	*	26%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	88%	81%	83%	91%	*	*	*	*	*	80%	78%
	2017	79%	91%	90%	78%	78%	94%	-	*	*	*	*	84%	78%
At Meets Grade Level or Above	2018	50%	66%	57%	28%	44%	64%	*	*	*	*	*	40%	32%
	2017	46%	65%	63%	48%	49%	69%	-	*	*	*	*	55%	38%
At Masters Grade Level	2018	24%	35%	31%	16%	20%	35%	*	*	*	*	*	16%	16%
	2017	22%	34%	34%	22%	24%	39%	-	*	*	*	*	23%	16%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	69%	*	*	73%	-	*	-	*	*	*	*
	2017	67%	76%	77%	*	*	83%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	52%	42%	*	*	43%	-	*	-	*	*	*	*
	2017	36%	44%	44%	*	*	50%	-	-	*	*	*	*	*
At Masters Grade Level	2018	13%	16%	8%	*	*	7%	-	*	-	*	*	*	*
	2017	11%	14%	12%	*	*	13%	-	-	*	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	80%	*	*	86%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	43%	*	*	47%	-	-	*	*	*	*	*
At Masters Grade Level	2018	23%	28%	16%	*	*	21%	-	-	*	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	58	57	*	57	58	-	*	-	*	*	44	*
Grade 4 Mathematics	2018	65	59	48	*	50	48	-	*	-	*	*	36	*
Grade 5 ELA/Reading	2018	80	78	73	72	77	74	-	-	*	*	*	68	73
Grade 5 Mathematics	2018	81	77	78	88	70	80	-	-	*	*	75	77	69
All Grades Both Subjects	2018	69	71	65	65	64	66	-	*	*	*	66	58	53
All Grades ELA/Reading	2018	69	68	66	57	67	67	-	*	*	*	59	57	58
All Grades Mathematics	2018	70	74	65	73	60	65	-	*	*	*	73	59	48

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	48%	*	*	75%	-	-	-	*	*	26%	*
	2017	35%	38%	42%	*	*	67%	-	-	-	-	*	*	*
Mathematics	2018	47%	56%	58%	*	*	56%	-	-	-	*	*	53%	*
	2017	43%	48%	*	*	*	*	-	-	-	-	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	88%	82%	67%	78%	86%	-	-	*	*	*	71%	*
Students Requiring Accelerated Instruction														
	2018	21%	12%	18%	33%	22%	14%	-	-	*	*	*	29%	*
STAAR Cumulative Met Standard														
	2018	84%	92%	90%	67%	81%	95%	-	-	*	*	56%	79%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	91%	73%	85%	95%	-	-	*	*	*	82%	*
Students Requiring Accelerated Instruction														
	2018	15%	6%	9%	*	*	5%	-	-	*	*	56%	18%	*
STAAR Cumulative Met Standard														
	2018	90%	97%	95%	87%	96%	97%	-	-	*	*	*	93%	100%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	85%	*	-	-	*	-	*	*	-	-	*	*
	2017	75%	86%	87%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	48%	61%	53%	*	-	-	*	-	*	*	-	-	*	*
	2017	45%	60%	59%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	22%	29%	28%	*	-	-	*	-	*	*	-	-	*	*
	2017	20%	28%	33%	*	-	-	*	-	*	*	*	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	87%	*	-	-	*	-	*	*	-	-	*	*
	2017	72%	84%	89%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	46%	60%	56%	*	-	-	*	-	*	*	-	-	*	*
	2017	44%	59%	62%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	19%	26%	35%	*	-	-	*	-	*	*	-	-	*	*
	2017	19%	27%	42%	*	-	-	*	-	*	*	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	88%	*	-	-	*	-	*	*	-	-	*	*
	2017	79%	91%	90%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	50%	66%	57%	*	-	-	*	-	*	*	-	-	*	*
	2017	46%	65%	63%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	24%	35%	31%	*	-	-	*	-	*	*	-	-	*	*
	2017	22%	34%	34%	*	-	-	*	-	*	*	*	-	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	69%	*	-	-	*	-	*	*	-	-	*	*
	2017	67%	76%	77%	*	-	-	*	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	52%	42%	*	-	-	*	-	*	*	-	-	*	*
	2017	36%	44%	44%	*	-	-	*	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	16%	8%	*	-	-	*	-	*	*	-	-	*	*
	2017	11%	14%	12%	*	-	-	*	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	80%	*	-	-	*	-	-	-	-	-	*	*
At Meets Grade Level or Above	2018	51%	61%	43%	*	-	-	*	-	-	-	-	-	*	*
At Masters Grade Level	2018	23%	28%	16%	*	-	-	*	-	-	-	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	65	58	-	-	58	-	*	*	-	-	57	57
All Grades ELA/Reading	2018	69	68	66	61	-	-	61	-	*	*	-	-	65	65
All Grades Mathematics	2018	70	74	65	55	-	-	55	-	*	*	-	-	50	50

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	48%	*	-	-	*	-	-	-	-	-	*	*
	2017	35%	38%	42%	*	-	-	*	-	-	-	-	-	*	*
Mathematics	2018	47%	56%	58%	*	-	-	*	-	-	-	-	-	*	*
	2017	43%	48%	*	*	-	-	*	-	-	-	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	99%	100%	99%	*	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	93%	99%	94%	93%	*	91%	*	94%	89%	90%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	6%	6%	*	9%	*	6%	11%	8%	13%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	2%
Not Tested	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Absent	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	99%	98%	98%	-	*	100%	75%	94%	98%	98%
Included in Accountability	94%	94%	91%	91%	91%	92%	-	*	100%	38%	91%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	7%	7%	7%	6%	-	*	0%	38%	0%	7%	8%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	*	0%	0%	3%	0%	2%
Not Tested	1%	2%	2%	1%	2%	2%	-	*	0%	25%	6%	2%	2%
Absent	1%	2%	2%	1%	2%	2%	-	*	0%	25%	6%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	95.6%	95.8%	95.7%	95.5%	*	*	*	95.1%	94.3%	95.2%	96.2%
2015-16	95.8%	95.5%	95.6%	96.2%	95.4%	95.6%	*	*	*	95.0%	93.9%	94.9%	95.7%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	876	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	40	4.6%	1.7%	4.3%
Kindergarten	135	15.4%	6.7%	6.9%
Grade 1	125	14.3%	6.8%	7.2%
Grade 2	125	14.3%	6.6%	7.3%
Grade 3	147	16.8%	7.0%	7.6%
Grade 4	141	16.1%	7.5%	7.7%
Grade 5	163	18.6%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	58	6.6%	2.8%	12.6%
Hispanic	177	20.2%	15.4%	52.4%
White	599	68.4%	77.4%	27.8%
American Indian	2	0.2%	0.5%	0.4%
Asian	5	0.6%	1.0%	4.4%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	34	3.9%	2.8%	2.3%
Economically Disadvantaged	325	37.1%	23.4%	58.8%
Non-Educationally Disadvantaged	551	62.9%	76.6%	41.2%
English Learners (EL)	56	6.4%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	1	0.1%	0.9%	1.3%
At-Risk	324	37.0%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	54			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	20.4%	39.9%	43.3%
Students with Physical Disabilities	21	38.9%	20.7%	21.9%
Students with Autism	**	**	13.4%	13.2%
Students with Behavioral Disabilities	16	29.6%	23.9%	20.3%
Students with Non-Categorical Early Childhood	*	*	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	94	14.9%	10.1%	16.0%
By Ethnicity:				
African American	8	1.3%		

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Hispanic	23	3.7%		
White	55	8.7%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	7	1.1%		

<u>Student Information</u>	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	4.7%	2.2%	1.8%	0.0%	2.6%	6.9%
Grade 1	9.6%	5.0%	3.4%	26.7%	21.4%	6.2%
Grade 2	2.4%	1.2%	2.1%	11.1%	3.0%	2.6%
Grade 3	1.6%	0.6%	1.3%	0.0%	0.0%	1.0%
Grade 4	2.6%	1.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	-	2.2%	8.0%	-	3.0%	13.5%

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	20.1	18.7
Grade 1	17.4	19.6	18.8
Grade 2	20.5	20.7	18.8
Grade 3	18.4	19.6	19.0
Grade 4	19.8	20.3	19.2
Grade 5	23.0	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.7	100.0%	100.0%	100.0%
Professional Staff:	64.0	86.8%	66.6%	64.1%
Teachers	56.5	76.6%	54.8%	50.1%
Professional Support	4.5	6.1%	8.4%	9.8%
Campus Administration (School Leadership)	3.0	4.1%	2.6%	3.0%
Educational Aides:	9.7	13.2%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	1.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	14.5	19.7%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	3.5%	1.5%	10.4%
Hispanic	7.0	12.4%	5.5%	27.2%
White	46.5	82.3%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.8%	0.6%	1.1%
Males	1.0	1.8%	17.1%	23.7%
Females	55.5	98.2%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	35.0	62.0%	73.3%	74.1%
Masters	21.5	38.0%	25.5%	23.8%
Doctorate	0.0	0.0%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.5	0.9%	1.8%	8.2%
1-5 Years Experience	8.0	14.1%	18.2%	29.1%
6-10 Years Experience	15.0	26.6%	19.5%	19.1%
11-20 Years Experience	20.0	35.4%	37.8%	28.2%
Over 20 Years Experience	13.0	23.0%	22.7%	15.3%
Number of Students per Teacher	15.5	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

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

Total Students: 876
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	8.0	6.3
Average Years Experience of Principals with District	1.0	4.6	5.4
Average Years Experience of Assistant Principals	9.0	8.2	5.2
Average Years Experience of Assistant Principals with District	6.5	5.9	4.6
Average Years Experience of Teachers:	13.9	13.9	10.9
Average Years Experience of Teachers with District:	7.8	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$28,424	\$46,204	\$47,667
1-5 Years Experience	\$51,583	\$51,953	\$49,663
6-10 Years Experience	\$54,046	\$53,936	\$52,056
11-20 Years Experience	\$56,669	\$56,796	\$55,246
Over 20 Years Experience	\$63,769	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$56,640	\$56,750	\$53,334
Professional Support	\$61,552	\$64,935	\$63,165
Campus Administration (School Leadership)	\$80,000	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	125	14.3%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	43	4.9%	7.1%	7.9%
Special Education	54	6.2%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	4.0	7.1%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	48.6	86.1%	79.8%	72.3%
Special Education	3.8	6.8%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **STEWART CREEK EL**

Campus Number: **170903104**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Postsecondary Readiness

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	88%	92%	*	86%	95%	-	*	*	*	*	81%	*
	2017	73%	89%	88%	*	86%	89%	-	-	-	*	*	80%	79%
At Meets Grade Level or Above	2018	43%	53%	50%	*	46%	55%	-	*	*	*	*	42%	*
	2017	45%	61%	55%	*	55%	54%	-	-	-	*	*	45%	57%
At Masters Grade Level	2018	25%	35%	34%	*	21%	42%	-	*	*	*	*	23%	*
	2017	29%	42%	33%	*	41%	32%	-	-	-	*	*	20%	43%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	88%	91%	*	81%	95%	-	*	*	*	*	81%	*
	2017	77%	91%	92%	*	100%	91%	-	-	-	*	*	91%	100%
At Meets Grade Level or Above	2018	47%	56%	59%	*	44%	70%	-	*	*	*	*	42%	*
	2017	49%	66%	67%	*	68%	68%	-	-	-	*	*	59%	71%
At Masters Grade Level	2018	23%	29%	33%	*	26%	38%	-	*	*	*	*	26%	*
	2017	26%	34%	31%	*	41%	31%	-	-	-	*	*	23%	57%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	86%	81%	*	*	81%	-	*	-	*	*	75%	*
	2017	70%	83%	80%	*	62%	88%	*	*	-	*	*	75%	*
At Meets Grade Level or Above	2018	46%	58%	57%	*	*	53%	-	*	-	*	*	52%	*
	2017	44%	57%	55%	*	30%	65%	*	*	-	*	*	42%	*
At Masters Grade Level	2018	24%	30%	20%	*	*	23%	-	*	-	*	*	17%	*
	2017	24%	34%	32%	*	19%	38%	*	*	-	*	*	23%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	87%	92%	*	100%	92%	-	*	-	*	*	88%	100%
	2017	76%	88%	87%	*	78%	90%	*	*	-	*	*	83%	81%
At Meets Grade Level or Above	2018	49%	58%	70%	*	85%	70%	-	*	-	*	*	63%	93%
	2017	47%	63%	63%	*	41%	72%	*	*	-	*	*	55%	48%
At Masters Grade Level	2018	27%	33%	46%	*	54%	46%	-	*	-	*	*	39%	79%
	2017	27%	38%	38%	*	24%	44%	*	*	-	*	*	28%	29%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	71%	71%	*	*	71%	-	*	-	*	*	57%	*
	2017	65%	75%	73%	*	*	74%	*	*	-	*	*	67%	*
At Meets Grade Level or Above	2018	39%	48%	44%	*	*	42%	-	*	-	*	*	35%	*
	2017	34%	42%	37%	*	*	39%	*	*	-	*	*	32%	*
At Masters Grade Level	2018	11%	11%	10%	*	*	9%	-	*	-	*	*	10%	*
	2017	11%	13%	13%	*	*	15%	*	*	-	*	*	15%	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	92%	97%	*	92%	99%	-	*	-	*	*	96%	*
At Meets Grade Level or Above	2018	54%	68%	75%	*	53%	86%	-	*	-	*	*	63%	*
At Masters Grade Level	2018	26%	34%	35%	*	22%	41%	-	*	-	*	*	29%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	96%	97%	*	92%	99%	-	*	-	*	*	94%	91%
At Meets Grade Level or Above	2018	58%	68%	71%	*	58%	76%	-	*	-	*	*	63%	50%
At Masters Grade Level	2018	30%	37%	41%	*	28%	46%	-	*	-	*	*	27%	23%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	84%	83%	*	*	90%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	46%	42%	*	*	47%	-	*	-	*	*	*	*
At Masters Grade Level	2018	17%	19%	18%	*	*	22%	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	88%	81%	85%	90%	-	*	*	*	*	81%	79%
	2017	75%	86%	84%	*	76%	86%	*	*	-	*	*	79%	76%
At Meets Grade Level or Above	2018	48%	61%	59%	43%	54%	62%	-	*	*	*	*	49%	46%
	2017	45%	60%	55%	*	42%	60%	*	*	-	*	*	46%	44%
At Masters Grade Level	2018	22%	29%	30%	33%	23%	33%	-	*	*	*	*	22%	18%
	2017	20%	28%	29%	*	24%	32%	*	*	-	*	*	22%	27%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	90%	*	88%	91%	-	*	*	*	*	84%	*
	2017	72%	84%	84%	*	71%	88%	*	*	-	*	*	78%	69%
At Meets Grade Level or Above	2018	46%	60%	61%	*	54%	65%	-	*	*	*	*	53%	*
	2017	44%	59%	55%	*	39%	59%	*	*	-	*	*	43%	37%
At Masters Grade Level	2018	19%	26%	30%	*	19%	35%	-	*	*	*	*	23%	*
	2017	19%	27%	33%	*	27%	35%	*	*	-	*	*	22%	26%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	94%	*	91%	95%	-	*	*	*	*	88%	86%
	2017	79%	91%	89%	*	86%	90%	*	*	-	*	*	87%	89%
At Meets Grade Level or Above	2018	50%	66%	67%	*	62%	72%	-	*	*	*	*	57%	55%
	2017	46%	65%	65%	*	51%	70%	*	*	-	*	*	57%	57%
At Masters Grade Level	2018	24%	35%	40%	*	35%	44%	-	*	*	*	*	31%	35%
	2017	22%	34%	35%	*	31%	37%	*	*	-	*	*	26%	40%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	71%	*	*	71%	-	*	-	*	*	57%	*
	2017	67%	76%	73%	*	*	74%	*	*	-	*	*	67%	*
At Meets Grade Level or Above	2018	41%	52%	44%	*	*	42%	-	*	-	*	*	35%	*
	2017	36%	44%	37%	*	*	39%	*	*	-	*	*	32%	*
At Masters Grade Level	2018	13%	16%	10%	*	*	9%	-	*	-	*	*	10%	*
	2017	11%	14%	13%	*	*	15%	*	*	-	*	*	15%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	83%	*	*	90%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	42%	*	*	47%	-	*	-	*	*	*	*
At Masters Grade Level	2018	23%	28%	18%	*	*	22%	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	58	50	*	52	51	-	*	-	*	*	51	55
Grade 4 Mathematics	2018	65	59	79	*	94	77	-	*	-	*	*	71	100
Grade 5 ELA/Reading	2018	80	78	81	*	77	83	-	*	-	*	*	79	70
Grade 5 Mathematics	2018	81	77	75	*	74	75	-	*	-	*	*	73	66
All Grades Both Subjects	2018	69	71	71	88	75	72	-	*	-	46	*	69	73
All Grades ELA/Reading	2018	69	68	66	*	68	67	-	*	-	*	*	66	65
All Grades Mathematics	2018	70	74	77	*	83	76	-	*	-	*	*	72	79

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	67%	*	71%	63%	-	-	-	*	*	57%	*
	2017	35%	38%	*	*	*	*	-	-	-	*	*	*	*
Mathematics	2018	47%	56%	65%	*	71%	67%	-	-	-	-	*	*	*
	2017	43%	48%	40%	-	*	*	-	-	-	-	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	88%	92%	*	83%	95%	-	*	-	*	-	86%	73%
Students Requiring Accelerated Instruction														
	2018	21%	12%	8%	*	17%	5%	-	*	-	*	-	14%	*
STAAR Cumulative Met Standard														
	2018	84%	92%	98%	*	94%	99%	-	*	-	*	-	96%	87%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	96%	*	88%	99%	-	*	-	*	-	90%	93%
Students Requiring Accelerated Instruction														
	2018	15%	6%	4%	*	*	*	-	*	-	*	-	10%	*
STAAR Cumulative Met Standard														
	2018	90%	97%	98%	*	94%	99%	-	*	-	*	-	94%	93%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^A															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	88%	77%	-	-	77%	-	*	*	*	*	69%	70%
	2017	75%	86%	84%	77%	-	-	77%	-	*	*	*	*	69%	71%
At Meets Grade Level or Above	2018	48%	61%	59%	35%	-	-	35%	-	*	*	*	*	29%	28%
	2017	45%	60%	55%	37%	-	-	37%	-	*	*	*	*	35%	36%
At Masters Grade Level	2018	22%	29%	30%	10%	-	-	10%	-	*	*	*	*	9%	9%
	2017	20%	28%	29%	14%	-	-	14%	-	*	*	*	*	15%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	90%	*	-	-	*	-	*	*	*	*	*	*
	2017	72%	84%	84%	*	-	-	*	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	60%	61%	*	-	-	*	-	*	*	*	*	*	*
	2017	44%	59%	55%	*	-	-	*	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	26%	30%	*	-	-	*	-	*	*	*	*	*	*
	2017	19%	27%	33%	*	-	-	*	-	*	*	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	94%	83%	-	-	83%	-	*	*	*	*	80%	81%
	2017	79%	91%	89%	*	-	-	*	-	*	*	*	*	90%	91%
At Meets Grade Level or Above	2018	50%	66%	67%	48%	-	-	48%	-	*	*	*	*	40%	39%
	2017	46%	65%	65%	*	-	-	*	-	*	*	*	*	48%	48%
At Masters Grade Level	2018	24%	35%	40%	22%	-	-	22%	-	*	*	*	*	20%	19%
	2017	22%	34%	35%	*	-	-	*	-	*	*	*	*	24%	26%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	71%	*	-	-	*	-	*	*	-	-	*	*
	2017	67%	76%	73%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	41%	52%	44%	*	-	-	*	-	*	*	-	-	*	*
	2017	36%	44%	37%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	13%	16%	10%	*	-	-	*	-	*	*	-	-	*	*
	2017	11%	14%	13%	*	-	-	*	-	*	*	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	83%	*	-	-	*	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	51%	61%	42%	*	-	-	*	-	*	*	*	-	*	*
At Masters Grade Level	2018	23%	28%	18%	*	-	-	*	-	*	*	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	71	77	-	-	77	-	69	*	*	-	75	75
All Grades ELA/Reading	2018	69	68	66	85	-	-	85	-	*	*	*	-	75	75
All Grades Mathematics	2018	70	74	77	72	-	-	72	-	*	*	*	-	75	75

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	67%	*	-	-	*	-	*	*	-	-	*	*
	2017	35%	38%	*	*	-	-	*	-	*	*	-	-	*	*
Mathematics	2018	47%	56%	65%	*	-	-	*	-	*	*	-	-	*	*
	2017	43%	48%	40%	*	-	-	*	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	96%	99%	97%	-	100%	*	100%	100%	97%	100%
Included in Accountability	94%	94%	91%	81%	91%	91%	-	100%	*	86%	78%	89%	96%
Not Included in Accountability													
Mobile	4%	4%	6%	15%	5%	5%	-	0%	*	14%	4%	6%	0%
Other Exclusions	1%	0%	1%	0%	2%	1%	-	0%	*	0%	18%	2%	4%
Not Tested	1%	2%	2%	4%	1%	3%	-	0%	*	0%	0%	3%	0%
Absent	1%	2%	2%	0%	1%	3%	-	0%	*	0%	0%	3%	0%
Other	0%	0%	0%	4%	0%	0%	-	0%	*	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	98%	*	100%	-	83%	96%	97%	99%
Included in Accountability	94%	94%	92%	100%	88%	94%	*	69%	-	70%	76%	89%	87%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	9%	4%	*	31%	-	13%	20%	7%	7%
Other Exclusions	1%	0%	0%	0%	2%	0%	*	0%	-	0%	0%	1%	4%
Not Tested	1%	2%	2%	0%	2%	2%	*	0%	-	17%	4%	3%	1%
Absent	1%	2%	2%	0%	2%	2%	*	0%	-	17%	4%	3%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	95.9%	94.7%	96.5%	95.8%	*	97.9%	*	94.8%	93.4%	95.3%	96.9%
2015-16	95.8%	95.5%	95.8%	95.3%	96.5%	95.7%	*	*	*	94.9%	95.1%	95.5%	96.6%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	813	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	51	6.3%	1.7%	4.3%
Kindergarten	108	13.3%	6.7%	6.9%
Grade 1	114	14.0%	6.8%	7.2%
Grade 2	135	16.6%	6.6%	7.3%
Grade 3	121	14.9%	7.0%	7.6%
Grade 4	139	17.1%	7.5%	7.7%
Grade 5	145	17.8%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	21	2.6%	2.8%	12.6%
Hispanic	193	23.7%	15.4%	52.4%
White	552	67.9%	77.4%	27.8%
American Indian	1	0.1%	0.5%	0.4%
Asian	15	1.8%	1.0%	4.4%
Pacific Islander	2	0.2%	0.1%	0.1%
Two or More Races	29	3.6%	2.8%	2.3%
Economically Disadvantaged	333	41.0%	23.4%	58.8%
Non-Educationally Disadvantaged	480	59.0%	76.6%	41.2%
English Learners (EL)	84	10.3%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	299	36.8%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	39			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	25.6%	39.9%	43.3%
Students with Physical Disabilities	19	48.7%	20.7%	21.9%
Students with Autism	6	15.4%	13.4%	13.2%
Students with Behavioral Disabilities	*	*	23.9%	20.3%
Students with Non-Categorical Early Childhood	*	*	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	103	15.4%	10.1%	16.0%
By Ethnicity:				
African American	6	0.9%		

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	22	3.3%		
White	64	9.6%		
American Indian	0	0.0%		
Asian	3	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	8	1.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.5%	2.2%	1.8%	0.0%	2.6%	6.9%
Grade 1	3.6%	5.0%	3.4%	20.0%	21.4%	6.2%
Grade 2	1.6%	1.2%	2.1%	0.0%	3.0%	2.6%
Grade 3	0.7%	0.6%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.0%	1.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	-	2.2%	8.0%	-	3.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.1	20.1	18.7
Grade 1	18.8	19.6	18.8
Grade 2	19.5	20.7	18.8
Grade 3	20.2	19.6	19.0
Grade 4	19.9	20.3	19.2
Grade 5	23.5	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.1	100.0%	100.0%	100.0%
Professional Staff:	57.2	86.5%	66.6%	64.1%
Teachers	48.2	72.9%	54.8%	50.1%
Professional Support	7.0	10.6%	8.4%	9.8%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	3.0%
Educational Aides:	8.9	13.5%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	1.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	11.5	17.4%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.4%
Hispanic	6.0	12.5%	5.5%	27.2%
White	41.2	85.5%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.1%	0.6%	1.1%
Males	1.0	2.1%	17.1%	23.7%
Females	47.2	97.9%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	35.8	74.2%	73.3%	74.1%
Masters	11.4	23.7%	25.5%	23.8%
Doctorate	1.0	2.1%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	1.8%	8.2%
1-5 Years Experience	9.8	20.2%	18.2%	29.1%
6-10 Years Experience	8.0	16.6%	19.5%	19.1%
11-20 Years Experience	18.9	39.3%	37.8%	28.2%
Over 20 Years Experience	10.5	21.8%	22.7%	15.3%
Number of Students per Teacher	16.9	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

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

Total Students: 813
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.0	6.3
Average Years Experience of Principals with District	3.0	4.6	5.4
Average Years Experience of Assistant Principals	4.0	8.2	5.2
Average Years Experience of Assistant Principals with District	3.0	5.9	4.6
Average Years Experience of Teachers:	13.6	13.9	10.9
Average Years Experience of Teachers with District:	7.3	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,000	\$46,204	\$47,667
1-5 Years Experience	\$53,007	\$51,953	\$49,663
6-10 Years Experience	\$53,868	\$53,936	\$52,056
11-20 Years Experience	\$57,179	\$56,796	\$55,246
Over 20 Years Experience	\$62,410	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$56,754	\$56,750	\$53,334
Professional Support	\$60,711	\$64,935	\$63,165
Campus Administration (School Leadership)	\$75,973	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	131	16.1%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	41	5.0%	7.1%	7.9%
Special Education	39	4.8%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	2.9	6.1%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	43.1	89.5%	79.8%	72.3%
Special Education	1.6	3.4%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LONE STAR EL**

Campus Number: **170903105**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in ELA/Reading

Postsecondary Readiness

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	88%	92%	-	69%	96%	-	*	-	*	*	*	*
	2017	73%	89%	87%	*	80%	87%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	43%	53%	66%	-	54%	66%	-	*	-	*	*	*	*
	2017	45%	61%	62%	*	45%	64%	-	*	-	*	*	36%	*
At Masters Grade Level	2018	25%	35%	46%	-	46%	47%	-	*	-	*	*	*	*
	2017	29%	42%	43%	*	30%	45%	-	*	-	*	*	18%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	88%	91%	-	*	97%	-	*	-	*	*	*	*
	2017	77%	91%	88%	*	*	89%	-	*	-	*	*	86%	*
At Meets Grade Level or Above	2018	47%	56%	65%	-	*	67%	-	*	-	*	*	*	*
	2017	49%	66%	61%	*	*	62%	-	*	-	*	*	45%	*
At Masters Grade Level	2018	23%	29%	31%	-	*	35%	-	*	-	*	*	*	*
	2017	26%	34%	34%	*	*	35%	-	*	-	*	*	24%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	86%	87%	*	76%	88%	-	*	-	*	*	*	*
	2017	70%	83%	83%	*	86%	83%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	46%	58%	64%	*	41%	68%	-	*	-	*	*	*	*
	2017	44%	57%	54%	*	46%	56%	*	-	-	*	*	*	*
At Masters Grade Level	2018	24%	30%	42%	*	29%	43%	-	*	-	*	*	*	*
	2017	24%	34%	34%	*	21%	36%	*	-	-	*	*	*	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	87%	82%	*	*	86%	-	*	-	*	*	*	*
	2017	76%	88%	89%	*	93%	89%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	49%	58%	61%	*	*	63%	-	*	-	*	*	*	*
	2017	47%	63%	63%	*	76%	60%	*	-	-	*	*	*	*
At Masters Grade Level	2018	27%	33%	38%	*	*	42%	-	*	-	*	*	*	*
	2017	27%	38%	35%	*	24%	37%	*	-	-	*	*	*	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	71%	76%	*	*	77%	-	*	-	*	*	*	*
	2017	65%	75%	75%	*	*	74%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	48%	63%	*	*	63%	-	*	-	*	*	*	*
	2017	34%	42%	42%	*	*	44%	*	-	-	*	*	*	*
At Masters Grade Level	2018	11%	11%	19%	*	*	18%	-	*	-	*	*	*	*
	2017	11%	13%	12%	*	*	14%	*	-	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	92%	92%	*	94%	95%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	54%	68%	73%	*	78%	75%	*	*	-	*	*	*	*
At Masters Grade Level	2018	26%	34%	38%	*	33%	39%	*	*	-	*	*	*	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	96%	98%	*	100%	99%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	58%	68%	76%	*	83%	74%	*	*	-	*	*	*	*
At Masters Grade Level	2018	30%	37%	41%	*	28%	44%	*	*	-	*	*	*	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	84%	83%	*	*	83%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	46%	49%	*	*	53%	*	*	-	*	*	*	*
At Masters Grade Level	2018	17%	19%	21%	*	*	25%	*	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	88%	*	79%	90%	*	73%	-	86%	59%	69%	*
	2017	75%	86%	84%	*	86%	85%	*	*	-	78%	49%	71%	*
At Meets Grade Level or Above	2018	48%	61%	65%	*	56%	66%	*	73%	-	73%	39%	37%	*
	2017	45%	60%	56%	*	52%	57%	*	*	-	61%	37%	31%	*
At Masters Grade Level	2018	22%	29%	34%	*	22%	36%	*	64%	-	50%	12%	13%	*
	2017	20%	28%	31%	*	20%	33%	*	*	-	44%	18%	13%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	90%	*	81%	93%	*	*	-	*	*	73%	*
	2017	72%	84%	85%	*	83%	85%	*	*	-	*	*	72%	*
At Meets Grade Level or Above	2018	46%	60%	68%	*	58%	70%	*	*	-	*	*	36%	*
	2017	44%	59%	58%	*	46%	60%	*	*	-	*	*	30%	*
At Masters Grade Level	2018	19%	26%	42%	*	35%	43%	*	*	-	*	*	22%	*
	2017	19%	27%	38%	*	25%	41%	*	*	-	*	*	17%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	91%	*	75%	94%	*	*	-	*	*	76%	*
	2017	79%	91%	89%	*	88%	89%	*	*	-	*	*	76%	*
At Meets Grade Level or Above	2018	50%	66%	67%	*	60%	68%	*	*	-	*	*	51%	*
	2017	46%	65%	62%	*	63%	61%	*	*	-	*	*	40%	*
At Masters Grade Level	2018	24%	35%	37%	*	17%	41%	*	*	-	*	*	11%	*
	2017	22%	34%	34%	*	20%	36%	*	*	-	*	*	16%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	76%	*	*	77%	-	*	-	*	*	*	*
	2017	67%	76%	75%	*	*	74%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	52%	63%	*	*	63%	-	*	-	*	*	*	*
	2017	36%	44%	42%	*	*	44%	*	-	-	*	*	*	*
At Masters Grade Level	2018	13%	16%	19%	*	*	18%	-	*	-	*	*	*	*
	2017	11%	14%	12%	*	*	14%	*	-	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	83%	*	*	83%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	49%	*	*	53%	*	*	-	*	*	*	*
At Masters Grade Level	2018	23%	28%	21%	*	*	25%	*	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	58	70	*	50	73	-	*	-	*	65	59	*
Grade 4 Mathematics	2018	65	59	65	*	44	68	-	*	-	*	70	59	*
Grade 5 ELA/Reading	2018	80	78	84	*	91	84	*	*	-	*	90	84	*
Grade 5 Mathematics	2018	81	77	82	*	68	84	*	*	-	*	91	88	*
All Grades Both Subjects	2018	69	71	76	69	64	78	*	*	-	88	79	73	65
All Grades ELA/Reading	2018	69	68	77	*	71	79	*	*	-	*	78	72	*
All Grades Mathematics	2018	70	74	74	*	56	77	*	*	-	*	81	73	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	53%	*	*	59%	-	-	-	*	*	45%	-
	2017	35%	38%	31%	*	*	38%	-	-	-	*	*	*	-
Mathematics	2018	47%	56%	50%	*	*	52%	-	-	-	*	*	64%	*
	2017	43%	48%	48%	*	*	57%	-	-	-	*	*	*	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	88%	91%	*	94%	91%	*	*	-	*	73%	76%	-
Students Requiring Accelerated Instruction														
	2018	21%	12%	9%	*	*	9%	*	*	-	*	*	*	-
STAAR Cumulative Met Standard														
	2018	84%	92%	93%	*	94%	95%	*	*	-	*	73%	76%	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	98%	*	100%	98%	*	*	-	*	100%	88%	-
Students Requiring Accelerated Instruction														
	2018	15%	6%	*	*	*	*	*	*	-	*	*	*	-
STAAR Cumulative Met Standard														
	2018	90%	97%	99%	*	100%	99%	*	*	-	*	100%	94%	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	88%	-	-	-	-	-	*	*	*	-	*	*
	2017	75%	86%	84%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	48%	61%	65%	-	-	-	-	-	*	*	*	-	*	*
	2017	45%	60%	56%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	22%	29%	34%	-	-	-	-	-	*	*	*	-	*	*
	2017	20%	28%	31%	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	90%	-	-	-	-	-	*	*	*	-	*	*
	2017	72%	84%	85%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	46%	60%	68%	-	-	-	-	-	*	*	*	-	*	*
	2017	44%	59%	58%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	19%	26%	42%	-	-	-	-	-	*	*	*	-	*	*
	2017	19%	27%	38%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	91%	-	-	-	-	-	*	*	*	-	*	*
	2017	79%	91%	89%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	50%	66%	67%	-	-	-	-	-	*	*	*	-	*	*
	2017	46%	65%	62%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	24%	35%	37%	-	-	-	-	-	*	*	*	-	*	*
	2017	22%	34%	34%	-	-	-	-	-	*	*	-	-	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	76%	-	-	-	-	-	*	*	*	-	*	*
	2017	67%	76%	75%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	41%	52%	63%	-	-	-	-	-	*	*	*	-	*	*
	2017	36%	44%	42%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	13%	16%	19%	-	-	-	-	-	*	*	*	-	*	*
	2017	11%	14%	12%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	83%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	51%	61%	49%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	23%	28%	21%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	76	-	-	-	-	-	*	*	*	-	*	*
All Grades ELA/Reading	2018	69	68	77	-	-	-	-	-	*	*	*	-	*	*
All Grades Mathematics	2018	70	74	74	-	-	-	-	-	*	*	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	53%	-	-	-	-	-	-	-	-	-	-	-
	2017	35%	38%	31%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2018	47%	56%	50%	-	-	-	-	-	*	-	*	-	*	*
	2017	43%	48%	48%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	99%	99%	*	100%	-	100%	98%	99%	100%
Included in Accountability	94%	94%	95%	100%	98%	94%	*	100%	-	100%	87%	86%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	2%	4%	*	0%	-	0%	7%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	3%	2%	0%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	96%	100%	97%	96%	*	100%	-	100%	86%	99%	100%
Included in Accountability	94%	94%	92%	100%	95%	92%	*	40%	-	86%	70%	94%	70%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	2%	4%	*	60%	-	14%	16%	5%	30%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	4%	0%	3%	4%	*	0%	-	0%	14%	1%	0%
Absent	1%	2%	4%	0%	3%	4%	*	0%	-	0%	14%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	96.0%	95.6%	96.5%	95.9%	*	*	-	97.8%	94.6%	94.6%	95.8%
2015-16	95.8%	95.5%	96.1%	*	96.5%	96.1%	*	*	-	96.6%	94.6%	94.8%	96.2%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	719	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	17	2.4%	1.7%	4.3%
Kindergarten	131	18.2%	6.7%	6.9%
Grade 1	124	17.2%	6.8%	7.2%
Grade 2	103	14.3%	6.6%	7.3%
Grade 3	100	13.9%	7.0%	7.6%
Grade 4	119	16.6%	7.5%	7.7%
Grade 5	125	17.4%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	6	0.8%	2.8%	12.6%
Hispanic	121	16.8%	15.4%	52.4%
White	564	78.4%	77.4%	27.8%
American Indian	3	0.4%	0.5%	0.4%
Asian	6	0.8%	1.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	19	2.6%	2.8%	2.3%
Economically Disadvantaged	110	15.3%	23.4%	58.8%
Non-Educationally Disadvantaged	609	84.7%	76.6%	41.2%
English Learners (EL)	20	2.8%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	168	23.4%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	24.5%	39.9%	43.3%
Students with Physical Disabilities	21	42.9%	20.7%	21.9%
Students with Autism	9	18.4%	13.4%	13.2%
Students with Behavioral Disabilities	**	**	23.9%	20.3%
Students with Non-Categorical Early Childhood	*	*	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	64	8.4%	10.1%	16.0%
By Ethnicity:				
African American	4	0.5%		

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Hispanic	13	1.7%		
White	43	5.7%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

<u>Student Information</u>	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	0.7%	2.2%	1.8%	0.0%	2.6%	6.9%
Grade 1	2.0%	5.0%	3.4%	16.7%	21.4%	6.2%
Grade 2	0.0%	1.2%	2.1%	0.0%	3.0%	2.6%
Grade 3	0.0%	0.6%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.0%	1.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	-	2.2%	8.0%	-	3.0%	13.5%

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	20.1	18.7
Grade 1	20.5	19.6	18.8
Grade 2	20.4	20.7	18.8
Grade 3	20.0	19.6	19.0
Grade 4	19.8	20.3	19.2
Grade 5	24.6	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.8	100.0%	100.0%	100.0%
Professional Staff:	49.0	80.5%	66.6%	64.1%
Teachers	41.5	68.2%	54.8%	50.1%
Professional Support	5.5	9.0%	8.4%	9.8%
Campus Administration (School Leadership)	2.0	3.3%	2.6%	3.0%
Educational Aides:	11.8	19.5%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	1.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	0.0	0.0%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.4%
Hispanic	0.0	0.0%	5.5%	27.2%
White	41.5	100.0%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	1.0	2.4%	17.1%	23.7%
Females	40.5	97.6%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.0	77.1%	73.3%	74.1%
Masters	9.5	22.9%	25.5%	23.8%
Doctorate	0.0	0.0%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.8%	8.2%
1-5 Years Experience	10.0	24.1%	18.2%	29.1%
6-10 Years Experience	10.0	24.1%	19.5%	19.1%
11-20 Years Experience	14.5	34.9%	37.8%	28.2%
Over 20 Years Experience	7.0	16.9%	22.7%	15.3%
Number of Students per Teacher	17.3	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

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

Total Students: 719
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.3
Average Years Experience of Principals with District	5.0	4.6	5.4
Average Years Experience of Assistant Principals	3.0	8.2	5.2
Average Years Experience of Assistant Principals with District	3.0	5.9	4.6
Average Years Experience of Teachers:	12.3	13.9	10.9
Average Years Experience of Teachers with District:	7.1	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$46,204	\$47,667
1-5 Years Experience	\$50,767	\$51,953	\$49,663
6-10 Years Experience	\$53,508	\$53,936	\$52,056
11-20 Years Experience	\$56,400	\$56,796	\$55,246
Over 20 Years Experience	\$64,759	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$55,756	\$56,750	\$53,334
Professional Support	\$63,534	\$64,935	\$63,165
Campus Administration (School Leadership)	\$84,102	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	19	2.6%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	48	6.7%	7.1%	7.9%
Special Education	49	6.8%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	1.5	3.6%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	36.0	86.7%	79.8%	72.3%
Special Education	4.0	9.6%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MADELEY RANCH EL**

Campus Number: **170903106**

2018 Accountability Rating: **Met Standard**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	88%	88%	*	*	89%	-	-	-	*	*	*	*
	2017	73%	89%	91%	-	90%	91%	-	-	-	*	*	95%	-
At Meets Grade Level or Above	2018	43%	53%	53%	*	*	59%	-	-	-	*	*	*	*
	2017	45%	61%	67%	-	70%	67%	-	-	-	*	*	55%	-
At Masters Grade Level	2018	25%	35%	35%	*	*	38%	-	-	-	*	*	*	*
	2017	29%	42%	47%	-	50%	46%	-	-	-	*	*	41%	-
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	88%	85%	*	*	89%	-	-	-	*	*	*	*
	2017	77%	91%	93%	-	100%	94%	-	-	-	*	70%	91%	-
At Meets Grade Level or Above	2018	47%	56%	54%	*	*	60%	-	-	-	*	*	*	*
	2017	49%	66%	72%	-	70%	72%	-	-	-	*	70%	59%	-
At Masters Grade Level	2018	23%	29%	26%	*	*	32%	-	-	-	*	*	*	*
	2017	26%	34%	40%	-	60%	39%	-	-	-	*	50%	23%	-
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	86%	86%	-	*	87%	-	-	-	*	*	*	*
	2017	70%	83%	82%	-	*	83%	*	-	-	*	*	81%	-
At Meets Grade Level or Above	2018	46%	58%	57%	-	*	57%	-	-	-	*	*	*	*
	2017	44%	57%	55%	-	*	56%	*	-	-	*	*	48%	-
At Masters Grade Level	2018	24%	30%	28%	-	*	27%	-	-	-	*	*	*	*
	2017	24%	34%	30%	-	*	32%	*	-	-	*	*	24%	-
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	87%	88%	-	92%	89%	-	-	-	*	*	*	*
	2017	76%	88%	88%	-	94%	87%	*	-	-	*	62%	*	-
At Meets Grade Level or Above	2018	49%	58%	60%	-	62%	59%	-	-	-	*	*	*	*
	2017	47%	63%	65%	-	75%	62%	*	-	-	*	38%	*	-
At Masters Grade Level	2018	27%	33%	31%	-	38%	30%	-	-	-	*	*	*	*
	2017	27%	38%	43%	-	31%	44%	*	-	-	*	38%	*	-
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	71%	68%	-	*	69%	-	-	-	*	*	*	*
	2017	65%	75%	76%	-	*	76%	*	-	-	*	*	*	-
At Meets Grade Level or Above	2018	39%	48%	39%	-	*	40%	-	-	-	*	*	*	*
	2017	34%	42%	44%	-	*	43%	*	-	-	*	*	*	-
At Masters Grade Level	2018	11%	11%	9%	-	*	9%	-	-	-	*	*	*	*
	2017	11%	13%	13%	-	*	12%	*	-	-	*	*	*	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	92%	89%	*	88%	89%	*	-	-	*	*	78%	*
At Meets Grade Level or Above	2018	54%	68%	66%	*	50%	68%	*	-	-	*	*	59%	*
At Masters Grade Level	2018	26%	34%	32%	*	31%	33%	*	-	-	*	*	33%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	96%	93%	*	*	93%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	58%	68%	59%	*	*	58%	*	-	-	*	*	*	*
At Masters Grade Level	2018	30%	37%	27%	*	*	26%	*	-	-	*	*	*	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	84%	82%	*	*	83%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	46%	46%	*	*	44%	*	-	-	*	*	*	*
At Masters Grade Level	2018	17%	19%	16%	*	*	17%	*	-	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	85%	*	84%	86%	*	-	-	73%	65%	77%	*
	2017	75%	86%	86%	-	85%	86%	*	-	-	93%	57%	84%	-
At Meets Grade Level or Above	2018	48%	61%	55%	*	49%	56%	*	-	-	59%	42%	39%	*
	2017	45%	60%	60%	-	56%	60%	*	-	-	80%	41%	50%	-
At Masters Grade Level	2018	22%	29%	25%	*	22%	26%	*	-	-	27%	15%	16%	*
	2017	20%	28%	34%	-	31%	34%	*	-	-	47%	29%	22%	-
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	88%	*	85%	88%	*	-	-	*	*	80%	*
	2017	72%	84%	86%	-	81%	87%	*	-	-	*	61%	88%	-
At Meets Grade Level or Above	2018	46%	60%	60%	*	49%	62%	*	-	-	*	*	44%	*
	2017	44%	59%	61%	-	54%	61%	*	-	-	*	43%	51%	-
At Masters Grade Level	2018	19%	26%	31%	*	27%	32%	*	-	-	*	*	25%	*
	2017	19%	27%	38%	-	35%	39%	*	-	-	*	26%	33%	-
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	89%	*	88%	90%	*	-	-	*	65%	83%	*
	2017	79%	91%	91%	-	96%	90%	*	-	-	*	65%	88%	-
At Meets Grade Level or Above	2018	50%	66%	58%	*	52%	59%	*	-	-	*	54%	37%	*
	2017	46%	65%	68%	-	73%	67%	*	-	-	*	52%	60%	-
At Masters Grade Level	2018	24%	35%	28%	*	24%	29%	*	-	-	*	19%	14%	*
	2017	22%	34%	42%	-	42%	41%	*	-	-	*	43%	21%	-
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	68%	-	*	69%	-	-	-	*	*	*	*
	2017	67%	76%	76%	-	*	76%	*	-	-	*	*	*	-
At Meets Grade Level or Above	2018	41%	52%	39%	-	*	40%	-	-	-	*	*	*	*
	2017	36%	44%	44%	-	*	43%	*	-	-	*	*	*	-
At Masters Grade Level	2018	13%	16%	9%	-	*	9%	-	-	-	*	*	*	*
	2017	11%	14%	13%	-	*	12%	*	-	-	*	*	*	-
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	82%	*	*	83%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	46%	*	*	44%	*	-	-	*	*	*	*
At Masters Grade Level	2018	23%	28%	16%	*	*	17%	*	-	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	58	55	-	45	56	-	-	-	*	63	40	*
Grade 4 Mathematics	2018	65	59	57	-	63	57	-	-	-	*	*	50	*
Grade 5 ELA/Reading	2018	80	78	76	*	87	75	*	-	-	*	54	73	*
Grade 5 Mathematics	2018	81	77	67	*	60	67	*	-	-	*	65	59	*
All Grades Both Subjects	2018	69	71	65	*	65	64	*	-	-	70	56	57	*
All Grades ELA/Reading	2018	69	68	67	*	69	66	*	-	-	*	57	59	*
All Grades Mathematics	2018	70	74	63	*	61	62	*	-	-	*	55	55	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	43%	*	*	39%	-	-	-	-	*	*	*
	2017	35%	38%	*	-	*	*	-	-	-	-	*	*	-
Mathematics	2018	47%	56%	63%	*	*	63%	-	-	-	*	*	*	-
	2017	43%	48%	46%	-	*	42%	-	-	-	-	*	*	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	88%	87%	*	93%	86%	-	-	-	*	*	77%	*
Students Requiring Accelerated Instruction														
	2018	21%	12%	13%	*	*	14%	-	-	-	*	60%	23%	*
STAAR Cumulative Met Standard														
	2018	84%	92%	90%	*	93%	89%	-	-	-	*	55%	81%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2018	53%	*	*	-	-	*	-	-	-	-	-	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	90%	*	93%	89%	-	-	-	*	45%	77%	*
Students Requiring Accelerated Instruction														
	2018	15%	6%	10%	*	*	11%	-	-	-	*	55%	23%	*
STAAR Cumulative Met Standard														
	2018	90%	97%	93%	*	93%	93%	-	-	-	*	64%	85%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2018	69%	*	*	-	-	*	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	85%	-	-	-	-	-	*	*	-	-	*	*
	2017	75%	86%	86%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	48%	61%	55%	-	-	-	-	-	*	*	-	-	*	*
	2017	45%	60%	60%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	22%	29%	25%	-	-	-	-	-	*	*	-	-	*	*
	2017	20%	28%	34%	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	88%	-	-	-	-	-	*	*	-	-	*	*
	2017	72%	84%	86%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	46%	60%	60%	-	-	-	-	-	*	*	-	-	*	*
	2017	44%	59%	61%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	19%	26%	31%	-	-	-	-	-	*	*	-	-	*	*
	2017	19%	27%	38%	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	89%	-	-	-	-	-	*	*	-	-	*	*
	2017	79%	91%	91%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	50%	66%	58%	-	-	-	-	-	*	*	-	-	*	*
	2017	46%	65%	68%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	24%	35%	28%	-	-	-	-	-	*	*	-	-	*	*
	2017	22%	34%	42%	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	68%	-	-	-	-	-	*	*	-	-	*	*
	2017	67%	76%	76%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	41%	52%	39%	-	-	-	-	-	*	*	-	-	*	*
	2017	36%	44%	44%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	13%	16%	9%	-	-	-	-	-	*	*	-	-	*	*
	2017	11%	14%	13%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	82%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	51%	61%	46%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	23%	28%	16%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	65	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading	2018	69	68	67	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2018	70	74	63	-	-	-	-	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	43%	-	-	-	-	-	*	*	-	-	*	*
	2017	35%	38%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2018	47%	56%	63%	-	-	-	-	-	-	-	-	-	-	-
	2017	43%	48%	46%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	96%	99%	*	-	-	100%	98%	98%	100%
Included in Accountability	94%	94%	91%	100%	93%	93%	*	-	-	92%	85%	84%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	3%	6%	*	-	-	8%	10%	14%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	4%	0%	0%
Not Tested	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Absent	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	-	94%	99%	*	-	-	100%	98%	98%	-
Included in Accountability	94%	94%	93%	-	85%	94%	*	-	-	79%	91%	88%	-
Not Included in Accountability													
Mobile	4%	4%	5%	-	9%	4%	*	-	-	21%	0%	8%	-
Other Exclusions	1%	0%	1%	-	0%	1%	*	-	-	0%	8%	2%	-
Not Tested	1%	2%	2%	-	6%	1%	*	-	-	0%	2%	2%	-
Absent	1%	2%	2%	-	6%	1%	*	-	-	0%	2%	2%	-
Other	0%	0%	0%	-	0%	0%	*	-	-	0%	0%	0%	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	96.1%	*	96.0%	96.1%	*	*	-	97.0%	95.8%	95.2%	*
2015-16	95.8%	95.5%	95.9%	*	95.9%	95.9%	*	*	-	96.9%	95.2%	94.7%	*
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	747	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	20	2.7%	1.7%	4.3%
Kindergarten	104	13.9%	6.7%	6.9%
Grade 1	126	16.9%	6.8%	7.2%
Grade 2	103	13.8%	6.6%	7.3%
Grade 3	114	15.3%	7.0%	7.6%
Grade 4	129	17.3%	7.5%	7.7%
Grade 5	151	20.2%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	8	1.1%	2.8%	12.6%
Hispanic	100	13.4%	15.4%	52.4%
White	615	82.3%	77.4%	27.8%
American Indian	1	0.1%	0.5%	0.4%
Asian	0	0.0%	1.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	23	3.1%	2.8%	2.3%
Economically Disadvantaged	127	17.0%	23.4%	58.8%
Non-Educationally Disadvantaged	620	83.0%	76.6%	41.2%
English Learners (EL)	7	0.9%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	208	27.8%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	30.8%	39.9%	43.3%
Students with Physical Disabilities	17	32.7%	20.7%	21.9%
Students with Autism	**	**	13.4%	13.2%
Students with Behavioral Disabilities	10	19.2%	23.9%	20.3%
Students with Non-Categorical Early Childhood	*	*	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	58	11.2%	10.1%	16.0%
By Ethnicity:				
African American	2	0.4%		

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	11	2.1%		
White	43	8.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	2.2%	1.8%	10.0%	2.6%	6.9%
Grade 1	5.9%	5.0%	3.4%	20.0%	21.4%	6.2%
Grade 2	1.0%	1.2%	2.1%	0.0%	3.0%	2.6%
Grade 3	0.0%	0.6%	1.3%	0.0%	0.0%	1.0%
Grade 4	1.6%	1.0%	0.6%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.7%	-	0.0%	0.6%
Grade 6	-	0.2%	0.5%	-	0.0%	0.6%
Grade 7	-	0.2%	0.7%	-	0.0%	0.6%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	-	2.2%	8.0%	-	3.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	20.1	18.7
Grade 1	20.7	19.6	18.8
Grade 2	20.6	20.7	18.8
Grade 3	19.0	19.6	19.0
Grade 4	21.0	20.3	19.2
Grade 5	24.8	24.1	21.2
Grade 6	-	23.0	20.3
Secondary:			
English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	52.5	85.6%	66.6%	64.1%
Teachers	43.0	70.1%	54.8%	50.1%
Professional Support	7.5	12.2%	8.4%	9.8%
Campus Administration (School Leadership)	2.0	3.3%	2.6%	3.0%
Educational Aides:	8.8	14.4%	8.0%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	1.0	n/a	17.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	1.0	1.6%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	2.3%	1.5%	10.4%
Hispanic	0.0	0.0%	5.5%	27.2%
White	42.0	97.7%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	3.0	7.0%	17.1%	23.7%
Females	40.0	93.0%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	33.0	76.8%	73.3%	74.1%
Masters	10.0	23.2%	25.5%	23.8%
Doctorate	0.0	0.0%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	1.8%	8.2%
1-5 Years Experience	9.5	22.1%	18.2%	29.1%
6-10 Years Experience	8.0	18.6%	19.5%	19.1%
11-20 Years Experience	16.5	38.4%	37.8%	28.2%
Over 20 Years Experience	8.0	18.6%	22.7%	15.3%
Number of Students per Teacher	17.4	n/a	16.4	15.1

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

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

Total Students: 747
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	8.0	6.3
Average Years Experience of Principals with District	6.0	4.6	5.4
Average Years Experience of Assistant Principals	4.0	8.2	5.2
Average Years Experience of Assistant Principals with District	4.0	5.9	4.6
Average Years Experience of Teachers:	12.8	13.9	10.9
Average Years Experience of Teachers with District:	6.1	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,577	\$46,204	\$47,667
1-5 Years Experience	\$54,006	\$51,953	\$49,663
6-10 Years Experience	\$54,081	\$53,936	\$52,056
11-20 Years Experience	\$56,250	\$56,796	\$55,246
Over 20 Years Experience	\$62,348	\$63,794	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$56,380	\$56,750	\$53,334
Professional Support	\$62,327	\$64,935	\$63,165
Campus Administration (School Leadership)	\$80,945	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	2.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	6	0.8%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	53	7.1%	7.1%	7.9%
Special Education	52	7.0%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	1.5	3.5%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	38.5	89.5%	79.8%	72.3%
Special Education	3.0	7.0%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

2017-18 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **KEENAN EL**

Campus Number: **170903107**

2018 Accountability Rating: **Met Standard**

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^															
Grade 3 Reading															
At Approaches Grade Level or Above	2018	77%	88%	88%	-	*	90%	*	-	-	*	*	*	*	
At Meets Grade Level or Above	2018	43%	53%	48%	-	*	52%	*	-	-	*	*	*	*	
At Masters Grade Level	2018	25%	35%	29%	-	*	32%	*	-	-	*	*	*	*	
Grade 3 Mathematics															
At Approaches Grade Level or Above	2018	78%	88%	91%	-	*	94%	*	-	-	*	*	81%	*	
At Meets Grade Level or Above	2018	47%	56%	52%	-	*	55%	*	-	-	*	*	43%	*	
At Masters Grade Level	2018	23%	29%	27%	-	*	29%	*	-	-	*	*	24%	*	
Grade 4 Reading															
At Approaches Grade Level or Above	2018	73%	86%	86%	*	*	86%	-	-	-	*	*	*	-	
At Meets Grade Level or Above	2018	46%	58%	58%	*	*	55%	-	-	-	*	*	*	-	
At Masters Grade Level	2018	24%	30%	28%	*	*	25%	-	-	-	*	*	*	-	
Grade 4 Mathematics															
At Approaches Grade Level or Above	2018	78%	87%	86%	*	*	87%	-	-	-	*	*	*	-	
At Meets Grade Level or Above	2018	49%	58%	51%	*	*	48%	-	-	-	*	*	*	-	
At Masters Grade Level	2018	27%	33%	25%	*	*	20%	-	-	-	*	*	*	-	
Grade 4 Writing															
At Approaches Grade Level or Above	2018	63%	71%	72%	*	*	73%	-	-	-	*	*	*	-	
At Meets Grade Level or Above	2018	39%	48%	55%	*	*	55%	-	-	-	*	*	*	-	
At Masters Grade Level	2018	11%	11%	9%	*	*	10%	-	-	-	*	*	*	-	
Grade 5 Reading^^															
At Approaches Grade Level or Above	2018	84%	92%	92%	*	*	96%	*	*	-	*	*	*	*	
At Meets Grade Level or Above	2018	54%	68%	64%	*	*	70%	*	*	-	*	*	*	*	
At Masters Grade Level	2018	26%	34%	28%	*	*	28%	*	*	-	*	*	*	*	
Grade 5 Mathematics^^															
At Approaches Grade Level or Above	2018	91%	96%	99%	*	100%	99%	*	*	-	*	*	*	*	
At Meets Grade Level or Above	2018	58%	68%	71%	*	64%	73%	*	*	-	*	*	*	*	
At Masters Grade Level	2018	30%	37%	42%	*	36%	45%	*	*	-	*	*	*	*	
Grade 5 Science															
At Approaches Grade Level or Above	2018	76%	84%	91%	*	*	92%	*	*	-	*	*	*	*	
At Meets Grade Level or Above	2018	41%	46%	54%	*	*	56%	*	*	-	*	*	*	*	
At Masters Grade Level	2018	17%	19%	22%	*	*	24%	*	*	-	*	*	*	*	

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	87%	88%	*	79%	90%	*	*	-	97%	51%	75%	*
At Meets Grade Level or Above	2018	48%	61%	56%	*	43%	58%	*	*	-	81%	28%	32%	*
At Masters Grade Level	2018	22%	29%	26%	*	21%	27%	*	*	-	38%	13%	9%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	85%	89%	*	81%	91%	*	*	-	93%	*	*	*
At Meets Grade Level or Above	2018	46%	60%	57%	*	39%	59%	*	*	-	79%	*	*	*
At Masters Grade Level	2018	19%	26%	29%	*	25%	29%	*	*	-	43%	*	*	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	91%	92%	*	86%	93%	*	*	-	100%	*	81%	*
At Meets Grade Level or Above	2018	50%	66%	58%	*	50%	58%	*	*	-	79%	*	39%	*
At Masters Grade Level	2018	24%	35%	31%	*	22%	31%	*	*	-	50%	*	14%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	77%	72%	*	*	73%	-	-	-	*	*	*	-
At Meets Grade Level or Above	2018	41%	52%	55%	*	*	55%	-	-	-	*	*	*	-
At Masters Grade Level	2018	13%	16%	9%	*	*	10%	-	-	-	*	*	*	-
All Grades Science														
At Approaches Grade Level or Above	2018	80%	87%	91%	*	*	92%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	61%	54%	*	*	56%	*	*	-	*	*	*	*
At Masters Grade Level	2018	23%	28%	22%	*	*	24%	*	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	58	63	*	78	61	-	-	-	*	71	54	-
Grade 4 Mathematics	2018	65	59	47	*	*	47	-	-	-	*	*	40	-
Grade 5 ELA/Reading	2018	80	78	79	*	81	79	*	*	-	*	*	91	*
Grade 5 Mathematics	2018	81	77	84	*	92	85	*	*	-	*	*	82	*
All Grades Both Subjects	2018	69	71	69	*	76	68	*	*	-	82	52	63	88
All Grades ELA/Reading	2018	69	68	72	*	80	70	*	*	-	86	80	69	*
All Grades Mathematics	2018	70	74	67	*	73	66	*	*	-	79	*	57	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	47%	57%	-	*	67%	-	*	-	*	*	45%	*
Mathematics	2018	47%	56%	67%	*	*	68%	-	*	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	88%	89%	*	79%	92%	*	*	-	*	*	74%	*
Students Requiring Accelerated Instruction														
	2018	21%	12%	11%	*	*	8%	*	*	-	*	*	26%	*
STAAR Cumulative Met Standard														
	2018	84%	92%	92%	*	79%	96%	*	*	-	*	*	79%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	96%	*	86%	98%	*	*	-	100%	*	84%	*
Students Requiring Accelerated Instruction														
	2018	15%	6%	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard														
	2018	90%	97%	99%	*	100%	99%	*	*	-	100%	*	95%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	87%	88%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	48%	61%	56%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	22%	29%	26%	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	85%	89%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	46%	60%	57%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	19%	26%	29%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	91%	92%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	50%	66%	58%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	24%	35%	31%	-	-	-	-	-	*	*	-	-	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	77%	72%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2018	13%	16%	9%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2018	80%	87%	91%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2018	51%	61%	54%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2018	23%	28%	22%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	69	-	-	-	-	-	83	83	-	-	83	83
All Grades ELA/Reading	2018	69	68	72	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2018	70	74	67	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	47%	57%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2018	47%	56%	67%	-	-	-	-	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	95%	88%	97%	95%	100%	*	-	100%	80%	100%	100%
Included in Accountability	94%	94%	92%	88%	89%	92%	100%	*	-	95%	80%	93%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	8%	3%	0%	*	-	5%	0%	7%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Absent	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	95.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD

Campus Name: KEENAN EL

Campus Number: 170903107

Total Students: 758

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	81.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	81.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	77.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	541	334,424
By Ethnicity:				
African American	-	-	21	42,132
Hispanic	-	-	66	164,446
White	-	-	437	105,748
American Indian	-	-	6	1,254
Asian	-	-	6	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	5	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	90	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	427	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	5	3,212
Foundation H.S. Program (DLA)	-	-	19	25,399
Special Education Graduates	-	-	30	25,105
Economically Disadvantaged Graduates	-	-	83	159,476
LEP Graduates	-	-	5	17,579
At-Risk Graduates	-	-	159	132,112

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	61.8%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	57.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	65.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	55.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	25.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	21.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	41.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	53.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	35.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1108	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1530	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	560	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	997	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	532	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	26.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	59.4%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	72.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	758	100.0%	8,730	5,385,012
Students by Grade:				
Early Childhood Education	29	3.8%	0.3%	0.3%
Pre-Kindergarten	22	2.9%	1.7%	4.3%
Kindergarten	111	14.6%	6.7%	6.9%
Grade 1	106	14.0%	6.8%	7.2%
Grade 2	114	15.0%	6.6%	7.3%
Grade 3	125	16.5%	7.0%	7.6%
Grade 4	127	16.8%	7.5%	7.7%
Grade 5	124	16.4%	8.1%	7.7%
Grade 6	0	0.0%	8.0%	7.5%
Grade 7	0	0.0%	8.6%	7.5%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.2%	6.4%
Ethnic Distribution:				
African American	4	0.5%	2.8%	12.6%
Hispanic	93	12.3%	15.4%	52.4%
White	626	82.6%	77.4%	27.8%
American Indian	4	0.5%	0.5%	0.4%
Asian	1	0.1%	1.0%	4.4%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	30	4.0%	2.8%	2.3%
Economically Disadvantaged	143	18.9%	23.4%	58.8%
Non-Educationally Disadvantaged	615	81.1%	76.6%	41.2%
English Learners (EL)	14	1.8%	2.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	154	20.3%	31.6%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	19.7%	39.9%	43.3%
Students with Physical Disabilities	27	44.3%	20.7%	21.9%
Students with Autism	5	8.2%	13.4%	13.2%
Students with Behavioral Disabilities	10	16.4%	23.9%	20.3%
Students with Non-Categorical Early Childhood	7	11.5%	2.0%	1.4%
Mobility (2016-17):				
Total Mobile Students	0	0.0%	10.1%	16.0%
By Ethnicity:				
African American	0	0.0%		

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Class Size Information	Campus	District	State
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Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Elementary:

Kindergarten	22.2	20.1	18.7
Grade 1	21.2	19.6	18.8
Grade 2	22.8	20.7	18.8
Grade 3	20.8	19.6	19.0
Grade 4	21.2	20.3	19.2
Grade 5	24.9	24.1	21.2
Grade 6	-	23.0	20.3

Secondary:

English/Language Arts	-	20.8	16.7
Foreign Languages	-	20.1	18.6
Mathematics	-	22.4	17.9
Science	-	23.3	19.0
Social Studies	-	23.0	19.3

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.7	100.0%	100.0%	100.0%
Professional Staff:	51.9	82.8%	66.6%	64.1%
Teachers	41.9	66.9%	54.8%	50.1%
Professional Support	8.0	12.8%	8.4%	9.8%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	10.8	17.2%	8.0%	10.1%

Librarians & Counselors (Headcount):

Librarians				
Full-time	1.0	n/a	6.0	4,429.0
Part-time	0.0	n/a	2.0	578.0
Counselors				
Full-time	1.0	n/a	17.0	12,131.0

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	2.0	3.2%	11.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.4%
Hispanic	0.0	0.0%	5.5%	27.2%
White	41.9	100.0%	92.1%	58.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	0.0	0.0%	17.1%	23.7%
Females	41.9	100.0%	82.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	33.4	79.7%	73.3%	74.1%
Masters	8.5	20.3%	25.5%	23.8%
Doctorate	0.0	0.0%	0.9%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.8%	8.2%
1-5 Years Experience	5.5	13.1%	18.2%	29.1%
6-10 Years Experience	10.5	24.9%	19.5%	19.1%
11-20 Years Experience	18.0	42.9%	37.8%	28.2%
Over 20 Years Experience	8.0	19.1%	22.7%	15.3%
Number of Students per Teacher	18.1	n/a	16.4	15.1

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.0	6.3
Average Years Experience of Principals with District	6.0	4.6	5.4
Average Years Experience of Assistant Principals	10.0	8.2	5.2
Average Years Experience of Assistant Principals with District	10.0	5.9	4.6
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	13.6	13.9	10.9
	5.3	7.0	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$46,204	\$47,667
1-5 Years Experience	\$51,959	\$51,953	\$49,663
6-10 Years Experience	\$53,945	\$53,936	\$52,056
11-20 Years Experience	\$55,868	\$56,796	\$55,246
Over 20 Years Experience	\$61,010	\$63,794	\$61,428

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

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

Total Students: 758
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Actual Salaries (regular duties only):			
Teachers	\$55,858	\$56,750	\$53,334
Professional Support	\$63,472	\$64,935	\$63,165
Campus Administration (School Leadership)	\$81,454	\$84,881	\$77,712
Instructional Staff Percent:	n/a	67.7%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	12.0	6,218.9

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	14	1.8%	3.8%	18.9%
Career & Technical Education	0	0.0%	28.9%	25.8%
Gifted & Talented Education	28	3.7%	7.1%	7.9%
Special Education	61	8.0%	6.7%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.1%
Career & Technical Education	0.0	0.0%	5.8%	4.7%
Compensatory Education	1.9	4.6%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	38.4	91.5%	79.8%	72.3%
Special Education	1.6	3.9%	11.5%	9.0%
Other	0.0	0.0%	0.0%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.
2017-2018
Peims Financial Standard
Reports
for both the
District and Campuses



2016-2017 Actual Financial data

Totals for Montgomery ISD (170903)

Total Enrolled Students in Membership: 8,282

	<u>District</u>							<u>S</u>
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	
Receipts								
Total Revenue	64,975,109	100.00%	7,845	91,812,389	100.00%	11,086	60,069,643,793	1
Local Tax	55,019,141	84.68%	6,643	72,423,931	78.88%	8,745	27,976,965,437	
Other Local and Intermediate	883,996	1.36%	107	5,881,195	6.41%	710	2,578,511,223	
State	8,595,817	13.23%	1,038	9,852,329	10.73%	1,190	23,445,734,687	
Federal	476,155	0.73%	57	3,654,934	3.98%	441	6,068,432,446	
Total Receipts	64,983,693	100.00%	7,846	91,820,973	100.00%	11,087	78,161,853,731	1
Total Revenue	64,975,109	99.99%	7,845	91,812,389	99.99%	11,086	60,069,643,793	1
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	
Total Other Resources	8,584	0.01%	1	8,584	0.01%	1	16,374,680,365	
Fund Balances (for ISDs)								
Total Fund Balance**	12,054,123	18.55%	1,455	98,248,340	107.01%	11,863	33,590,717,467	
Nonspendable Fund Balance	9,400	0.01%	1	9,400	0.01%	1	229,029,207	
Restricted Fund Balance	0	0.00%	0	85,880,602	93.54%	10,370	16,129,847,564	
Committed Fund Balance	3,700,000	5.69%	447	4,013,615	4.37%	485	3,070,095,018	
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,407,287,978	
Unassigned Fund Balance	8,344,723	12.84%	1,008	8,344,723	9.09%	1,008	11,754,457,700	
Disbursements								
Total Expenditures								
BY OBJECT	63,797,691	100.00%	7,703	213,428,514	100.00%	25,770	68,297,721,380	1
Payroll (Objects 6100)	53,104,823	83.24%	6,412	56,343,405	26.40%	6,803	40,042,127,663	
Other Operating (Objects 6200-6400)	10,489,969	16.44%	1,267	20,662,784	9.68%	2,495	11,104,856,740	
Debt Service (Objects 6500)	0	0.00%	0	21,702,500	10.17%	2,620	8,139,910,713	
Capital Outlay (Objects 6600)	202,899	0.32%	24	114,719,825	53.75%	13,852	9,010,826,264	
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	0	
Facilities Acquisition & Construction (81)	80,159		10	6,255,507		755	392,644,180	
Total Operating Expenditures	63,514,633	100.00%	7,669	70,750,682	100.00%	8,543	50,754,340,223	1
Instruction (11,95)	39,925,229	62.86%	4,821	42,047,806	59.43%	5,077	28,512,879,011	
Instructional Res Media (12)	703,887	1.11%	85	703,887	0.99%	85	602,919,895	
Curriculum/Staff Develop (13)	666,025	1.05%	80	672,384	0.95%	81	1,118,753,712	
Instructional Leadership (21)	352,033	0.55%	43	388,304	0.55%	47	795,765,497	
School Leadership (23)	3,632,515	5.72%	439	3,632,515	5.13%	439	2,963,688,517	
Guidance Counseling Svcs (31)	2,092,157	3.29%	253	2,370,868	3.35%	286	1,831,230,685	
Social Work Services (32)	0	0.00%	0	0	0.00%	0	134,915,660	
Health Services (33)	681,840	1.07%	82	681,840	0.96%	82	509,956,324	
Transportation (34)	4,127,848	6.50%	498	4,127,848	5.83%	498	1,484,237,419	
Food (35)	0	0.00%	0	4,110,148	5.81%	496	2,805,541,879	
Extracurricular (36)	1,336,993	2.11%	161	2,012,555	2.84%	243	1,528,128,443	
General Administration (41,92)	1,911,238	3.01%	231	1,917,659	2.71%	232	1,639,918,265	
Plant Maint/Operation (51)	6,394,972	10.07%	772	6,394,972	9.04%	772	5,158,862,799	
Security/Monitoring (52)	504,198	0.79%	61	504,198	0.71%	61	468,780,126	
Data Processing Services (53)	1,090,028	1.72%	132	1,090,028	1.54%	132	957,336,378	
Community Services (61)	95,670	0.15%	12	95,670	0.14%	12	241,425,613	
Total Disbursements	64,444,703	100.00%	7,781	214,075,526	100.00%	25,848	76,498,619,030	1
Total Expenditures	63,797,691	99.00%	7,703	213,428,514	99.70%	25,770	68,297,721,380	1

Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573
Total Other Uses	22,627	0.04%	3	22,627	0.01%	3	5,851,782,329
Intergovernmental Charge	624,385	0.97%	75	624,385	0.29%	75	631,585,748

Program Expenditures

Operating Expenditures - Program	49,415,928	100.00%	5,967	51,741,723	100.00%	6,247	37,683,988,239	1
Regular	32,210,789	65.18%	3,889	32,956,333	63.69%	3,979	22,669,107,496	
Gifted and Talented	2,673,569	5.41%	323	2,676,373	5.17%	323	403,184,949	
Career and Technical	2,904,096	5.88%	351	2,958,219	5.72%	357	1,488,862,268	
Students with Disabilities	7,812,563	15.81%	943	8,840,286	17.09%	1,067	5,868,618,104	
Accelerated Education	2,078,969	4.21%	251	2,184,545	4.22%	264	1,669,659,901	
Bilingual	58,114	0.12%	7	77,425	0.15%	9	660,108,586	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	
Disc Alt Ed-DAEP Basic Serv	76,499	0.15%	9	76,499	0.15%	9	222,892,282	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	
T1 A Schoolwide-St Comp>=40%	6,274	0.01%	1	374,613	0.72%	45	2,002,915,866	
Athletics/Related Activities	1,089,836	2.21%	132	1,089,836	2.11%	132	1,015,226,210	
High School Allotment	214,499	0.43%	26	214,499	0.41%	26	510,744,718	
Prekindergarten	290,720	0.59%	35	293,095	0.57%	35	995,399,706	

District

S

Instructional Expenditure Ratio

64.7%

Tax Rates

2016 (current tax year) Tax Rates

Maintenance and Operations	1.0400
Interest and Sinking Funds	0.3300
Total Tax Rate	1.3700

2015 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	4,799,082,666	N/A	2,117,237,490,096
Property Value per pupil	579,459	N/A	418,176
Property Value by category:			
Business	414,753,746	7.70%	845,239,296,289
Residential	4,703,760,089	87.36%	1,345,716,654,821
Land	254,379,049	4.72%	61,874,035,037
Oil and Gas	3,195,310	0.06%	117,841,214,660
Other	8,519,715	0.16%	13,528,275,687

Unassigned Fund Balance percentage of total budgeted expenditures

2016-2017 School Districts' General Fund Unassigned Fund Balance***	8,344,723	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	64,548,368	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	12.9%	26.9%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

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

School Campus: Montgomery H S District: MONTGOMERY ISD

Campus Number: 170903002 Total Membership: 2,571

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	18,396,710	100.00	7,155	19,821,298	100.00	7,710
Operating-Payroll	15,100,362	82.08	5,873	15,830,870	79.87	6,157
Other Operating	3,271,349	17.78	1,272	3,965,429	20.01	1,542
Non-Operating(Equipmt/Supplies)	24,999	0.14	10	24,999	0.13	10
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	18,371,711	100.00	7,146	19,796,299	100.00	7,700
Instruction (11,95) *	12,953,337	70.51	5,038	13,693,610	69.17	5,326
Instructional Res/Media (12) *	122,486	0.67	48	122,486	0.62	48
Curriculum/Staff Develop (13) *	252,936	1.38	98	252,936	1.28	98
Instructional Leadership (21) *	79,974	0.44	31	79,974	0.40	31
School Leadership (23) *	1,215,366	6.62	473	1,215,366	6.14	473
Guidance/Counseling Svcs (31) *	760,668	4.14	296	841,746	4.25	327
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	165,399	0.90	64	165,399	0.84	64
Food (35) **	0	0.00	0	511,014	2.58	199
Extracurricular (36) *	1,142,364	6.22	444	1,234,587	6.24	480
Plant Maint/Operation (51) ***	1,679,181	9.14	653	1,679,181	8.48	653
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	15,550,166	100.00	6,048	16,371,517	100.00	6,368
Regular	9,188,113	59.09	3,574	9,770,620	59.68	3,800
Gifted & Talented	1,017,639	6.54	396	1,020,443	6.23	397
Career & Technical	2,880,905	18.53	1,121	2,935,028	17.93	1,142
Students with Disabilities	1,790,147	11.51	696	1,962,958	11.99	763
Accelerated Education	386,960	2.49	151	395,756	2.42	154
Bilingual	5,016	0.03	2	5,326	0.03	2
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	66,887	0.43	26	66,887	0.41	26
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	214,499	1.38	83	214,499	1.31	83
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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

School Campus: Montgomery J H District: MONTGOMERY ISD
 Campus Number: 170903042 Total Membership: 1,352

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	7,779,716	100.00	5,754	8,175,765	100.00	6,047
Operating-Payroll	6,785,421	87.22	5,019	7,100,409	86.85	5,252
Other Operating	994,295	12.78	735	1,075,356	13.15	795
Non-Operating(Equipmt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	7,779,716	100.00	5,754	8,175,765	100.00	6,047
Instruction (11,95) *	5,817,120	74.77	4,303	5,917,556	72.38	4,377
Instructional Res/Media (12) *	105,112	1.35	78	105,112	1.29	78
Curriculum/Staff Develop (13) *	99,878	1.28	74	99,878	1.22	74
Instructional Leadership (21) *	56,836	0.73	42	56,836	0.70	42
School Leadership (23) *	529,994	6.81	392	529,994	6.48	392
Guidance/Counseling Svcs (31) *	337,131	4.33	249	343,655	4.20	254
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	71,817	0.92	53	71,817	0.88	53
Food (35) **	0	0.00	0	248,584	3.04	184
Extracurricular (36) *	119,350	1.53	88	159,855	1.96	118
Plant Maint/Operation (51) ***	642,478	8.26	475	642,478	7.86	475
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	7,017,888	100.00	5,191	7,124,848	100.00	5,270
Regular	4,669,783	66.54	3,454	4,706,403	66.06	3,481
Gifted & Talented	848,029	12.08	627	848,029	11.90	627
Career & Technical	23,191	0.33	17	23,191	0.33	17
Students with Disabilities	1,110,944	15.83	822	1,180,028	16.56	873
Accelerated Education	358,996	5.12	266	359,792	5.05	266
Bilingual	1,840	0.03	1	2,300	0.03	2
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	5,105	0.07	4	5,105	0.07	4
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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

School Campus: Oak Hills J H District: MONTGOMERY ISD

Campus Number: 170903043 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	506,162	100.00	0	517,801	100.00	0
Operating-Payroll	462,450	91.36	0	473,515	91.45	0
Other Operating	43,712	8.64	0	44,286	8.55	0
Non-Operating(EQUIPT/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	506,162	100.00	0	517,801	100.00	0
Instruction (11,95) *	328,218	64.84	0	328,218	63.39	0
Instructional Res/Media (12) *	14,579	2.88	0	14,579	2.82	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	70,553	13.94	0	70,553	13.63	0
Guidance/Counseling Svcs (31) *	35,777	7.07	0	35,777	6.91	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	4,389	0.87	0	4,389	0.85	0
Food (35) **	0	0.00	0	11,065	2.14	0
Extracurricular (36) *	0	0.00	0	574	0.11	0
Plant Maint/Operation (51) ***	52,646	10.40	0	52,646	10.17	0
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	340,840	100.00	0	340,840	100.00	0
Regular	218,739	64.18	0	218,739	64.18	0
Gifted & Talented	33,641	9.87	0	33,641	9.87	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	69,356	20.35	0	69,356	20.35	0
Accelerated Education	14,597	4.28	0	14,597	4.28	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	4,507	1.32	0	4,507	1.32	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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

School Campus: Montgomery El District: MONTGOMERY ISD

Campus Number: 170903103 Total Membership: 737

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,999,724	100.00	6,784	5,452,095	100.00	7,398
Operating-Payroll	4,483,277	89.67	6,083	4,802,173	88.08	6,516
Other Operating	516,447	10.33	701	649,922	11.92	882
Non-Operating(Equipmt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,999,724	100.00	6,784	5,452,095	100.00	7,398
Instruction (11,95) *	3,875,799	77.52	5,259	4,118,566	75.54	5,588
Instructional Res/Media (12) *	75,380	1.51	102	75,380	1.38	102
Curriculum/Staff Develop (13) *	54,386	1.09	74	54,386	1.00	74
Instructional Leadership (21) *	45,771	0.92	62	45,771	0.84	62
School Leadership (23) *	316,999	6.34	430	316,999	5.81	430
Guidance/Counseling Svcs (31) *	199,376	3.99	271	199,376	3.66	271
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,888	1.32	89	65,888	1.21	89
Food (35) **	0	0.00	0	146,758	2.69	199
Extracurricular (36) *	0	0.00	0	62,846	1.15	85
Plant Maint/Operation (51) ***	366,125	7.32	497	366,125	6.72	497
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,633,599	100.00	6,287	4,876,366	100.00	6,617
Regular	3,191,901	68.89	4,331	3,224,915	66.13	4,376
Gifted & Talented	150	0.00	0	150	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	959,610	20.71	1,302	965,800	19.81	1,310
Accelerated Education	350,125	7.56	475	367,875	7.54	499
Bilingual	37,350	0.81	51	47,855	0.98	65
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	3,241	0.07	4	178,466	3.66	242
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	91,222	1.97	124	91,305	1.87	124

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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

School Campus: Stewart Creek El District: MONTGOMERY ISD

Campus Number: 170903104 Total Membership: 783

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,790,731	100.00	6,118	5,267,827	100.00	6,728
Operating-Payroll	4,267,872	89.09	5,451	4,616,602	87.64	5,896
Other Operating	522,859	10.91	668	651,225	12.36	832
Non-Operating(Equipmt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,790,731	100.00	6,118	5,267,827	100.00	6,728
Instruction (11,95) *	3,721,817	77.69	4,753	3,977,074	75.50	5,079
Instructional Res/Media (12) *	80,671	1.68	103	80,671	1.53	103
Curriculum/Staff Develop (13) *	51,842	1.08	66	51,842	0.98	66
Instructional Leadership (21) *	35,005	0.73	45	35,005	0.66	45
School Leadership (23) *	260,352	5.43	333	260,352	4.94	333
Guidance/Counseling Svcs (31) *	159,707	3.33	204	159,707	3.03	204
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	116,342	2.43	149	116,342	2.21	149
Food (35) **	0	0.00	0	147,639	2.80	189
Extracurricular (36) *	0	0.00	0	74,200	1.41	95
Plant Maint/Operation (51) ***	364,995	7.62	466	364,995	6.93	466
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,425,736	100.00	5,652	4,680,993	100.00	5,978
Regular	3,425,919	77.41	4,375	3,444,769	73.59	4,399
Gifted & Talented	75	0.00	0	75	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	655,600	14.81	837	674,429	14.41	861
Accelerated Education	202,836	4.58	259	218,586	4.67	279
Bilingual	13,208	0.30	17	19,630	0.42	25
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	3,033	0.07	4	196,147	4.19	251
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	125,065	2.83	160	127,357	2.72	163

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

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

School Campus: Lone Star El District: MONTGOMERY ISD

Campus Number: 170903105 Total Membership: 882

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,301,105	100.00	6,010	5,636,404	100.00	6,390
Operating-Payroll	4,695,999	88.59	5,324	4,871,497	86.43	5,523
Other Operating	605,106	11.41	686	764,907	13.57	867
Non-Operating(Equipmt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,301,105	100.00	6,010	5,636,404	100.00	6,390
Instruction (11,95) *	4,121,325	77.74	4,673	4,190,188	74.34	4,751
Instructional Res/Media (12) *	83,937	1.58	95	83,937	1.49	95
Curriculum/Staff Develop (13) *	58,687	1.11	67	58,687	1.04	67
Instructional Leadership (21) *	33,295	0.63	38	33,295	0.59	38
School Leadership (23) *	368,332	6.95	418	368,332	6.53	418
Guidance/Counseling Svcs (31) *	141,565	2.67	161	141,709	2.51	161
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,848	1.24	75	65,848	1.17	75
Food (35) **	0	0.00	0	137,284	2.44	156
Extracurricular (36) *	0	0.00	0	129,008	2.29	146
Plant Maint/Operation (51) ***	428,116	8.08	485	428,116	7.60	485
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,872,989	100.00	5,525	4,941,996	100.00	5,603
Regular	3,952,059	81.10	4,481	3,971,264	80.36	4,503
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	689,477	14.15	782	739,279	14.96	838
Accelerated Education	188,730	3.87	214	188,730	3.82	214
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	42,723	0.88	48	42,723	0.86	48

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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

School Campus: Madeley Ranch El District: MONTGOMERY ISD
 Campus Number: 170903106 Total Membership: 590

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,148,086	100.00	7,031	4,434,629	100.00	7,516
Operating-Payroll	3,683,366	88.80	6,243	3,835,136	86.48	6,500
Other Operating	464,720	11.20	788	599,493	13.52	1,016
Non-Operating(Equipmt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,148,086	100.00	7,031	4,434,629	100.00	7,516
Instruction (11,95) *	3,121,878	75.26	5,291	3,155,387	71.15	5,348
Instructional Res/Media (12) *	82,354	1.99	140	82,354	1.86	140
Curriculum/Staff Develop (13) *	45,231	1.09	77	45,231	1.02	77
Instructional Leadership (21) *	31,736	0.77	54	31,736	0.72	54
School Leadership (23) *	303,599	7.32	515	303,599	6.85	515
Guidance/Counseling Svcs (31) *	171,958	4.15	291	171,958	3.88	291
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,101	1.57	110	65,101	1.47	110
Food (35) **	0	0.00	0	142,055	3.20	241
Extracurricular (36) *	0	0.00	0	110,979	2.50	188
Plant Maint/Operation (51) ***	326,229	7.86	553	326,229	7.36	553
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,821,857	100.00	6,478	3,855,366	100.00	6,535
Regular	2,930,107	76.67	4,966	2,949,531	76.50	4,999
Gifted & Talented	2,711	0.07	5	2,711	0.07	5
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	718,651	18.80	1,218	732,736	19.01	1,242
Accelerated Education	140,991	3.69	239	140,991	3.66	239
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	29,397	0.77	50	29,397	0.76	50

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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

School Campus: Keenan El District: MONTGOMERY ISD

Campus Number: 170903107 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	350,461	100.00	0	401,960	100.00	0
Operating-Payroll	336,782	96.10	0	344,444	85.69	0
Other Operating	13,679	3.90	0	57,516	14.31	0
Non-Operating(EQUIPT/SUPPLIES)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	350,461	100.00	0	401,960	100.00	0
Instruction (11,95) *	229,764	65.56	0	273,601	68.07	0
Instructional Res/Media (12) *	10,005	2.85	0	10,005	2.49	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	46,831	13.36	0	46,831	11.65	0
Guidance/Counseling Svcs (31) *	37,892	10.81	0	37,892	9.43	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	5,119	1.46	0	5,119	1.27	0
Food (35) **	0	0.00	0	7,662	1.91	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	20,850	5.95	0	20,850	5.19	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	255,947	100.00	0	256,022	100.00	0
Regular	177,885	69.50	0	177,960	69.51	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	69,338	27.09	0	69,338	27.08	0
Accelerated Education	6,411	2.50	0	6,411	2.50	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc AltEd-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc AltEd-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc AltEd-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	2,313	0.90	0	2,313	0.90	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

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Note: Some amounts may not total due to rounding.



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

District Accreditation Status



2017-2018 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2017-2018 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2017-2018 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	Name	ESC	2017 FIRST Rating	2017 Accountability Rating	2017-2018 Accreditation Status	Reason For Status	Notes
170903	MONTGOMERY ISD	6	A - Superior	Met Standard	ACCREDITED		

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

Previous Next



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

Campus Performance Objectives

2017-2018 MISD Campus Performance Objectives

The *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the Texas Academic Performance Report (TAPR) and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published TAPR.

The Campus Improvement Plans for all campuses can be found using the following hyperlinks:

Montgomery High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Montgomery Independent School District

Montgomery High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Montgomery High School, with an unyielding commitment to excellence, will provide a premier academic program that recognizes the unique potential of each student and integrates the intellectual, social and physical aspects of learning. This program will empower each student to become an eager lifelong learner committed to academic excellence, integrity, responsible citizenship and service to others.

Vision

Montgomery High School will be the Premier High School in the State of Texas

Core Beliefs

Montgomery High School believes that all students can learn.

Montgomery High School believes that every student can graduate.

Montgomery High School believes that all students can have a post graduation plan that includes going to college, getting a certification, entering the work force, or entering the service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery High School is a growing, successful high school, with a total enrollment of 2,591 at the end of the school year. MISD will open a new high school this year, so enrollment predictions for the 2018-19 school year put enrollment just over 1,800.

Campus Profile Data

Ethnicity	Number	Percent
White	1,409	78%
Hispanic	221	12%
African American	116	6.4%
Asian	36	1.9%
American Indian/Alaskan	27	1.5%
Hawaiian/Pacific Islander	4	.2%
Total Enrollment	1,809	

The majority of students at Montgomery High School perform well in their courses and on state assessments. Enrollment in Advanced Placement and Dual Credit classes continues to grow, leading to more students obtaining college credit while still in high school. Many of our students take the SAT/ACT and have a post-graduation plan in place.

As MISD grows in population, the number of At Risk students also grows. Currently, we have approximately 600 At Risk students, which is 23% of our total population. We need a plan to serve these students and keep them, not only from dropping out, but help them develop post graduation goals and plans.

Student Achievement

Student Achievement Summary

Montgomery High School received the rating of Met Standard for the 2016-17 School Year. Our scores were well above the Target Scores in the all 4 Indexes that were measured and in 3 of the 4 indexes we remained the same or gained points. When all of our students are measured as a whole group, our scores are outstanding; however, there are areas that need work when the data is broken down into subgroups.

The 2016-2017 Index scores for MHS were the following:

Index 1= Student Achievement = 87 (Target 60)

Index 2= Student Progress= 31 (Target 17)

Index 3= Closing Performance Gaps= 49 (Target 30)

Index 4- Postsecondary Readiness= 87 (Target 60)

In order to close the achievement gap and have more of our students earning Level III/Advanced, we need to focus on better serving the following student groups:

- SPED students
- LEP students
- African American students
- GT/Advanced Level students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Goals





Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.







Performance Objective 1: 90% of all students combined over all subject areas will meet Level II performance standards within the state accountability system; with a minimum increase of 10% in Level III.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; Student Grades; STAAR Scores and Accountability Index

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: 90% of all students combines over all subject areas will Meets Grade Level within the state accountability system; with a minimum increase of 7% in Masters Grade Level.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Revise Scope and Sequence for each course taught at Montgomery High School, based on student data.</p>	Principal; Associate Principal of C&I Department Chairs; Teachers; Administrative Liaisons	Scope and Sequence documents in MAC				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) Provide PLC Period for core teachers to align lesson plans with scope and sequence and create common assessments to measure student growth.</p>	Principal, Associate Principal of C&I, Instructional Technologist, Department Chairs, Teachers	PLC Agendas and sign in sheets, common assessments				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Utilize common assessment data and state assessment data to analyze curriculum efficiency for all learners.</p>	Associate Principal of C&I, Administrative Liaison, Department Chairs, Instructional Technologist	Common Assessment Data Reports				
<p>Critical Success Factors CSF 1</p> <p>4) Review Accountability expectations and strategies for success with entire staff.</p>	Principal, Associate Principal of C&I	State Accountability Data, Sign In Sheets				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Administrators will utilize coaching day, each week, to complete walk throughs, meet with Department Chairs, and attend PLC Meetings.</p>	<p>Principal, Associate Principal of C&I</p>	<p>Weekly Check List</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Vertically and horizontally align Advanced Courses to promote students reaching Advanced Level III on STAAR and Level 3, 4, and 5 on AP Exams.</p>	<p>Associate Principal of C&I, Department Chairs, Admin Liaisons</p>	<p>student data reports, scope and sequence</p>				
<p>7) Provide class for GT identified students to complete projects based on interest.</p>	<p>Associate Principal of C&I, GT Teacher</p>	<p>Projects</p>				
<p>8) Increase participation in Dual Credit Classes by increasing course offerings and streamlining registration and testing process.</p>	<p>DC Counselor, Associate Principal of C&I</p>	<p>Course Enrollment</p>				
<p>Critical Success Factors CSF 1</p> <p>9) Increase participation in AP Classes by increasing course offerings, requiring students to take the AP Test, training staff, and rewarding students scoring 3, 4, or 5 on the test.</p>	<p>Associate Principal of C&Is, AP Counselor</p>	<p>Course enrollment</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantages students and two lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance (Level II and III)

Evaluation Data Source(s) 2: STAAR scores and benchmark assessments

Summative Evaluation 2:

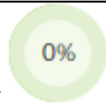
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide staff development and training to all staff on the use of Eduphoria to analyze student data, including demographics.	Instructional Technologist, TIMS, Associate Principal of C&I	Student Data Reports				
System Safeguard Strategy Critical Success Factors CSF 1 2) Provide Study Skills Classes to increase student success with all courses; students assigned to class will be identified by specific criteria.	PAC Team, 504 Coordinators, Department Chairs	Failure Rate Report				
Critical Success Factors CSF 1 CSF 2 3) Provide EOC Prep and Remediation Classes for students who did not achieve Level II during the previous year.	Associate Principal of C&I, Counselors, Administrative Liaisons	Student Data Reports				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 4) Provide ESOL classes for LEP students to increase performance in all courses and on state assessments.	Associate Principal of C&I, ESL Coordinator	Failure Rate Reports, Student Data Reports				
System Safeguard Strategy Critical Success Factors CSF 1 5) Provide writing intervention period to sped students in ELA, who did not meet Level II performance on STAAR the previous year.	Associate Principal of C&I	Student Schedules				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of all students including racial/ethnic groups will meet final Level II standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness

Evaluation Data Source(s) 3: Common Assessments, STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Track and increase College Readiness; defined in MISD as a score of 80% or higher on state assessments.</p>	Associate Principal of C&I, College and Career Counselor, Counselors	STAAR Scores, SAT/ACT Scores				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide ACT Prep Classes to increase number of students taking ACT, and increase scores to 5% above state average.</p>	College and Career Counselor, Prep Teachers, Associate Principal of C&I	SAT/ACT Reports				
<p>Critical Success Factors CSF 2</p> <p>3) Utilize Career Cruiser Program data to help students identify endorsement based on strengths.</p>	College and Career Counselor	Endorsements				
<p>4) Provide up-to-date information on careers, certifications, colleges and financial aid through the College and Career Center.</p>	College and Career Counselor	College and Career Website Student Sign in Sheets				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: Continue implementation of Dropout and Completion rate improvement plan, in order to reduce the drop out rate to less than 1%. (Currently 2.4 % based on 2013-14 data).

Evaluation Data Source(s) 4: Attendance Rate, Drop Out and Leaver Reports, 2016 Accountability Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 2 CSF 6</p> <p>1) Identify students who are At-Risk and provide mentor teachers to monitor attendance, grades, and behavior (RtI).</p>	Principal, Associate Principals, Assistant Principals, Counselors, Mentor Teachers	Failure Reports, Attendance Reports, Discipline Reports				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Create Student Success team to monitor RtI interventions and student progress.</p>	Principal, Associate Principals, Department Chairs, Counselors, Admin Liaisons, 504 Coordinators	Improved grades, improved attendance for at risk students				
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>3) Increase 4 year graduation rate from 91 % to 95%, by providing additional credit recovery options through Compass Lab and Texas Tech High School for students.</p>	Associate Principal of C&I, Compass Teacher and Counselors	Course completion rate of students in Compass or Texas Tech, 4 year graduation rate, decrease in number of drop outs				
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>4) Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.</p>	Principal	6 Week Failure Reports, Student Academic Success Plans				
<p>5) Monitor Leaver Report weekly; make contact to encourage students to return to school or obtain GED/ File on students that are under age 19.</p>	Associate Principal of Administration, Assistant Principals, MISD Officers	Leaver Report, Reduction in Drop out Rate				

6) PAC Team will participate in a Saturday Round Up (Sept. 12th) to recover drop outs.	Principal, Associate Principals, Assistant Principals, Counselors, MISD Police	Leaver Report, Percentage of students re-enrolled, Completion Rate				
7) Truancy Prevention Plan: Measure 1: Meeting with students after 3 absences. Measure 2: Contacting parents by phone and letter, and assigning Saturday School after 5 absences. Measure 3: Welfare Check by MISD Police after 7 absences. Measure 4: File on students after 10 absences.	Associate Principal of Admin and 4 Assistant Principals	Increase attendance rate from 94.7% to 96.5%.				
8) Daily calls will be made to absent students through School Messenger.	Associate Principal of Admin, Assistant Principal, Attendance Clerks	Increase attendance rate from 94.7% to 96.5%.				
9) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Student residency questionnaires, fee & reduced roster				


Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training 100% of the staff and students on safety policies and procedures and by rigorously enforcing all safety policies and procedures 100% of the time, MISD will provide a safe and orderly learning environment

Evaluation Data Source(s) 1: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide training for teachers on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children and anti-bullying strategies.	Associate Principal, Assistant Principals, Counselors	Sign in Sheets				
2) Update students, staff, and parents on student code of conduct	Associate Principal, Assistant Principals	Sign in Sheets from Class Meetings Signature page from parents				
3) Work with District Police and local law enforcement to enforce rules that ensure the safety of all students.	Associate Principal, Assistant Principals	Sign In Sheets from meetings				
4) Provide information to students on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children, and anti-bullying strategies.	Counselors, Associate Principal of Administration, Assistant Principals	Presentation dates				
5) Review Discretionary DAEP Placements of all students to ensure that positive behavior supports are implemented.	Associate Principal, Assistant Principals	Sign in sheets from meetings				
6) Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.	Principal, Nurse, HR	Eduphoria sign in sheet				
7) Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.	Associate Principa of Administration, Designated Assistant Principal	Agenda				
8) Keep outside doors and classroom doors locked at all times.	Associate Principal of Administration, Assistant Principals	Monitor regularly				

9) Maintain Tardy Stations on both campuses to assign tardies and associated consequences.	Associate Principal of Administration, Assistant Principals	Google Docs Spreadsheet				
						


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: MHS will use websites to inform students and parents of school events and activities.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will create and update websites bimonthly to provide students and parents with lessons, assignments, and useful resources.	Associate Principal of C&I, Principals, Instructional Technologist	Lesson Plans, Walk Throughs				
2) MHS will utilize campus website to inform community of upcoming events and acknowledge accomplishments of students and staff.	Webmaster, Principal					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: MHS will train teachers in the use of 21st Century Learning activities to enhance the learning environment.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Instructional Technologist and TIMS to provide weekly trainings and coaching for integrating technology into the curriculum.	Instructional Technologist, TIMS, Associate Principal of C&I	Sign in sheets				
2) Utilize SMART Board and SMART notebook to increase student engagement.	Principals	Walk Throughs				
3) Incorporate BYOD activities to increase student engagement.	Principals	Walk Throughs				
4) Utilize Turnitin.com for writing assignments to reduce plagiarism.	Associate Principal of C&I, Department Chairs	Program Usage				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: MHS will use technology to enhance professional practices.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize TxEIS to provide reports on failure rates, attendance rates, demographics, At Risk, and etc.	Principals, Registrars, Counselors	Reports				
Critical Success Factors CSF 1 2) Utilize Eduphoria to analyze student data and monitor student performance on common assessments.	Associate Principal of C&I, Teachers	Data Reports/binders				
3) Utilize Eduphoria and Office 365 to distribute IEP and 504 documentation.	Director of Sped, Sped DC, 504 Coordinators	Teacher signatures in Eduphoria				
4) Use Office 365 Forms to collect teacher responses, complete online parking, and etc.	Principals, Assistant Principals	Google Drive				

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MHS will develop systems to orient students who are newly enrolled on our campus and provide the most recent academic assessment information to the core academic teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) MHS will hold new student breakfast, each grading period, to welcome new students, inform them of activities and clubs, and encourage involvement on our campus.</p>	Associate Principal for Administration, StuCo, Counselors	Sign in Sheets				
<p>Critical Success Factors CSF 2 CSF 6</p> <p>2) Provide teachers with detailed information on students enrolling, including grades, assessment information, demographics, and etc.</p>	Registrars, Counselors	Information sheets				

= Accomplished

= Continue/Modify

= No Progress


= Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MHS will plan activities throughout the year to foster teacher retention, development, and appreciation

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Hold New Teacher Meetings throughout the year to orient new teachers, provide training, and answer questions.</p>	Associate Principal of C&I	Sign in sheets retention of new teachers				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide Mentors and Buddies to all new teachers.</p>	Principal, Associate Principal of C&I	Staff Assignments				
<p>Critical Success Factors CSF 6</p> <p>3) Hold teacher celebrations quarterly to foster team building: 1. Burgers for Lunch 2. Ice Cream Sundaes 3. Cocoa Bar 4. Coke Floats</p>	Principal, Associate Principal of C&I, Associate Principal of Administration, Assistant Principals, Counselors	Teacher Rapport				
						

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: MHS will recruit strong, highly qualified educators from across the state.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attend job fairs/recruitment fairs with HR to attract HQ staff.	Associate Principal of C&I	Quality Applicants				
2) Participate in Montgomery Job Fair with multiple representatives from our school to meet potential applicants.	Principal, Associate Principal of C&I	Quality Applicants				
3) Coordinate with HR to ensure that candidates are highly qualified.	Associate Principal of C&I	100% Highly Qualified staff				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: MHS will utilize all resources to communicate with the public

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Increase the use of School Messenger to communicate school events and information with the community and stakeholders.</p>	School Messenger Coordinator	Survey				
<p>Critical Success Factors CSF 5</p> <p>2) Promote positive communication between the school, home, and community through campus websites.</p>	Principal, Webmaster, Coaches and Sponsors	Website				
<p>Critical Success Factors CSF 5</p> <p>3) Teachers will update calendars on websites weekly to inform students and parents of class activities and assignments.</p>	PAC	Monitor spreadsheet				
<p>Critical Success Factors CSF 5</p> <p>4) Coordinate school announcements with PTO to include all announcements in PTO Blast.</p>	Receptionist, Principal's secretary	Email Blast				

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MHS will support the Parent Teacher Organization and offer opportunities to educate and involve parents in the education of our students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Attend all scheduled PTO meetings and give brief overview of what is happening on our campus.</p>	Principal, Associate Principal of C&I	Sign in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) Encourage staff to join PTO.</p>	Associate Principal of C&I, PTO	Membership				
<p>Critical Success Factors CSF 5</p> <p>3) Hold annual Meet the Teacher to welcome parents to the school and communicate school expectations.</p>	Principal	Sign in sheets				
<p>Critical Success Factors CSF 5</p> <p>4) Provide Fish Camp and Senior Summit Presentations before school starts to prepare students and parents for the year to come.</p>	Principals, Counselors	Attendance				
<p>Critical Success Factors CSF 5</p> <p>5) Provide a variety of Parent Meetings on relevant topics, such as Transition to High School, Advanced Course Offerings, HB5, and etc.</p>	Counselors and Principals	Attendance				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide PLC Period for core teachers to align lesson plans with scope and sequence and create common assessments to measure student growth.
1	2	1	Provide staff development and training to all staff on the use of Eduphoria to analyze student data, including demographics.
1	2	2	Provide Study Skills Classes to increase student success with all courses; students assigned to class will be identified by specific criteria.
1	2	4	Provide ESOL classes for LEP students to increase performance in all courses and on state assessments.
1	2	5	Provide writing intervention period to sped students in ELA, who did not meet Level II performance on STAAR the previous year.
1	4	1	Identify students who are At-Risk and provide mentor teachers to monitor attendance, grades, and behavior (RtI).
1	4	2	Create Student Success team to monitor RtI interventions and student progress.
1	4	3	Increase 4 year graduation rate from 91 % to 95%, by providing additional credit recovery options through Compass Lab and Texas Tech High School for students.
1	4	4	Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.

Montgomery Independent School District
Montgomery Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

*The mission of Montgomery Junior High School is to **encourage, educate, and empower** students to become productive individuals, challenge them to achieve their personal bests, and prepare them to become future leaders.*

Vision

To provide a learning environment that fosters academic growth, citizenship, and character.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Junior High is a 11 year old campus, grades 6-8 in Montgomery ISD with an enrollment of 1150 students. MJH is composed of the following student population:

MJH 7th and 8th grade campus for 2017-2018 was 4.5% African American, .5% Asian, 12.8% Hispanic, 2.3% Two or More Races, and 79.2% White.

Montgomery Junior High has a mobility rate of 9.6% based on the 2016 Accountability Summary. Additionally, Montgomery Junior Highs demographic groups include 25.3% Economically Disadvantaged, 1.2% English Language Learners, 5.5% of our students receive Special Education services, at risk %, G/T %. The three grade levels served on our campus have a student enrollment of 6th grade 383, 7th grade 417, and 8th grade 450.

Current staff at MJH: 3 Administrators, 69 teachers, 8 Instructional Aides, 13 Support Staff, 1 Librarian, 2 Maintenance, 2 Diagnosticians, 1 Nurse, 1 housed custodian 9 cafeteria staff

Demographics Strengths

We have many strengths at Montgomery JH, some of which are listed below:

1. Enrollment has increased at Montgomery JH this past year. Many families move into our area because of our schools and community.
2. The attendance rate at MJH remains strong. We have a 95.3% attendance rate and this has been consistent for the past three years.
2. Special Education students are well-supported through co-teach and in-class support programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each student. ARD meetings are held throughout the year to adjust IEPs as needed and an annual ARD is held each year to determine best programs for the following school year.
4. The campus continues to provide high-quality and on-going professional development/trainings and opportunities for teacher collaboration of instruction and best practices during in-service days and throughout the year.
5. Students new to Montgomery JH are welcomed into the school and are supported throughout the year. Counselors meet with the families of incoming

students to share information about the school, pair new students with a student "Bear Guide" from our student council to assist new students through their first week of school, and hold a new student meetings with new students during schedule pickup to ensure the support continues.

6. We have a strong 504Dyslexia program. Meeting are held once a year to update and make accomodations to student learning needs.

7. RTI is monitored by our campus RTI teacher each six weeks and meeting are held with teacher of RTI students to review grades, behaviors and TIERS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR, report card grades, and team meetings reveal a need for professional development and CKH to help equip our teachers with the necessary means, information, and knowledge to meet the needs of our LSE and at-risk learners. **Root Cause:** The teaching experience, turnover of our teaching staff, and district curriculum staff needed does not match the growing and changing diversity of our students. Constant training and PD needs to occur.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas (indexes). For the 2017-2018 school year, **Montgomery Junior High School** four targets were: (2018 Accountability rating has not been released)

Index 1 – Student Achievement. Montgomery Junior High Score: 83 (State Target = 60)

Index 2 – Student Progress. Montgomery Junior High Score: 46 (State Target = 30)

Index 3 – Closing Performance Gaps. Montgomery Junior High Score: 40 (State Target = 26)

Index 4 – Post-Secondary Readiness. Montgomery Junior High Score: 53 (State Target = 13)

- These scores result in Montgomery Junior High receiving Texas Accountability **Met Standard** rating.

Below is the comparison for 2018 vs. 2017 STAAR results for MJH:

STAAR	2018			State	2017	
	APPR	Meets	Mast		APPR	Mast
8th Reading	85%	52%	29%		82%	
2nd Admin	90%				90%	
8th Math	92%	74%	35%		90%	
2nd Admin	93%				94%	
8th Soc. St.	80%	47%	28%		72%	22%

8th Science	82%	60%	34%	83%	19%
7th Reading	83%	58%	32%	80%	26%
7th Math	86%	50%	21%	75%	12%
7th Writing	80%	55%	22%	76%	16%
Alg. EOC	100%	97%	82%	100%	86%
6th Reading	76%	46%	21%	85%	
6th Math	86%	55%	22%	93%	

6th, 7th and 8th grade - although we met all four target areas, there will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following areas as we will focus on and need improvement this coming school year.

- 6th grade reading went from 85% to 76%.
- 6th grade math went from 93% to 86%.

Continuous and focused data analysis will be a fundamental process at MJH this year. We will begin this process of training at in-service with our team leaders and then train each teacher to review all STAAR data for their subject and class. Data monitoring and benchmarks will be implemented this year. Students will be targeted for intervention and acceleration. Teachers are aware one goal of the campus is to close the gaps between all student groups with a special emphasis on the Limited English Proficiency, Economically Disadvantaged, and At-Risk, and Special Education student groups. Each 6 weeks administration will meet with grade levels to discuss individual students, progress, behavior, needs.

Student Academic Achievement Strengths

100% of students passed the STAAR Algebra I End of Course test, Meets level is 97%, and Masters level is at 82% staying consistent with last year.

8th grade SSI Math and Reading scores are 90% or greater.

All goals were met to increase STAAR subject areas that decreased for the 2016-2017 school year.

All students increased in the meets and masters level from last years STAAR scores.

11 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 3 students were state recognized.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data reveals that 6th grade reading and math students decreased significantly from 2016-2017. **Root Cause:** Data Dissegregation and personnel changes. Need for data review, dessegration, and PD to review needs and target areas of concerns.

School Processes & Programs

School Processes & Programs Summary

Data analysis will be our main goal this year with STAAR data and local assessments. Trainings will begin at in-service and continue through out the year with grade level teams and individual teachers. Each gradelevel subject met for 2 days during the summer to vertically and horizontally align curriculum and instruction with OHJH and MJH.

The principal will meet with each teacher to discuss classroom and individual student data.

MJH will also use the assessment data from STAAR, LAT, TELPAS and Eduphoria to identify the instructional and curriculum areas in which we need improvement. Teachers will analyze and desegregate data from the STAAR results to remediate and teach students where there are gaps and areas of concerns in achievement. Administrators and team leaders will attend training on information concerning the STAAR assessment and trainings that improve data analysis and curriculum development from the district at in-service. Department/Team meetings throughout the year will align the TEKS objectives with the instructional calendar for the year. Assessments are common and consistent among the core teachers and developed by the teachers. Final exams are created by teachers and consistently provide strong data aligned with curriculum.

The Curriculum, Instruction, and Assessment focus at Montgomery Junior High is guided by the TEKS and MAC, a MISD developed scope and sequence of the TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with the Principal/Assistant Principal to develop lesson plans, instruction with best practices in mind to promote collaboration, communication, creative thinking, problem solving, information literacy, and social contribution. These teams of teachers also work together to create common formative and summative assessments aligned to instruction and curriculum, analyze data from various assessments, and learn from each other through on-site Professional Development trainings. Department, Grade Level meetings are held periodically throughout the year with a focus on Professional Development as well. PLC's are arranged four times a year to allow teachers the opportunity to plan, review, revise, and align curriculum and analyze data.

Student progress will continue to be monitored every three/six weeks when progress reports and report cards are finalized. Grade level counselors and assistant principals will meet after each progress reporting period to discuss struggling students. At the end of each grading period, counselors will hold meetings with students who are not meeting standard and we will begin(RTI) with input from teachers on students of need. RTI teacher and teachers for students who have an RTI plan meet to discuss current interventions in place, whether or not these are helping students, and steps necessary to promote student growth moving forward. In addition, the LPAC team meets each six-week period to determine whether or not linguistic accommodations are helping our ELLs progress and if adjustments need to be made or if additional supports need to be implemented.

MJH Campus Administrators will actively seek out only the best and brightest to work with and nurture MJH students. MJH continues to hire highly qualified teachers in accordance with the district goal to remain 100% highly qualified.

We hire the best "fit" for each and every opening. Hiring and retaining quality teachers on our campus is a critical element of excellence. Our goal is to recruit, retain and develop talented teachers who provide quality instruction for students and understand the importance of building trust and relationships with our students.

Over half of our teachers have over 10 years experience, 3 on their Master's Degree in administration.

It is important that MJH/MISD continue providing ongoing, targeted professional learning.

Administrations meets and communicates campus information and needs to staff through a variety of formats including, academic teams meetings, team leader meetings, and individual conferences with teachers, and administrators. The commitment to excellence and improvement is strong at MJH. Professional development opportunities are delivered via a variety of formats including district developed campus trainings, training offered off campus through outside entities, and through PLC's. MJH will utilize team meetings and campus PD days to work with grade-level content teams and academic departments in order to deliver and receive training, disaggregate data, conference and share professional best practices.

Staff members are kept informed of upcoming events in a timely manner through the principals weekly Bear Blast.

The input of teacher-leaders is critical to the success of our students and teachers. For content area leadership, MJH utilizes a team leader and department chair. Teacher input is valued and sought after as well, through their department chairs/team leaders, and via grade level and department meetings. Informal opportunities for input occur daily and include ability to speak with administrators during planning sessions and a "open door" policy.

Staff duty rosters are developed according to identified needs with such factors as overall school safety and security, teacher capacity, and equity. Administrative duties are assigned based on need, availability, and areas of expertise of individual administrators.

At MJH, great effort has been made to ensure that the master schedule of classes maximizes all available instructional time during each instructional day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. Even the layout of the building and the room assignments reflect the focus on grade level instruction to the extent practicable. MJH offers tutorials before and after school for all classes and by arrangement with the teacher. Extracurricular activities also use time after school for rehearsals and practices. Additionally, a diverse array of clubs hold meetings before and after school as well.

School Processes & Programs Strengths

Continued opportunities for collaboration and teamwork.

100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year with mentor administrator

Broad range of teacher experience and talent

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100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year with mentor administrator

Broad range of teacher experience and talent

Teachers working on their masters are given opportunity to take part in many leadership positions on the campus.

Team Leaders/Department Heads are leaders who are passionate and competent in their subject area and willing to meet to solve issue and have discuss campus/classroom/instructional improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher needs for additional district level training to learn how to access, analyze, and interpret specific STAAR information and reports from Eduphoria/STAAR **Root Cause:** Lack of teacher knowledge and training to interpret and use this data to drive instructional decisions.

Perceptions

Perceptions Summary

MJH strives to have a well-rounded school culture and positive school climate. Campus training will focus on promoting a caring climate that emphasizes building relationships and connections with our students to maximize learning. We have continued summer training with teachers on the Capturing Kids Heart program. Our service club and student council will be involved and implement many student friendly Bully and character initiatives to get our student body involved and more educated on these two important aspects that are important to student campus and future life.

All students, faculty and staff participate in safety drills monthly. The faculty participates in safety drills concerning intruder and bad weather with MISD police twice a year. A vestibule has been built to ensure safety and security at the front of the campus along with automatic shut lock office doors. Staff will be given a key card access for all exterior doors this year. A fence and lock schedule have been implements at the door by the portables in efforts for extra safety precaution. More Campus Security cameras to increase visibility in hallways and continue to assist in ensuring MJH is a safe environment.

Students can earn the right to participate in Honor Break each six weeks for grades specified. We will have a 8th grade celebration as an incentive to our 8th grade class graduating to high school and to motivate and increase good behavior. Students are also given a variety of clubs and activities to be involved in such as Student Council, FCA, Service Club, Book Club, Anime Club, Sign Language, Cheerleading, Drill team, NJHS, Yearbook, UIL, Basketball, Volleyball, Tennis, Golf, Football, Soccer, Track, Cross Country.

At MJH, we believe it is important to affirm and celebrate our faculty throughout the year with gold cards, luncheons, outings, and annual celebration days such as counselors day, diagnostician day, nurses day, paraprofessional day, teacher appreciation week, secretary's day, and staff birthday announcements. Our weekly Bear Buzz video celebrations recognize our student participation/projects/activities/celebrations, etc. Our student clubs/athletics and after school activities are recognized through pep rallies, six week honor breaks, end of year awards, NJHS and verbal appreciation for hard work and effort. Individual students are celebrated as "student of the week" by each teacher and recognized on the Bear Buzz video each Friday. Staff are selected by students for "Staff of the Month."

Perceptions Strengths

MJH offers a variety of extracurricular activities, clubs and events/performances for student participation and to develop positive connections with peers and school.

2 postive postcards will be given to each teacher each 6 weeks to send home to a deserving student for hardwork, effort, charactler, improvement, etc.

Parents and guests needs are addressed respectfull, efficiently and effectively

Strong administrative presence in common areas of the campus

New students are brought into the campus through a very warm and helpful process in the registrar and counseling office

Major disciplinary incidents are minimal

MJH has high expectations for staff and student success. Teachers provide an atmosphere that promotes a positive and caring climate to maximize learning. Forming healthy relationships with students is a goal we strive for each year. This year all staff will implement our goal of intentionally greeting each student at the door the first 6 weeks as they walk into the classroom to get to make stronger connections with our students.

Celebrating teachers, staff, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The need to create deeper connections/relationships with ALL students **Root Cause:** Research states teacher-student connections/relationships increase learning and positive behavior among many other student needs. This will assist with positive parent interaction and connections as well.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals



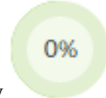

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on STAAR.

Evaluation Data Source(s) 1: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early identification for students needing targeted reading and math remediation/intervention using AWARE data, report card grades, RTI data, Release STAAR tests, previous grade academic info.	Remediation teacher Math and Reading Teachers Administration RTI Coordinator Counselor	Classroom unit assessments Universal Screener 3xyear for Math/STAR Eduphoria data STAAR data/results Report card grades				
2) Summer curriculum alignment monitored and assessed to provide data on effectiveness through implementation and student results on common assessments/benchmarks.	ELA, Math, Science, History Team Leaders Remediation teachers Administration	Benchmark/common assessment results Lesson Plans Scope and Sequence Report card grades				
3) Continue to focus on ESL, SpEd, E.D., and at-risk student data to determine needs and offer remediation-tutorials before and after school to students that need additional assistance or are unsuccessful on the STAAR benchmark/Common assessment exams.	All Teachers Mentor tutors Administration Counselors Remediation teacher	Master schedule List of student with deficiencies STAAR results Benchmark results				
4) Data analysis on all STAAR tests to provide input on changes and interventions needed in classroom instruction and assessment.	All teachers Administration	STAAR results Benchmark results				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% of all student will meet minimum of one Healthy Fitness Zone Standard as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee.

Evaluation Data Source(s) 2: Fitness Gram Results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure a safe and enjoyable climate in PE for all students.	Administrators PE/Coach	Observations Walk-Throughs				
2) To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) and also integrate core curriculum content into physical education curriculum	Principal PE/Coach Asst. Principals	Observations Walk-Throughs				


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: MJH special education students will meet system safeguards on the reading indicator


Evaluation Data Source(s) 3: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 3:

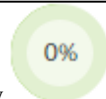
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.	English teachers Co-teachers English Dept. Head Special Ed. Dept. Head	PLC/Vertical Alignment meetings STAAR test Semester Exams Report cards				
System Safeguard Strategy 2) English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.	English teachers Special ed. ELA teachers	Writing journals Lesson plans Reading Logs Common Assessments				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: MJH special education students will meet system safeguards on the writing indicator


Evaluation Data Source(s) 4: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.	English teachers Co-teachers English team leader Special Ed. team leader	District assessments STAAR test Semester exams Staff Development meetings				
System Safeguard Strategy 2) 6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	English teacher Co teachers Team Leaders	ELA STAAR tests Unit assessment Warm up test Report cards				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: MJH special education students will meet system safeguards on the science indicator


Evaluation Data Source(s) 5: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) , 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	Science teachers Co teachers Dept. Head	8th STAAR test Unit assessment Warm up test Report cards				
System Safeguard Strategy 2) Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.	Science teacher Co-teacher	Common assessments Report card grades Semester exams				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

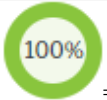
Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.


Performance Objective 6: MJH special education students will meet system safeguards on the math indicator

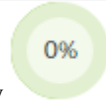
Evaluation Data Source(s) 6: Texas Education Agency 2016 System Safeguards Report


Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.	Special Ed teachers Math teachers Special Ed Team Leader Case Manager	STAAR Assessment Report card grade ARD Meeting				
System Safeguard Strategy 2) Increase the usage of visual representation and small group in the math classroom.	Math teachers Sped Teachers Case Manager	STAAR Assessment Report card ARD Meeting				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 7: MJH special education students will meet system safeguards on the social studies indicator


Evaluation Data Source(s) 7: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) 6th, 7th & 8th grade Social Studies teacher introduce 8th grade TEKS through daily warm-ups.	7th grade S.S. teacher Co-teacher	8th grade STAAR test Unit assessment Warm up test				
System Safeguard Strategy 2) 6th, 7th, 8th grade social studies team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	6, 7, 8th grade teachers Co-teachers SS Dept. Head	8th grade STAAR test Warm Up test Unit assessment				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: All students and staff will be provided a safe and orderly environment in which all can learn and work.

Evaluation Data Source(s) 1: The classroom environment will be safe and conducive to learning for all students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue class meetings each year to discuss major school rules, procedures and consequences and implement a meeting mid year to reinforce behavior, rules, procedures, expectations	Principal Assistant Principals	Reduction in discipline referrals				
2) Continue training and Implementing of Capturing Kids Heart program to focus of connections with students. Goal - 1st 6 weeks - teachers intentionally greet students at door to form connections.	Principal Assistant Principals All Teachers	Teachers will interact in a positive manner with students on campus. Hallway behavior will improve and discipline referrals decrease.				
3) The counselors will initiate for the first year - Leadership training with a select group of students and the campus officer.	Counselors students	Discipline records Counseling feedback students making positive choices				
4) Student Council and Service Club will implement Anti Bully and Character strong activities and announcements throughout the school year.	Administration Student Council Sponsor Service Club Sponsor	Decrease in Bully reports Increase in positive student choices				

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 2: To increase student attendance to 95% or higher.

Evaluation Data Source(s) 2: Review student attendance and reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contact parents and visit with students regarding attendance after excessive absences.	Assistant Principals	Student attendance monitored regularly STAAR				
2) Student and parent will meet with the Montgomery County attendance representative with the assistant principal to discuss attendance concerns and begin interventions.	Assistant Principal	Attendance monitored by AP every 3 weeks End of year attendance report				

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 3: Continue implementation of the Dropout Prevention Program.

Evaluation Data Source(s) 3: PEIMS Report data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) AP's meet with individual students and parents to discuss attendance each 3rd week. County mediator and officer home check are enforced.	Counselors Asst. Principal Campus Officer	observations/conference documentation At-risk reports Attendance PEIMS report				
2) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Counselors, Registrar, Director of Special Programs	Student Residency Questionnaires, Free & reduced roster				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Use of technology to enhance professional practices.


Evaluation Data Source(s) 1: Active campus and teacher websites to improve communication with parents, students and community.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will continue design and develop a teacher website to be updated for parent and student use.	Principal Teachers	Active teacher web page				
2) Staff development and weekly technology trainings provided for technologies to be used in the classroom, but is not limited to, Smart Boards, Tablets, pod casting, web page, social media, phone apps.	Administration TIM	Web pages Classroom observations				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: Provide a quality technology program to maximize teaching and learning.

Evaluation Data Source(s) 2: Teachers will incorporate technology into their classroom.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Meet with Grade level teams to discuss additional technology resources needed for teachers and students.	Principal	Library reports/inventory Observations				
2) Three computer labs and 4 laptop carts are available to teachers for instructional purposes and learning.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
3) Administration, TIM, and 3 teachers will attend the TCEA conference this year to learn of new technology and bring valuable knowledge/resouces back to the campus.	Administration TIM	Teacher feedback Administrator feedback TIM feedback Student feedback				

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: Administration, TIM, and teachers will attend TCEA Conference

Evaluation Data Source(s) 3:


Summative Evaluation 3:

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: We will increase the quantity and quality of our technology resources available.

Evaluation Data Source(s) 1: Survey/Teacher Feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will continue to decrease/revise the number of forms for parents and ensure the forms are available online via district and campus website.	Principal District Webmaster Campus webmaster	Online forms available Parent complaints/concerns				
2) We will meet with all teams to review copy policy and budget demands regarding new copy machines and cost.	Administration Team Leaders	Copy budget decreases				
3) Departmental budget meetings will be held throughout the year to discuss needs and prioritize use of funds.	Administration Financial Clerk	Review of monthly budget				
						

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: We will monitor growth and plan accordingly to ensure quality programs are in place and facilities accommodate our student population.

Evaluation Data Source(s) 1: PEIMS report/enrollment numbers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor regularly short term and long term needs for MJH due to the continual student growth and facility capacity.	Principal	Enrollment numbers PEIMS report				
2) We will continue to monitor the PLTW engineering pathway and Computer Science to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) MJH will review and plan the master schedule to accommodate growth patterns and classroom sizes.	Administration Counselor	Master schedule Student course selection				
4) Monitor academic achievement of students to ensure that appropriate services, programs, and resources can be provided, especially to special pop groups (SPED, 504, RTI, ESL)	Administration Counselors Teachers	Failure reports Feedback from teachers				
5) We will monitor student attendance each 6 weeks and reward student with perfect attendance. They will be named on the Bear Buzz and be placed in a drawing for a 2 Kendall tablets each 6 weeks.	AP's Attendance Clerk	High daily attendance rate Increase in student learning and grades				
6) We will monitor student attendance each 6 weeks and reward student with perfect attendance. They will be named on the Bear Buzz and be placed in a drawing for a 2 Kendall tablets each 6 weeks.	AP's Attendance Clerk	High daily attendance rate Increase in student learning and grades				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Maintain an effective line of communication with faculty using a variety of methods.

Evaluation Data Source(s) 1: Teacher feedback/survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A weekly email blast and REMIND from the Principal of upcoming activities, events and important dates and information to keep staff up to date and informed on a daily basis.	Principal	Informed staff Weekly Bear Blast				
2) Administrators attend department Head meetings, team meetings and PLCs to analyze data, review needs, and communicate campus needs.	Principal AP's	Agenda Informed staff administrative attendance				


Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: 100% of the teachers and instructional aides will be HQ.


Evaluation Data Source(s) 2: HQ report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Coordinate with the Curriculum Department to provide quality staff development to train staff on identified needs. (Discipline, etc.)	Principal Curriculum Director of Secondary Education	Development of appropriate staff development for identified needs.				
2) Effective and successful Mentor and Buddy program for any new or transferring teachers to provide support and encourage stability of staff.	Principal Assistant Principals teachers	Teacher feedback Meetings with all new teachers on a regular basis 100% quality staff				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: Communicate effectively with parents/stakeholders using a variety of methods.


Evaluation Data Source(s) 1: Maintain meaningful relationships with parents and community.

Summative Evaluation 1:

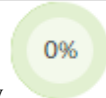
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home and community through the campus website, school reach, parent letters and the PTO email blast.	Principal	Website feedback Parent survey				
2) Communicate with parents regarding student progress through the following: Phone calls, emails, teacher-parent conferences, progress reports, report cards, school messenger.	Administrators Counselors Teachers Team Leaders	Parent contact sheets				
3) MJH and MHS will host a Curriculum night to inform and educate upcoming 6th, 7th and 8th grade parents about curriculum, extra curricular, and clubs.	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: Increase involvement and participation throughout the school community by communicating with campus parents.


Evaluation Data Source(s) 1: Administration will analyze parent participation data and methods used to communicate and encourage our campus parents.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) An administrator/Counselor will attend all PTO meetings. We will recognize and encourage the efforts and support of PTO members through Volunteer Appreciation Week, thank you notes and having staff member at all PTO meetings.	Principal Assistant Principals Counselors	Parent feedback				
2) Counselors have a "Meet and Greet" for all new students and parents during Schedule Pickup dates to encourage students and help parents become better informed of campus expectations and procedures.	7th and 8th grade Counselors	Enrollment at Meet and Greet Positive parent and student communication				
3) Campus Social Media will be used to promote school events, student learning, celebrations, and activities at MJH.	Administration	Parent participation Parent positive feedback				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.
1	3	2	English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.
1	4	1	English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.
1	4	2	6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	1	, 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	2	Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.
1	6	1	Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.
1	6	2	Increase the usage of visual representation and small group in the math classroom.
1	7	1	6th, 7th & 8th grade Social Students teacher introduce 8th grade TEKS through daily warm-ups.
1	7	2	6th, 7th, 8th grade social students team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Angie Chapman	Principal
Administrator	Kevin Winfield	Asst. Principal
Administrator	Scott See	Asst. Principal
Business Representative	Kim Russell	2018-2019 Member
Classroom Teacher	Melissa Strickland	Elective team
Classroom Teacher	Stephen Johnston	Sped team leader
Business Representative	Christy Antilley	math team leader
Community Representative	Martha Ellis	2018-2019 Community Member
District-level Professional	Amy Busby	District Director
Non-classroom Professional	Barbara Gagliano	Counselor
Paraprofessional	Jean Lahue	math lab para
Parent	Emily Williams	2018-2019 Member

Montgomery Independent School District
Oak Hills Junior High
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 14, 2015

Demographics

Demographics Summary

Demographic Summary

Oak Hills JH is a 1 year old campus with grades 6-8 in MISD with an enrollment of 1021 students.

13% Hispanic, 1% Asian, 1% African American, 2% multi-race, 79% White, and less than 1% Indian or Hawaiian.

We currently have 96 on staff at OHJH: 3 Administrators, 2 Counselors, 65 teachers, 8 Instructional Aides, 5 Support Staff, 1 Librarian, 2 Maintenance, 1 Diagnostician, 1 Nurse

Demographics Strengths

We have many strengths at Oak Hills JH, some of which are listed below:

1. Enrollment has remained steady at OHJH this past year with the majority of the growth coming from families wanting to attend a new junior high that is feeding into a brand new high school.
2. The attendance rate at OHJH remains strong. We have a 96% attendance rate and we continue to look for means of improving that.
2. Special Education students are well-supported through co-teach and in class support programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each student. ARD meetings are held throughout the year to adjust IEPs as needed and an annual ARD is held each year to determine best programs for the following school year.
4. The campus continues to provide high-quality and on-going professional development/trainings and opportunities for teacher collaboration of instruction and best practices.

5. Students new to OHJH are welcomed into the school and are supported throughout the year. Counselors meet with the families of incoming students to share information about the school, pair new students with a student to assist new students through their first week of school, and hold a new student meeting with new students to ensure the support continues.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education population along with our number of students who have qualified for 504 continues to grow. Balancing classes that challenges all of our students and still provide the necessary support will be a priority. **Root Cause:** Student identification in these areas is growing faster than the student population that enables us to easily support identified students.

Student Academic Achievement

Student Academic Achievement Summary

Oak Hills Junior High

Middle/Junior High School

% EcoDis - Fall 2017
Snapshot 21.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade	Overall Grade Components	Weight Total		
Domain I - Student Achievement	61	90	Met	Std A				
Domain II - School Progress [The Domain II Overall Scale Score is the BETTER of Part A or Part B]		84	Met	Std B	Best Scale Score: Domain I, Domain II- Part A	90	70%	63
Part A - Academic Growth	75	84	Met	Std B	or Domain II- Part B			
Part B - Relative Performance [To determine the Scale Score you will need the % EcoDis from above and the Part B Raw Score]	61	72	Met	Std C				
Domain III - Closing the Gaps	93	93	Met	Std A	Domain III Scale Score	93	30%	27.9
Academic Achievement Status	89							

Academic Growth Status 94

EL Proficiency Status

Student Success Status 100

* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool

Overall Score 91

Overall Word Rating Met Std

<https://tea.texas.gov/2018scalingresources.aspx>

Overall Letter Grade A

Our campus met standard in each domain. We excelled in Domain I, Student Achievement and Domain III, Closing the Gaps.

Student Academic Achievement Strengths

We continue to see an increase in our students that participate and qualify in the Duke Talent Search program.

100% of students passed the STAAR Algebra I EOC test.

Math scores continue to increase and seeing the number of students who are mastering their test is encouraging.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing 7th grade results showed that 85% of our students scored in the "Approaches Grade Level" category, and 56% of our students scored in the "Meets Grade Level" category. **Root Cause:** Our students are not writing enough across all grade levels and need regular, intentional feedback about their Writing from their teachers.

School Processes & Programs

School Processes & Programs Summary

- We will continue to provide the Buddy/Mentor program for new staff members.
- We will continue to send small groups of staff to Capturing Kids Hearts and will work to have our entire campus attend a training.

Perceptions

Perceptions Summary

We challenge our students in every class. As we challenge our students we also are the first ones to encourage and support our students. We know that state accountability is important, but most important, is the continued development of young leaders at Oak Hills JH.

Perceptions Strengths

OHJH has a strong parent involvement and has created a strong campus culture of high expectations with a student-centered environment. Parent participation in all campus events has been great, and feedback from parents supports that they are comfortable being at OHJH and with the overall experience their child has at OHJH as a learner.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Goals


Revised/Approved: August 14, 2015

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will achieve or master performance standards on STAAR.

Evaluation Data Source(s) 1: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early identification for students needing targeted reading and math remediation/intervention using AWARE data, report card grades, RTI data, Release STAAR tests, previous grade academic info.	Remediation teacher Math and Reading Team Leaders/Teachers Administration	Classroom unit assessments B,M,E of year AR STAR screening Test Universal Screener 3xyear for Math Eduphoria data STAAR data Report card				
2) Implementation of common assessments in ELA, Math, SS and Science from TEKS, released STAAR tests, to target strengths, weakness, and disaggregate data to identify student needs.	ELA, Math, Science, History Teachers Remediation teachers Administration	Benchmark results disaggregated and reviewed Eduphoria data				
3) Focus on ESL, Sped, Econ. Disadvantage, and at risk student data to determine needs and continue to offer additional tutorials before and after school to students that need additional assistance or are unsuccessful on the STAAR benchmark exams.	All Teachers Team Leaders/Dept Heads Mentor tutors Administration Counselors	Master schedule List of student with deficiencies				
						


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.


Performance Objective 2: 80% of all student will meet minimum of one Healthy Fitness Zone Standard as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee.


Evaluation Data Source(s) 2: Fitness Gram Results


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure a safe and enjoyable climate in PE for all students.	Administrators PE/Coach	Observations Walk-Throughs				
2) To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) and also integrate core curriculum content into physical education curriculum	Principal PE/Coach Asst. Principals	Observations Walk-Throughs				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: OHJH special education students will meet system safeguards on the reading indicator


Evaluation Data Source(s) 3: Texas Education Agency 2018 System Safeguards Report

Summative Evaluation 3:

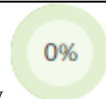
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.	English teachers Co-teachers English Dept. Head Special Ed. Dept. Head	PLC/Vertical Alignment meetings STAAR test Semester Exams Report cards				
System Safeguard Strategy 2) English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.	English teachers Special ed. ELA teachers	Writing journals Lesson plans Reading Logs Common Assessments				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: OHJH special education students will meet system safeguards on the writing indicator


Evaluation Data Source(s) 4: Texas Education Agency 2018 System Safeguards Report

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.	English teachers Co-teachers English team leader Special Ed. team leader	District assessments STAAR test Semester exams Staff Development meetings				
System Safeguard Strategy 2) The 6th-8th grade ELA and special ed teams will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	English teacher Co teachers Team Leaders	ELA STAAR tests Unit assessment Warm up test Report cards				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: OHJH special education students will meet system safeguards on the science indicator


Evaluation Data Source(s) 5: Texas Education Agency 2018 System Safeguards Report

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) The 6th-8th grade science teams will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	Science teachers Co teachers Dept. Head	8th STAAR test Unit assessment Warm up test Report cards				
System Safeguard Strategy 2) Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.	Science teacher Co-teacher	Common assessments Report card grades Semester exams				




= Accomplished



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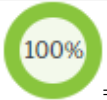
Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.


Performance Objective 6: OHJH special education students will meet system safeguards on the math indicator

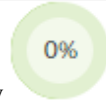
Evaluation Data Source(s) 6: Texas Education Agency 2018 System Safeguards Report


Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.	Special Ed teachers Math teachers Special Ed Team Leader Case Manager	STAAR Assessment Report card grade ARD Meeting				
System Safeguard Strategy 2) Increase the usage of visual representation and small group in the math classroom.	Math teachers Sped Teachers Case Manager	STAAR Assessment Report card ARD Meeting				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 7: OHJH special education students will meet system safeguards on the social studies indicator


Evaluation Data Source(s) 7: Texas Education Agency 2018 System Safeguards Report

Summative Evaluation 7:

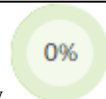
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) The 6th-8th grade Social Studies teachers will introduce 8th grade TEKS through daily warm-ups.	7th grade S.S. teacher Co-teacher	8th grade STAAR test Unit assessment Warm up test				
System Safeguard Strategy 2) The 6th-8th grade Social Studies team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	6, 7, 8th grade teachers Co-teachers SS Dept. Head	8th grade STAAR test Warm Up test Unit assessment				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: All students and staff will be provided a safe and orderly environment in which all can learn and work.

Evaluation Data Source(s) 1: Teacher/Student survey at semester and end of year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of class meetings each year to discuss major school rules, procedures and consequences.	Principal Assistant Principals	Reduction in discipline referrals				
2) Continued implementation of Capturing Kids Heart program to focus of connections with students.	Principal Assistant Principals All Teachers	Teachers will interact in a positive manner with students on campus. Hallway behavior will improve and discipline referrals decrease.				
3) The counselors will promote healthy choices, character education, dating violence awareness, and non-violent resolution through trainings, student meetings, announcements throughout the year addressing areas of concern on campus.	Counselors teachers	Discipline records Counseling feedback				
4) Monitor behavior and offer rewards/incentives to students with good behavior (discipline team will define good behavior).	Principal Assistant Principal Counselor	Student participation and reward				
	Funding Sources: 461 Campus Activity - 750.00					
5) Counselors will work with district police to create and promote a Leadership Academy for 7th grade students.	Principal, Assistant Principals, Counselors, District Police	Student recognition on campus and with Keenan Elementary students and staff				
6) Continue to implement and research safety procedures specifically geared towards bullying.	Principal	safer school environment				

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 2: To increase student attendance to 95% or higher.

Evaluation Data Source(s) 2: Review student attendance and reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contact parents and visit with students regarding attendance after excessive absences.	Assistant Principals	Student attendance monitored regularly STAAR				
2) Student and parent will meet with the Montgomery County attendance representative with the assistant principal to discuss attendance concerns and begin interventions.	Assistant Principal	Attendance monitored by AP every 3 weeks End of year attendance report				
3) Weekly awards for perfect attendance will be granted through a drawing for gift cards, each Friday to each lunch throughout the school year.	Principal Assistant Principal	Student Attendance Reports				
	Funding Sources: 461 Campus Activity - 1620.00					


Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 3: Continue implementation of the Dropout Prevention Program.


Evaluation Data Source(s) 3: PEIMS Report data

Summative Evaluation 3:

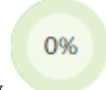
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students.	Counselors Principal	observations At-risk reports				
2) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Student Residency Questionnaire, Free & Reduced Roster				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 4: Enforce the Code of Conduct by implementing consistent consequences.


Evaluation Data Source(s) 4: Quarterly Discipline Reports

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule regular discipline team meetings to review campus concerns, establish campus expectations, and discuss the discipline ladder to ensure behavior is improving and changes are made as needed.	Principal Assistant Principal	Meeting Agendas Action Plan from meetings				
2) Utilize district DAEP program for severe or persistent behavior problems.	Assistant Principal	DAEP reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Use of technology to enhance professional practices.


Evaluation Data Source(s) 1: Active campus and teacher websites to improve communication with parents, students and community.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will continue design and develop a teacher website to be updated for parent and student use.	Principal Teachers	Active teacher web page				
2) Staff development and weekly technology trainings provided for instructional technology may include: Smart Boards, Tablets, pod casting, web page, social media, phone apps. and other topics upon staff request.	Administration TIM	Web pages Classroom observations				




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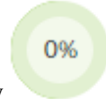

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Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: Provide a quality technology program to maximize teaching and learning.

Evaluation Data Source(s) 2: Walk-throughs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Meet with Grade level teams to discuss additional technology resources needed for teachers and students.	Principal	Library reports/inventory Observations				
2) Teachers will schedule use of the three computer labs and five laptop carts to maximize student use of instructional technology in their classrooms.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: We will increase the quantity and quality of our technology resources available.

Evaluation Data Source(s) 1: Survey/Teacher Feedback

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Survey all grade level subject area teachers to find out technology needs that will provide daily support and enrichment for student learning.	Principal Classroom teachers	Survey results Teacher feedback				
2) We will continue to decrease/revise the number of forms for parents and ensure the forms are available online via district and campus website.	Principal District Webmaster Campus webmaster	Online forms available Parent complaints/concerns				
3) We will meet with all teams to review copy policy and budget demands regarding new copy machines and cost.	Administration Team Leaders	Copy budget decreases				
4) Departmental budget meetings will be held throughout the year to discuss needs and prioritize use of funds.	Administration Financial Clerk	Review of monthly budget				

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: OHJH will continue to strengthen our connection with the MACC and see how and where our local businesses can be more involved in some of expenses.

Evaluation Data Source(s) 2: spending and revenue reports from clubs and programs (ex PLTW)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal will meet with Department Chairs to discuss how we are reaching out and involving our business community partners in programs	Principal Department Chairs	More community involvement with our programs				
						

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: We will monitor growth and plan accordingly to ensure quality programs are in place and facilities accommodate our student population.

Evaluation Data Source(s) 1: PEIMS report/enrollment numbers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor regularly short term and long term needs for OHJH due to the continual student growth and facility capacity.	Principal	Enrollment numbers PEIMS report				
2) We will continue to monitor the PLTW engineering pathway and Computer Science to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) OHJH will review and plan the master schedule to accommodate growth patterns and classroom sizes.	Administration Counselor	Master schedule Student course selection				
4) Monitor academic achievement of students to ensure that appropriate services, programs, and resources can be provided, especially to special pop groups (SPED, 504, RTI, ESL)	Administration Counselors Teachers	Failure reports Feedback from teachers				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Maintain an effective line of communication with faculty using a variety of methods.

Evaluation Data Source(s) 1: Teacher feedback/survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Principal will send out a weekly email blast and REMIND 101 message of upcoming activities, events and important dates and information to keep staff informed.	Principal	Informed staff From the Lion's Lair				
2) Administrators attend department Head meetings, team meetings and PLCs to analyze data, review needs, and communicate campus needs.	Principal AP's	Agenda Informed staff administrative attendance				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: 100% of the teachers and instructional aides will be HQ.


Evaluation Data Source(s) 2: HQ report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Coordinate with the Curriculum Department to provide quality staff development to train staff on identified needs. (Discipline, etc.)	Principal Curriculum Director of Secondary Education	Development of appropriate staff development for identified needs.				
2) Continue to offer the Mentor and Buddy program for any new or transferring teachers to provide support and encourage stability of staff.	Principal Assistant Principals Teachers	Teacher feedback Meetings with all new teachers on a regular basis 100% quality staff				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: Communicate effectively with parents/stakeholders using a variety of methods.


Evaluation Data Source(s) 1: Maintain meaningful relationships with parents and community. (SchoolMessenger)

Summative Evaluation 1:

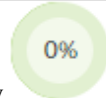
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home and community through the campus website, school reach, parent letters and the PTO email blast.	Principal	Website feedback Parent survey				
2) Communicate with parents regarding student progress through the following: Phone calls, emails, teacher-parent conferences, progress reports, report cards, school messenger.	Administrators Counselors Teachers Team Leaders	Parent contact sheets				
3) OHJH will host a Curriculum night to inform and educate upcoming 6th, 7th and 8th grade parents about curriculum, extra curricular, and clubs.	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 2: Communicate with the public using the OHJH website.

Evaluation Data Source(s) 2: website visits, Twitter/Intsagram/Facebook followers

Summative Evaluation 2:

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: Increase involvement and participation throughout the school community by communicating with campus parents.

Evaluation Data Source(s) 1: Administration will analyze parent participation data and methods used to communicate and encourage our campus parents (parent survey).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase opportunity for parents to volunteer in our school such as: Book Fair volunteers, Fundraisers, Chaperone's, Veterans Day, Constitutional Convention, schedule pickup, concession stand during games, band and choir performances, course selection, school dances.	Administrators	PTO minutes Sign in sheets				
2) An administrator/Counselor will attend all PTO meetings. We will recognize and encourage the efforts and support of PTO members through Volunteer Appreciation Week, thank you notes and having staff member at all PTO meetings.	Principal Assistant Principals Counselors	Parent feedback				
3) Counselors have a "Meet and Greet" for all new students and parents during Schedule Pickup dates to encourage students and help parents become better informed of campus expectations and procedures.	7th and 8th grade Counselors	Enrollment at Meet and Greet Positive parent and student communication				
4) Campus Social Media will be used to promote school events, student learning, celebrations, and activities at OHJH.	Administration	Parent participation Parent positive feedback				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.
1	3	2	English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.
1	4	1	English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.
1	4	2	The 6th-8th grade ELA and special ed teams will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	1	The 6th-8th grade science teams will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	2	Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.
1	6	1	Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.
1	6	2	Increase the usage of visual representation and small group in the math classroom.
1	7	1	The 6th-8th grade Social Studies teachers will introduce 8th grade TEKS through daily warm-ups.
1	7	2	The 6th-8th grade Social Studies team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.

Campus Funding Summary

461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$750.00
2	2	3	\$1620		\$1,620.00
Sub-Total					\$2,370.00
Grand Total					\$2,370.00

Montgomery Independent School District
Montgomery Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Beyond excellence in critical academic skills, it is Montgomery Elementary's mission to provide an outstanding education in a secure learning environment where every child is provided an opportunity to excel. Our charge is to collaboratively nurture each child's potential to be a producer of knowledge, a contributor of citizenship, and discoverer of possibilities.

Value Statement

MES believes that every child can learn if given the appropriate avenues, resources, and tools. Each learner brings with them specific strengths, which should be the main platform from which to teach that child and from which that child should learn. Varied and differentiated learning opportunities are part of our responsibility as educators of children, and our main goal with each student is to create confident, independent problem solvers. High expectations and top quality instruction should be an essential part of every learning experience.

Motto:

Learning to live and loving to learn in a culture where diversity is embraced, adding value is an expectation, and today's learners become tomorrow's leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, Elizabeth Kelley, Jennifer Krikorian, Beth Lockhart, Laurel Plunk, Sarah Wieghat, & Chris Reuter

MES is made up of students whose ages range from 4 to 11 years old in our PreK program through 5th grade. Our enrollment is currently anticipated to be 400 students with 44 employees. During the 17-18 school year, MES has 368 students who qualify for free and/or reduced lunch, showing an increase in percentage from last year. Our student demographics were as follows: Hispanic-157, Indian- 27, Asian-9, White-467, and African American-96.

Current Staff Demographic Breakdown is shown in the following chart:

Title	2018-2019
HOMEROOM TEACHERS	23
IN-CLASS SUPPORT TEACHERS	2
SPEECH THERAPIST	1
TITLE I TEACHERS	1
MUSIC TEACHER	1
PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	2
PARAPROFESSIONALS	4
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	2
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	0.5

MES has high participation at all campus events, both during the school day and after hours. We have found that when we provide food and offer our evening events later in the evening, we have more parents attend. Our PTO membership has increased greatly, and we have an active PTO Board that meets each month.

The following activities/events are in place at MES: Family Activity/Curriculum Nights, Open House & Parent Information Night, Book Fairs, Choir Concerts, the Wave Club, Watch Dogs, Camp Kindergarten, Grade Level Music Performances, E-Tracks, and various PTO family nights.

MES has strong partnerships with community businesses to support events such as Angel Tree, Thanksgiving meals, Friday Backpack Clubs, and our back-to-school school supplies drive.

Demographics Strengths

Attendance was a focus on our campus this year in an effort to address the accountability component that was implemented in the 17-18 school year. Attendance incentives were put into place, and grade levels and individual students were awarded for top attendance percentages.

We have a full-time Reading/Math interventionist as well as a full-time Instructional Coach. MES also employed two Spring tutors for Math and Reading support in STAAR testing grades.

We continued to expand our GT identification of MES students this year. The TPSP curriculum for gifted learners proved to be successful. Amazing student products were showcased at the end-of-year GT Expo, and we received positive feedback from both parents and students.

Teacher/student ratio remains 22:1 or lower in the majority of the classrooms PK - 4.

Our teams are well-balanced with both experienced and new teachers; weekly team meeting agendas and attendance show strong collaboration and communication.

Implementation of an Instructional Coach has been greatly received this year and has improved on use of student data as well as teacher collaboration and training needs.

The MISD Master Teacher program continues to be well-received by MES staff with 11 MES teachers participating in the program in order to grow professionally in best practices.

Staff members at MES continue to seek certification in the areas of GT and ESL.

Problem Statements Identifying Demographics Needs

Problem Statement 1: School and Teacher Communication was an area we received feedback regarding potential improvement when surveying our parents.

Root Cause: MES predominantly utilized electronic communications throughout the school year. Several parents selected paper notifications as a preferred method of communication. To better meet the needs of our families, we plan to incorporate paper notifications for school-wide events and notifications.

Student Academic Achievement

Student Academic Achievement Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, Elizabeth Kelley, Jennifer Krikorian, Beth Lockhart, Laurel Plunk, Sarah Wieghat, & Chris Reuter

MES uses Common Formative Assessments, DRA, and the STAR Math Universal Screener to determine student progress and areas of need. Both the DRA and Math US are administered three times each year.

The MES teaching staff has vertically aligned themselves based on subject area to ensure that the TEKS are accurately flowing from one grade level to the next with no gaps or overflow. Each grade level team plans weekly to coordinate lessons based on the grade level TEKS and coordinated with the district expectations and the scope and sequence. This will allow for assessments to accurately evaluate the level of mastery and rigor of TEKS at each grade level. Numerous assessments will be utilized to determine our students' needs including DRA/Accelerated Math Screener, STAAR, and grade level Common Assessments. The outcome of these assessments will assist in identifying those students that are at-risk, allowing us to appropriately place each student in an enrichment or intervention that meets their specific needs. Our goal is to serve students of all populations based on their individual needs through various interventions such as: web-based programs, the general classroom, before/after school tutorials, and the Title I program. Individual evaluation will identify students who qualify for services such as Gifted and Talented, English as a Second Language and Dyslexia. Once identified, these students will receive interventions and enrichment to enhance their education. These students will be served in their homeroom class and through pull-out or push-in models. The English Language Proficiency Standards (ELPS) will be utilized in all classrooms with LEP students.

Writing continues to be our main focus for the 2018-2019 school year. The Instructional coach will support teachers in PK-5th grades to ensure daily writing and small group instruction so that teachers can provide immediate feedback and students can improve the writing process. The lowest reporting category for MES this year was the composition category with the majority of students earning 4 out of 8 possible points.

2017-2018 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	84%	35%
3	Math	83%	29%
4	Writing	68%	9%
4	Reading	89%	30%
4	Math	85%	24%

5	Reading	90%	38%
5	Math	94%	37%
5	Science	78%	17%

Student Academic Achievement Strengths

MES interventionists in Reading, Math, & Dyslexia all work hard to see students consistently and to maximize the time they spend with them each week without pulling them from class time unless necessary; students who received intervention this year, as a whole, showed progress and/or were successful on the STAAR test as well as their end-of-year Universal Screener results.

Individual growth was seen among students in all academic areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing scores were low for our 4th Grade students. **Root Cause:** The majority of students passing scored in the "Approaches" category. Of our 135 testers, only 92 students met the passing standard.

Problem Statement 2: 2018 STAAR results show that a majority of students are not performing at rigorous levels as measured by the state assessment. **Root Cause:** Students have a foundation in academics and do well in recall, but higher levels of thinking and multi-step problems prove difficult.

Problem Statement 3: STAAR writing scores showed only 68% of our 4th grade students met the "Approaches Grade Level" standard, 42% at the "Meets Grade Level" standard, and 9% at the "Masters Grade Level" state standard.. **Root Cause:** Students are not writing consistently and are lacking basic writing skills when they enter 4th grade. Staff development regarding specific writing instruction & the Writer's Workshop model, guidance in planning aligned with MAC & the implementation of writing daily with consistency and fidelity will be a focus PreK - 5th grades.

School Processes & Programs

School Processes & Programs Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, Elizabeth Kelley, Jennifer Krikorian, Beth Lockhart, Laurel Plunk, Sarah Wieghat, & Chris Reuter

The culture and climate of Montgomery Elementary is one based on the belief that every student counts and every student can learn. The staff is welcoming and positive and student safety and individual success is the priority at MES. Parent and student participation at campus events and in campus clubs and organizations is strong, and parents feel comfortable coming to the school with concerns or questions. Use of the School Messenger system ensures that all parents know what is happening at MES, and the PTO has grown in membership and participation. Students and teachers feel safe at MES, and the schoolwide use of Conscious Discipline and our character education programs are consistently promoted and well-received.

MES recognizes individual student accomplishments and attendance. Students are also celebrated at the an end-of-year awards program, and MES has implemented a Student of the Month recognition program, where each homeroom teacher nominates a student for exhibiting good character in the classroom.

The MES theme this year is "Growing Our Growl." This theme is based on our new Bearcat mascot, the dynamics that will come with a new staff and the book "The Energy Bus," which focuses on the power of positivity and teamwork. Each teacher and staff member will participate in a book study of the book that will begin prior to the start of school and will personalize this theme & philosophy in their classrooms.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. MES is a Title I campus that serves approximately 400 students with both ESL and GT programs. Additionally, approximately over 25% of our students are eligible for free or reduced meals. MES sends backpacks full of food each Friday to approximately 30 families and provides Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year with the help of community partners.

Continued incorporation of an Instructional Coach provides Language Arts and Math support to teachers in the classrooms as well as through needed staff development, opportunities to collaborate about student data, curriculum components, and best instructional practices.

The continued use of a question bank for teachers to build/create their own assessments will be supported by our campus coach this year, and teachers will actively use these to create their own common assessments.

All teachers and staff at MES are Highly Qualified and new teachers are all assigned a mentor teacher and participate in New Teacher Orientation at both the District & Campus levels.

Teaching staff is made up of teachers who have 1-20 years of experience and almost 40% of MES teachers have been in MISD for up to 10 years. Turnover rates remain low at 13%.

MES teachers are provided with multiple team planning opportunities throughout the school year, offered staff development opportunities in a variety of formats, and are able to participate in vertical alignment curriculum planning workshops throughout the year.

School Processes & Programs Strengths

Training & implementation of Conscious Discipline techniques showed positive results through classroom & campus rewards for positive behavior and strong character. Presentations were scheduled from outside resources concerning good character and strong friendship, and campus participation in school-wide events increased. Parents are consistently involved in disciplinary concerns, and the campus Core Team & RTI Committee was vigilant in data collection and documentation of students with major behaviors that could not be addressed through campus discipline procedures. Additionally, MES had no incidents of Bullying during the 2017-2018 school year.

Attendance incentives offered each month showed an increase in student attendance & positive feedback from parents regarding incentives.

The consistent implementation of Morning Meetings has improved classroom discipline and culture as well as campus culture.

MES provides cultural awareness and creative learning opportunities through our Schoolwide Enrichment Model.

An end-of-year parent survey showed participation and positive feedback from the majority participating parents regarding their child's safety at MES, and indicated that most feel welcome to the campus and supported by our staff.

MES provides varied parent involvement activities each year with high attendance & positive feedback. We provide food for over 30 families through our Friday Backpack Club by coordinating with our Montgomery Food Bank. MES assists families with school supplies in August by working with local businesses and churches, and we continue to serve over 100 families through our Angel Tree Christmas project. We have also implemented *The Wave Club & Student Council*, which are Community Service Clubs for our 4th & 5th graders; these clubs focus on good character and a "pay it forward" philosophies and complete various campus & community services throughout the year. MES continues to receive a large amount of support from both our parents and our Community Businesses in regards to our new E-tracks program, receiving many monetary donations and free supplies/materials.

MES continues to receive positive feedback regarding our schoolwide *Conscious Discipline* and the Watch DOGS program. MES implemented a *Parenting Partners* curriculum and training to help educate our parents on school topics and strengthen the relationship between home and school.

- MAC planning/PLC days for team collaboration, curriculum & resource planning
- purchase of new, updated, research-based resources
- implementation and utilization of *Eduphoria* to better use student data to drive instruction
- weekly team planning/meeting
- universal screeners & progress monitoring done periodically throughout the school year to assess student progress and/or areas of need
- RTI meetings set each six weeks to discuss individual students & devise a plan for students in need
- implementation of *Schoolwide Enrichment Model* to offer unique learning opportunities each week

- implementation of *TPSP* in Kindergarten-5th grades
- parent surveys reflect positive feedback regarding strong student learning, quality teachers, and effective assessments
- continuation of an Instructional Coach to support teachers in ELA, Math, & Technology instruction
- BOY trainings regarding District-wide resources help teachers better understand the program and increased the fidelity of the program in the classrooms
- Use of district-purchased item bank to ensure quality assessments correctly aligned with the Montgomery Aligned Curriculum

Perceptions

Perceptions Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, Elizabeth Kelley, Jennifer Krikorian, Beth Lockhart, Laurel Plunk, Sarah Wieghat, & Chris Reuter

The MES theme this year is "Growing Our Growl." This theme is based on our new Bearcat mascot, the dynamics that will come with a new staff and the book "The Energy Bus," which focuses on the power of positivity and teamwork. Each teacher and staff member will participate in a book study of the book that will begin prior to the start of school and will personalize this theme & philosophy in their classrooms.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. MES is a Title I campus that serves approximately 400 students with both ESL and GT programs. Additionally, approximately over 25% of our students are eligible for free or reduced meals. MES sends backpacks full of food each Friday to approximately 30 families and provides Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year with the help of community partners.

Continued incorporation of an Instructional Coach provides Language Arts and Math support to teachers in the classrooms as well as through needed staff development, opportunities to collaborate about student data, curriculum components, and best instructional practices.

The continued use of a question bank for teachers to build/create their own assessments will be supported by our campus coach this year, and teachers will actively use these to create their own common assessments.

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

Surveys showed that students, staff, and parents feel safe and welcome at MES and that campus procedures and policies are well-communicated. We get feedback from our regular substitutes often about the environment being friendly & collaborative. MES works under a team approach and a student-centered philosophy. Respect is valued and evident between staff members, staff & parents, and staff and students. Preserving instructional time is a priority. Our interventionists provide support outside of instructional time and work closely with the teachers to ensure optimal time for all. The instructional day begins at 8:15, but teachers are available as early as 7:45 for AM tutorials and stay until 4:30 for PM tutorials if needed. Spring tutors are hired to assist with students who are struggling in Math or Reading for grades 3, 4, and 5 and for students that show content mastery and would benefit from receiving additional enrichment.

Community support is widespread at MES, as we have large donations from area churches, Realtors, and local businesses for school supplies, our annual Angel Tree Christmas event, and food for our weekly backpack program.

Parent surveys conducted at the end of the year show that parents are pleased with the school and the services their children receive.

Perceptions Strengths

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

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Parent surveys conducted at the end of the year show that parents are pleased with the school and the services their children receive.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 85% of all student groups will meet or exceed performance standards on the STAAR test.

Evaluation Data Source(s) 1: Students will meet grade-level expectations and performance standards based on Universal Screeners, local assessments, and STAAR results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will analyze Universal Screener data & STAAR results to identify students needing targeted Reading and/or Math intervention using the following criterion:</p> <ul style="list-style-type: none"> * Scoring in the 10th percentile or below on any measure of the Universal Screener * Students showing little or no improvement from BOY to MOY Universal Screener administration * Students that failed a portion of the STAAR test * Newly-enrolled students who show gaps in skills based on Common Assessments, Benchmarks, and/or lack of exposure to TEKS at previous school 	2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	RTI Meeting Data STAAR & Universal Screener Data				
Funding Sources: 211 Title I - 0.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Plan for assisting preschool children in the transition from early childhood programs through the Camp Kindergarten program & parent orientation.</p>	2.6, 3.1, 3.2	Registrar Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Camp Kindergarten Flyer Agendas Parent Information Night Flyer Sign-in Sheets Registration Numbers				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Students that meet one of the following criteria will be considered for placement in Title I Programs:</p> <p>* Reading/Math: scored in the 10th percentile or below on Universal Screener measures * SAT recommendation through RTI * 60 or below on STAAR * Retention * Failure of STAAR * 9 weeks failure</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Universal Screener results, STAAR results, Report card grades, Teacher feedback				
Funding Sources: 211 Title I - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>4) MES will encourage parents to participate in the Title I program by:</p> <p>* Attending one parent conference * Attending parent/Student Family Night(s) * Completing the Parent, Student and School Compact & EOY Survey</p>	2.4, 2.6, 3.2	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Parent Night Flyer & Agenda, Parent surveys, Title I Compacts				
Funding Sources: 211 Title I - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Each student in grades K-5 will utilize a writing folder for daily implementation of the Lucy Calkins Writers Workshop program & MAC guidelines. Folders will be monitored by Principal & Instructional Coach on a 7-9 week basis to insure utilization of established writing curriculum and consistent student/teacher conferencing.</p>	2.4	Campus Administrators Classroom Teachers Instructional Coach	Student writing samples & Classroom observations				
Funding Sources: 199 General Fund - 0.00							

<p>6) Health Performance: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC). Strategies to include: * To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) * To integrate core curriculum content into physical education curriculum. * To develop quality physical education programs that are developmentally & sequentially appropriate. * To ensure a safe & enjoyable climate for all students. * To provide state approved Coordinated School health components into the curriculum. * To ensure that physical activity is not used as punishment. * To ensure that student/teacher ratios meet the state standards.</p>	2.6	Campus Administrators Classroom Teachers MES Coach	Fitness Gram Report				
Funding Sources: 199 General Fund - 0.00							
<p>Critical Success Factors CSF 1 7) Classroom teachers will provide GT services to identified GT students through the use of Texas Performance Standards Project and MAC.</p>	2.5	Campus Administrators Classroom Teachers Instructional Coach Counselor	Lesson plans, Individual student projects, student portfolios				
<p>Critical Success Factors CSF 1 CSF 2 8) Writing across all grade-levels will be an area of focus through: * intensive study of and implementation of MAC for teachers *PLC lesson planning, review of best practices, & review of student writing samples *regularly scheduled teacher-designed assessments as checkpoints for student progress on Writing TEKS</p>	2.4	Campus Administrators Classroom Teachers Instructional Coach	Lesson plans, student writing samples, student progress, PLC meeting agendas & sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 9) Implement strategies from Schoolwide Enrichment Model (SEM), providing a wide array of learning opportunities for all students.</p>	2.5, 2.6	Campus SEM Liaison Campus Administrators Classroom Teachers Counselor	SEM schedule, student surveys, showcases, parent & student feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 10) READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist	Universal Screener Data STAAR Data RtI Data Report Card Grades				

*Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing

*Emphasize higher level questioning within each component of Reading Instruction: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students

*Provide leadership, training, and follow-through on the implementation of the Reading Structure, and emphasize higher level questioning within each component of Reading: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students

*Address rigor in the differentiated literacy classroom in grades PK-5 for vertical alignments of Tier I best practices

*Re-examine effectiveness and depth of Guided Reading in the K-5 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading

*Provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to modify for identified gifted students and/or close learning gaps, such as vocabulary strategies using graphic organizers, literacy centers for anchor activities, and use of technology to improve skills and fluency





*Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments

*Emphasis on small group reading instruction such as in guided reading, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichments strategies

Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>11) WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>*Continue to focus on daily writing in every PK-5 classroom in both fiction and nonfiction address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 5 for fidelity and integration of higher level thinking practices</p> <p>*Explicitly teach grammar and conventions within the context of the Writers' Workshop model</p> <p>*Continued modeling and utilization of Mentor Sentences</p> <p>*Utilization of the TEA writing rubric to score writing samples and to provide feedback in preparing students for understanding the expected level of writing required on State assessments</p> <p>*Participation in a Region VI Writing pilot</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	STAAR Data Report Card Grades				
<p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist	Universal Screener Data STAAR Data RtI Data Report Card Grades				
<p>*Provide leadership, training, and follow-through on the implementation of Instructional Best Practices for Math</p> <p>*Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies</p> <p>*Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments</p> <p>*Emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies</p> <p>*The expectation and encouragement of all students and all student groups to construct multiple representations of learning in math including the use of manipulative models</p> <p>*Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-5</p> <p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>*Focus on engagement through student centered instructional strategies</p> <p>*Integrate content literacy strategies PK-5</p> <p>*Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens</p> <p>*Ensure that teachers plan and implement social studies lessons based on the district scope and sequence outlined in MAC & adopted curricular materials</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	8th Grade STAAR Data Report Card Grades				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>14) SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>*Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) in alignment with the district scope & sequence as outlined in MAC</p> <p>*Improve vocabulary building in Science through the Science Word of the Week (WOW), Science word walls, and the use of Marzano's framework for learning vocabulary words</p> <p>*Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity</p> <p>*Hands-on opportunities for learning/exploring will be provided via labs K- 5</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	STAAR Data Report Card Grades				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>15) An emphasis on small group reading and math instruction, monitoring individual progress through documentation using anecdotal notes, and implementation of effective intervention/enrichments strategies will be incorporated.</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Improved Student Performance Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

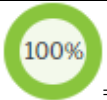



Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 80% of all student groups will meet or exceed college readiness standards on the STAAR test.

Evaluation Data Source(s) 2: STAAR results and local assessment data will show student performance.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Utilize the MISD MAC during weekly planning to ensure TEKS alignment, exemplary lessons, and timeline considerations.	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Classroom observations Campus & District training/planning sign-in sheets Lesson Plans				
	Funding Sources: 199 General Fund - 0.00						
Critical Success Factors CSF 1 2) Ensure the identification and engagement of GT students.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Classroom observations GT Rosters TPSP Products				
	Funding Sources: 199 General Fund - 0.00						
Critical Success Factors CSF 1 CSF 2 3) Teachers will use Eduphoria to run reports and disaggregate data for Universal Screeners, Common Assessments & STAAR results.	2.6	Campus Administrators Classroom Teachers Instructional Coach	Eduphoria reports, team meeting notes, student scores				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 4) Teachers and administrators will participate in Professional Learning Communities throughout the year to ensure both professional development and data review in order to maintain the academic rigor and progress of students during instruction.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	PLC Agendas & Sign-in sheets, Student success on assessments, teacher feedback, Classroom observations				
Critical Success Factors CSF 1 5) Maintain a rigorous curriculum that meets diverse student needs.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist	Use of Literacy Library resources as per teacher checkout system, student progress in reading comprehension, teacher feedback, purchase orders, and inventory list				
	Funding Sources: 211 Title I - 0.00, 199 General Fund - 0.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) MES will implement the use of an Instructional Coach to help support classroom teachers in Reading, Math, and Technology to enhance student learning and instructional delivery.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers Instructional Coach</p>	<p>IC meetings & feedback, classroom teacher feedback, classroom observations, PD agendas & sign-up sheets, student progress</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Interventions and classroom differentiation will be provided through online programs including: STRIDE, Imagine Learning, iStation, Sumdog, Flocabulary, Fast Forward, and SciLearn to support Math, ELA, and Science TEKS.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor</p>	<p>Program reports, student progress, teacher feedback</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Increase the percentage of students that "Meet" or "Master" expectations on STAAR tests.</p>	2.4	<p>Campus Administrators Classroom Teachers Instructional Coach Title I interventionist</p>	<p>Common assessment results Title I rosters STAAR results</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) Establish a vertical alignment of Tier I best practices.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers Instructional Coach</p>	<p>Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades STAAR Data (3rd-5th)</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: Continue implementation of the Dropout Prevention Program

Evaluation Data Source(s) 3: Monitor and meet the needs of all students who are At-Risk

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide intensive, systematic tutoring for identified at-risk students during the day and/or before or after school.</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist RtI Team	Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades Tutorial logs (3rd-5th) STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Ensure that regular student attendance is an area of focus at MES by: *Tracking student attendance *Meeting with teachers, parents and students to address individual situations *Providing monthly incentives *Communicating with parents the importance of attendance for student success.</p>	2.5, 2.6, 3.1	Campus Administrators Classroom Teachers Counselor Registrar	Attendance Reports Teacher Documentation Plan For Attendance Incentives				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).</p>	2.5, 2.6	Campus Administrators Classroom Teachers Counselor Registrar Director of Special Programs	Student residency questionnaires, free & reduced roster				
<p>Critical Success Factors CSF 2</p> <p>4) RTI committee members will abide by District Retention policy when making placement decisions for struggling students.</p>	2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	RTI meeting notes, Eduphoria data, student placement sheets				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide mentors to targeted at-risk students.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers Instructional Coach School Counselor</p>	<p>Individualized Student Data Attendance Records Report Card Grades</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Students and staff will participate in Goal setting.</p>	2.4, 2.6	<p>Campus Administrators Classroom Teachers Instructional Coach School Counselor</p>	<p>Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades STAAR Data (3rd-5th) T-TESS Goal Setting Sheets</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>7) Provide motivational activities/programs to promote success and improvement among all students.</p>	2.4, 2.5, 2.6, 3.2	<p>Campus Administrators Classroom Teachers School Counselor</p>	<p>Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals</p>				
<p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) Provide staff development regarding Special Education services and work with the ARD Committee to determine the most appropriate tests for students with disabilities. *Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAPF) statement which corresponds to student data *Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs, develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), and follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers</p>	<p>Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p>				
<p>Funding Sources: 199 General Fund Special Ed - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>9) Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p>	2.4, 2.5, 2.6	<p>Campus Administrators Classroom Teachers Dyslexia Teacher</p>	<p>Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p>				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 10) Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
	Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 11) Review, revise, and implement daily attendance procedures and monthly incentives to meet 98% average attendance.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers School Counselor	Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
	Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00						





Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Source(s) 1: Disciplinary referrals will decrease by 10%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Implement MISD Character Ed. Program for teachers to use in the classrooms and parents to implement at home.	2.5, 2.6, 3.1	Campus Administrators Classroom Teachers Counselor	Decrease in # of discipline referrals, teacher feedback, morning announcements character trait schedule, increase of positive behavior awards on "Character Wall"				
	Funding Sources: 199 General Fund - 0.00						
Critical Success Factors CSF 4 CSF 6 2) Teachers will implement Conscious Discipline strategies to enhance classroom environment & improve student behavior.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Decrease in # of discipline referrals, classroom observations, teacher feedback				
	Funding Sources: 199 General Fund - 0.00						
Critical Success Factors CSF 1 CSF 3 CSF 6 3) Promote clubs and organizations in areas of interest to promote student involvement in school.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor Club Sponsors	Student Surveys Club/Organization Communications Student Sign-up Sheets Club/Organization Participation				
	Funding Sources: 461 Campus Activity - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 4) Students will participate in Classroom Morning Meetings each day as a campus-wide initiative to teach communication skills, problem solving, cooperation, mutual respect, empathy, and self-discipline.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Morning Meeting Agendas/Plans, classroom observations, reduction in discipline referrals, teacher feedback				
	Funding Sources: 461 Campus Activity - 0.00						

Critical Success Factors CSF 6 5) Conduct fire, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level. *All MES students and staff will participate in all required drills. *Professional development will be provided by the MISD police department in appropriate strategies during crisis drills *Practice of the drills will be continuous and varied throughout the school year.	2.6	MISD Police Department Campus Administrators MES Staff	Agenda with documented professional development schedule/calendar of all drills throughout the year observation				
Critical Success Factors CSF 6 6) MES will pursue the State School of Character award by completing the application and implementing components of the 9 School of Character Principles within all aspects of the school.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Committee meeting sign-in sheets & notes, Approval of Application				
Critical Success Factors CSF 5 CSF 6 7) Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school	3.1	Campus Administrators MES Staff	Raptor Reports				
Funding Sources: 199 General Fund - 0.00							
Critical Success Factors CSF 6 8) MES will recognize students who exhibit strong character in the classrooms through the "Stellar Student" and "Bearcat PRIDE" programs.	2.5, 2.6, 3.1	Counselor Classroom teachers	Student nomination & certificates Campus Activity Calendar				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							
Critical Success Factors CSF 6 9) Provide student training in conflict resolution, dating violence prevention as appropriate, and anti-bullying.	2.5, 2.6	Campus Administrators Counselor	Training agendas/flyers Campus Activity Calendar				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 10) Involve parents and community members in activities to support a safe school environment	2.5, 3.1, 3.2	Campus Administrators Classroom Teachers School Counselor	Training agendas/flyers campus activity calendar				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Develop a quality technology program to maximize teaching and learning.

Evaluation Data Source(s) 1: 100% of MES teachers will incorporate technology into their classroom instruction and delivery.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Teachers will schedule use of a mobile tech cart or sign up for computer lab use to increase student use of instructional technology.	2.5	Campus Administrators Classroom Teachers Instructional Coach	Classroom observations, mobile tech cart/computer lab sign-up sheets				
Funding Sources: 199 General Fund - 0.00							
Critical Success Factors CSF 1 CSF 7 2) Campus TIMS will schedule trainings per nine-weeks to model and share instructional technology tools and resources.	2.5	TIMS Campus Administrators	Sign-in sheets, classroom observations, teacher websites				
Funding Sources: 199 General Fund - 0.00							
Critical Success Factors CSF 5 3) All teachers will maintain a webpage in order to provide regular communication with parents.		Campus Administrators Classroom Teachers TIMS	Teacher websites, EOY Parent survey results				





Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: Communication between school and district will support improvement of facilities and programs for future student growth.

Evaluation Data Source(s) 1: MES will be prepared for increased enrollment and staffing needs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Communication between Administration, CAC, PTO, and the MISD Maintenance with District Office Administration will occur regularly in order to address campus needs pertaining to growth.</p>		Campus Administrators	Communications to District Office, enrollment data, CAC & PTO Agendas, Effective use of current facilities				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Collaborate and communicate with team members to ensure continuity and provide needed support.

Evaluation Data Source(s) 1: Staff retention will remain high and staff development will be ongoing.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.</p>	2.4, 2.5	Campus Administrators Director of HR Director of Special Education	Master Schedule Review Action Requests Utilization of SBEC				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) Provide each grade level/subject area team a full or half-day for planning & training each nine weeks.</p>	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Team meeting agendas, sign-in sheets, team meeting notes				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Each grade level will have a minimum of one additional teacher who obtains GT & ESL certification.</p>	2.6	Campus Administrators Classroom Teachers Counselor	Teacher certification				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Principal and Instructional Coach will work closely together to support classroom teachers and provide needed PD opportunities to increase rigor in the classroom and student learning.</p>	2.5	Campus Administrators Classroom Teachers Instructional Coach	Workshop registration, Classroom observations, Teacher feedback, Teacher Self-Report				

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) HQ Objective: 100% of MISD teachers & instructional aides will be Highly Qualified & ensured to be HQ through the following strategies: * Prior to being hired, certifications will be carefully examined for the position being filled. * Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge & Skills (PAKS) evaluation process to earn the classification of Highly Qualified.</p> <p>In the case of losing a teacher after the first of the school year, the district will post the position & communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified.</p>	2.6	Campus Administrators HR Director Certification Officer	SBEC review, PAKS document				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</p>	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Certificates of Completion for Attendance at Professional Development Sessions Classroom Observations Eduphoria T-TESS Documents				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Counselor Director of Special Programs	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>8) Recruit and retain highly qualified staff by participating in the MISD hosted job fair.</p>	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Highly Qualified Staff High-yield Instruction				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) Provide mentor support for beginning teachers.</p>	2.5, 2.6	Campus Administrators Classroom Teachers	Highly Qualified Staff High-yield Instruction Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				





 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: MES will use various communication tools in a timely manner to make sure that parents and community members are well-informed.

Evaluation Data Source(s) 1: Parent and community involvement will be evident & ongoing.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources.</p>	2.5, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	Parent/teacher Written communication Parent Surveys Parent Involvement In Campus Programs/Activities				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus and teacher websites will be implemented and updated regularly to offer timely communication regarding campus events and information.</p>		Campus Administrators Classroom Teachers TIMS Campus Web Page Liaison	Website updates, Parent feedback & involvement				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) MES Campus Needs Assessment teams will administer end of year teacher, parent, and student surveys to determine campus areas of needed improvement & focus.</p>	2.5, 2.6	Campus Administrators Instructional Coach Counselor CAC members Classroom Teachers	Survey participation, CNA meeting notes, CAC meeting agendas and notes, Improvement in focus areas				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Build campus partnerships with our business community to support the educational achievement of all students.</p>	2.4, 2.5	Campus Administrators Classroom Teachers School Counselor	Increased Community Involvement Increased Parent Involvement Financial Support To Students				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MES will provide multiple opportunities for parents to be involved in their child's school.

Evaluation Data Source(s) 1: Active and increasing parental involvement will be evident.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, campus meetings, and other sources.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas				
Funding Sources: 211 Title I - 0.00, 461 Campus Activity - 0.00, 199 General Fund - 0.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Provide opportunities at school for parents to participate in academic and social events with students.</p>	2.4, 2.6, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) MES will actively recruit PTO members and volunteers to build a strong group of parental stakeholders.</p>	3.1, 3.2	Campus Administrators PTO Executive Board	PTO membership numbers, PTO meeting agendas & minutes, Volunteer Orientation invitation and sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Build the campus partnerships with our business community to support the educational achievement of all students</p>	3.2	Campus Administrators Classroom Teachers School Counselor	Campus activity calendar				
							

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chris Reuter	Title Reading & Math		1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	7			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00

6	1	6			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	12			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
199 General Fund Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	5			\$0.00

1	3	1			\$0.00
1	3	2			\$0.00
1	3	7			\$0.00
1	3	10			\$0.00
6	1	6			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	11			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Montgomery Independent School District
Stewart Creek Elementary School
2018-2019 Campus Improvement Plan

Mission Statement

Providing students a safe, supportive and engaging environment in which all students achieve academic success through intentional and purposeful learning.

Vision

***Stewart Creek Elementary
Trailblazers***

Paving the Way for Future Leaders

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Comprehensive Needs Assessment

Revised/Approved: June 02, 2018

Demographics

Demographics Summary

We are Stewart Creek Elementary, one of six elementary schools in Montgomery ISD. We are a school wide Title I campus serving approximately 830 Pre-K through fifth grade students. We have a staff of two administrators, one counselor, one school nurse, three office staff, fifty teachers and eleven instructional aides.

The demographic breakdown of our students based on the 2016 - 2017 Texas Academic Performance Report is as follows:

Ethnicity	% of Enrollment
American Indian	0.5%
Asian	1.4%
African American	1.8%
Hispanic/Latino	22.7%
White	70.1%
Pacific Islander	0.1%
Two or More Races	3.3%
Economically Disadvantaged	42.1%
English Language Learners	8.4%

Demographics Strengths

Stewart Creek Elementary does a great job of engaging with all groups of learners and their families. We have a Dual Language program that addresses the needs of our Hispanic/Latino (our 2nd largest ethnicity) learners, as well as enrich the acquisition of a second language for our English speaking learners.

We have created a family friendly atmosphere that makes all our students, staff and families feel comfortable visiting.

Student Academic Achievement

Student Academic Achievement Summary

The students of Stewart Creek Elementary are performing well when compared to district and state levels of achievement. Teachers and administrators use a variety of assessments to measure student growth, including district unit assessments, campus common assessments, universal screeners, DRA levels and state assessments such as, the State of Texas Assessment of Academic Readiness (S.T.A.A.R.) and the Texas English Language Proficiency Assessment System (TELPAS). Below are the results of S.T.A.A.R. performance in Grades 3, 4 and 5 in the areas of Reading, Writing, Math and Science over the past five academic school years.

Assessment	Grade Year	Students Meeting		
		Approaches	Masters	
Reading	3	2018	91%	21%
		2017	88.1%	31.9%
		2016	81%	30%
		2015	92%	31%
		2014	83%	18%
Reading	4	2018	81%	21%
		2017	82.8%	33.5%
		2016	86%	31%
		2015	88%	30%
		2014	85%	20%
Reading	5	2018	92%	35%
Math	3	2018	91%	32%
		2017	92.6%	29.3%
		2016	89%	25%
		2015	72%	
		2014	83%	17%
Math	4	2018	92%	46%
		2017	86.7%	36.7%

		2016	93%	33%
		2015	69%	
		2014	80%	27%
Math	5	2018	92%	35%
Writing	4	2018	71%	11%
		2017	73.1%	12.9%
		2016	85%	23%
		2015	83%	6%
		2014	80%	6%
Science	5	2018	84%	18%

Student Academic Achievement Strengths

The staff of Stewart Creek Elementary create a learning environment for students that is engaging and differentiated. They are accommodating, flexible and purposeful in their instruction. They do a great job with small group instruction and identifying individual student needs. The interventionists on campus work with students in all grades and are very effective in their instruction, filling in academic gaps and identifying possible learning difficulties.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The English Language Learners at Stewart Creek are not achieving the academic success desired by the staff. **Root Cause:** There has been a great deal of inconsistency in our Dual Language program over the past several years and teachers lack the professional development in serving second language learners.

Problem Statement 2: Writing performance on the S.T.A.A.R. test is below campus expectations. **Root Cause:** There has been a lack of consistent writing instruction from one grade level to the next.

School Processes & Programs

School Processes & Programs Summary

Stewart Creek Elementary has a number of programs to serve our students. Programs such as Dual Language, ESL, Special Education, Dyslexia, Gifted and Talented and Pre-K are to better serve the needs of our students. In addition, we are improving each year on Genius Hour as a way for our students to pursue topics of personal interest. We have a strong physical education department, along with music, art and library to round out their education.

Monthly meetings are scheduled with administration, the counselor, interventionists and teachers to address needs of students and to formulate a response to address the needs. Our teachers follow the district scope and sequence (MAC) closely and work as a team to plan instruction. When planning instruction and interventions, programs such as Raz Kids, Imagine Learning and more are utilized.

School Processes & Programs Strengths

The strength of our processes and programs come from excellent communication. The staff works together to make decisions about master schedule, school procedures and student expectations to ensure consistency for our students and parents.

Grade level teams collaborate to plan daily instruction, addressing the needs of students (through small group instruction and Response to Intervention).

Additionally, our intervention staff and programs have been very successful. We have been able to identify students with the greatest academic needs and serve them in a variety of ways. This has allowed us to assist students in filling academic gaps and show great progress, as well as pinpoint possible learning disabilities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our Dual Language program is not meeting our campus expectations for student success. **Root Cause:** Years of changing program implementation, expectations and clear direction have provided inconsistencies for teachers and students.

Problem Statement 2: Implementation of the Texas Performance Standards Project is a work in progress and not meeting campus expectations for enriching our learners identified as G.T. **Root Cause:** As with any new initiative, lack of experience and training are the major contributors for program weakness.

Perceptions

Perceptions Summary

Stewart Creek Elementary is a great place to attend school. We have an amazing staff that parents trust and believe in what we are doing instructionally for our students. Our goal is for every lesson to be purposeful and intentional so our students are getting the most out of their instructional day. We vary instruction by utilizing technology, providing hands on activities to increase student engagement and differentiate instruction for our learners.

Perceptions Strengths

SCE has consistent, high expectations for our students both academically and for behavior. We are able to meet these expectations due to a great group of educators that communicate and collaborate with one another frequently and provide support for all members of the staff. Through this collaboration we are able to provide relevant and engaging learning activities for our students.

Our greatest strength is making the families of our school feel welcome each time they step through our doors, as well as creating a safe environment where our students are happy and want to come to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The parents of our students need to be better informed of grade level academic expectations. **Root Cause:** Many of our parents do not attend orientation night, which is the time we inform all of expectations.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: June 02, 2018

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: Improve student achievement in reading utilizing MAC and a balanced literacy approach.

Evaluation Data Source(s) 1: SCE students will improve no less than 2% on campus and state reading assessments (S.T.A.A.R., TELPAS, common assessments and End of Year DRA levels).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze assessment results to determine student academic needs and to identify appropriate interventions through monthly SST meetings and PLCs.	Administration, Teachers, Interventionists and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for reading.				
Funding Sources: 199 General Fund - 0.00						
2) Provide appropriate differentiated reading instruction for all students, utilizing campus and district interventions and campus literacy library.	Administration, Teachers, Interventionist and Instructional Coach.	Increase of students performance on state testing and fewer students in the district bottom 10% for reading.				
Funding Sources: 211 Title I - 6000.00, 199 General Fund - 0.00						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: Incorporate daily problem solving into daily instruction to improve student academic success in mathematics.

Evaluation Data Source(s) 2: SCE students will improve no less than 2% on campus and state math assessments (S.T.A.A.R., common assessments and End of Year Universal Screening).

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the district problem solving model in a balanced math approach.	Administration, Teachers, Interventionists and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for math.				
Funding Sources: 199 General Fund - 0.00						
2) Provide professional development in the implementation of instructional practices for a balanced math approach to instruction.	Administration and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for math				
Funding Sources: 199 General Fund - 0.00						


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: Improve student achievement in writing utilizing MAC and a balanced literacy approach.


Evaluation Data Source(s) 3: SCE 4th grade students will improve no less than 2% on the S.T.A.A.R. writing assessment and all other grade levels will show improvement on classroom writing assessments.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize M.A.C. and Writer's Workshop in daily instruction.	Administration, Teachers, Interventionists and Instructional Coach.	Increase of student performance on state testing and classroom writing assessments.				
2) Provide professional development in the implementation of instructional practices for Writer's Workshop, including mentor sentences for grammar and conventions.	Administration and Instructional Coach.	Increase of student performance on state testing and classroom writing assessments.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: Students identified as Gifted and Talented will utilize the Texas Performance Standards Project to select a topic for independent study.


Evaluation Data Source(s) 4: Students identified as Gifted and Talented will present independent study projects for teachers, classmates and guests.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development in the implementation and management of Texas Performance Standards Project.	Administration, Teachers and Instructional Coach.	Presentation of projects with increased depth and knowledge.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.


Performance Objective 5: Improve ELL achievement in reading, writing and math.


Evaluation Data Source(s) 5: SCE ELLs will improve no less than 2% on campus and state reading, writing and math assessments (S.T.A.A.R/, TELPAS, common assessments and End of Year DRA levels).


Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development in the implementation of best instructional practices for ELLs.	Administration and Instructional Coach.	Increase of ELL performance on state testing and fewer students in the district bottom 10% for reading, writing and math.				
Funding Sources: 255 Title II A - 0.00, 263 Title III - 0.00						
2) Implementation of best instructional practices for ELLs in daily classroom instruction.	Administration, Bilingual and ESL teachers and Instructional Coach.	Increase of ELL performance on state testing and fewer students in the district bottom 10% for reading, writing and math.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 6: Stewart Creek will improve the school's attendance rate to 97.0%.

Evaluation Data Source(s) 6: SCE will increase the attendance rate 1.05%.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide incentives and recognition to students for Perfect Attendance through 9 Weeks Awards and End of Year Awards.	Administration, Counselor, Registrar and Teachers.	Increased daily attendance.				
Funding Sources: 461 Campus Activity - 1000.00						
2) Communicate with parents about the importance of school attendance and the effects of excessive absenteeism. MISD will be utilized to help enforce state compulsory attendance laws.	Administration, Counselor, Teachers, Registrar and MISD Police.	Increased daily attendance.				
3) Identify and serve students who qualify for services and supports under the McKinney-Vento Act.	Administration, Counselor, Registrar, Director of Special Programs					

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 7: Stewart Creek will improve the implementation of Genius Hour to provide students with the opportunity to pursue personal interests.

Evaluation Data Source(s) 7: Time allotted in master schedule for Genius Hour.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development for staff on how to implement and manage Genius Hour on a weekly basis.	Administration, Instructional Coach and Campus Innovation Committee.	Improved student engagement on personal interests and academic gains.				
Funding Sources: 199 General Fund SCE - 1200.00						

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Stewart Creek will provide opportunities for student and community participation regarding school and student safety.

Evaluation Data Source(s) 1: Activity calendars and sign in sheets of volunteers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Integrate Conscious Discipline in daily routine and interaction.	Counselor and Teachers	Students will use strategies from Conscious Discipline to control, manage various situations.				
2) Provide opportunities for fathers and grandfathers of SCE students to become Watch Dogs.	Counselor	Increased school safety and community involvement.				
3) Integrate counseling activities that include Red Ribbon Week, bullying prevention.	Counselor and Teachers	Increased student awareness.				
Funding Sources: 199 General Fund SCE - 500.00						

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Utilize the use of technology by teachers and students to enhance daily instruction and provide differentiation.

Evaluation Data Source(s) 1: Increased use of technology and application to student learning and success.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide opportunities for students through to learn and apply various presentation tools.	Administration, Librarian, Instructional Aide, Instructional Coach and T.I.M.	Increased usage of a variety of presentation tools by students in classroom presentations.				
2) Provide professional development through Tech Tuesdays to introduce technology applications that could be used in the classroom to enhance student learning.	Administration, Instructional Coach and T.I.M.	Increased student engagement and academic gains.				
Funding Sources: 199 General Fund SCE - 1000.00, 211 Title I - 7000.00						

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: SCE will communicate effectively with our community.

Evaluation Data Source(s) 1: Parents will be informed of all events and activities at Stewart Creek.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All school activities taking place during the school day will be published at least a month in advance; allowing for parents to schedule around work commitments.	Administration and Teachers.	Increased parent attendance at school functions/activities taking place during the school day.				


Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: SCE will promote and maintain a strong parent participation supporting the education of students.


Evaluation Data Source(s) 1: Parent participation will be an integral part of the daily education of SCE students.

Summative Evaluation 1:

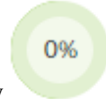
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer a "Buddy Family" for those new to Stewart Creek to facilitate the transition to our campus.	Administration, Registrar and Parent Volunteers	Increased participation in school activities from new families to our campus.				
2) Provide "Parenting Partners" training to educate Pre-K and Kindergarten parents on strategies for student success in school.	Administration, Counselor and Instructional Coach.	Improved partnership between parents and school.				
3) Offer a classroom orientation for parents in the first 9 weeks of school.	Administration and Teachers	Parents will have a better understanding of academic and classroom expectations, in order to assist and monitor their child's progress.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$0.00
1	1	2	LLI, Reading Horizons		\$0.00
1	2	1	M.A.C.		\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Genius Hour Training		\$1,200.00
2	1	3	Materials for Red Ribbon and Bullying		\$500.00
3	1	2	Laptop computers and tablets		\$1,000.00
Sub-Total					\$2,700.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Raz Kids Plus		\$4,000.00
1	1	2	Literacy Library		\$2,000.00
1	1	2	Imagine Learning		\$0.00
3	1	2	Laptop computers and tablets		\$7,000.00
Sub-Total					\$13,000.00
255 Title II A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	7 Steps to a Language Rich Interactive Classroom		\$0.00
Sub-Total					\$0.00
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	5	1			\$0.00
1	5	1	Title 3 Symposium		\$0.00
Sub-Total					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Awards for incentives		\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$16,700.00

Montgomery Independent School District
Lone Star Elementary School
2018-2019 Campus Improvement Plan



The
LeaderinMe™

Mission Statement

Lone Star Elementary believes in, and adheres to, the District mission of providing a premier academic program that recognizes the unique potential of each student and integrates the intellectual, social, cultural and physical aspects of learning. This program will empower each student to become an eager lifelong learner committed to academic excellence, integrity, responsible citizenship and service to others.

Value Statement

Posted throughout our campus:

We're here to make good things happen for other people.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lone Star Elementary School is a PK-5th grade campus with an enrollment of 750 students. The specific demographics of the children include:

14% Economically Disadvantaged

84% White

12% Hispanic

1.7% African American

1.3% Two or More Races

Our student population has steadily increased due to growth in surrounding areas and Limited Open Enrollment.

Demographics Strengths

We are able to attract and retain qualified, experienced staff who are able to meet the needs of our children. The district has planned and allocated appropriately with staff and funding.

Student Academic Achievement

Student Academic Achievement Summary

Mathematics

	Mathematics						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Lone Star Elementary School	335	25.52	1613.68	74.72%	90.15%	65.97%	37.01%
Economic Disadvantage	54	20.91	1517.94	61.02%	68.52%	44.44%	11.11%
American Indian/Alaskan Native	1	28	1669	78%	100%	100%	0%
Asian	4	31.25	1839.75	90.75%	100%	100%	75%
Black/African American	3	28	1665.33	79%	100%	100%	33.33%
Hispanic	51	23.33	1565.73	68.02%	76.47%	60.78%	17.65%
Two or More Races	9	25.22	1616.33	75.56%	88.89%	66.67%	44.44%
White	267	25.82	1618.58	75.67%	92.51%	65.92%	40.07%
Female	162	24.68	1592.23	72.11%	89.51%	59.88%	29.01%
Male	173	26.31	1633.76	77.16%	90.75%	71.68%	44.51%
LEP	6	17.5	1475.33	52.83%	33.33%	33.33%	16.67%
Special Ed Indicator	25	19.24	1509.92	55.32%	56%	40%	12%

Reading/ELA

	Reading/ELA						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Lone Star Elementary School	334	27.93	1586.25	77.18%	89.52%	67.07%	41.62%
Economic Disadvantage	54	22.26	1471.19	61.46%	64.81%	31.48%	18.52%
American Indian/Alaskan Native	1	22	1488	58%	100%	0%	0%
Asian	4	31	1740.75	85.25%	75%	75%	75%
Black/African American	3	28	1625	74.67%	100%	33.33%	33.33%

Hispanic	51	26.8	1563.9	73.92%	82.35%	58.82%	35.29%
Two or More Races	9	28	1594.22	79.11%	88.89%	77.78%	44.44%
White	266	28.11	1587.87	77.71%	90.98%	68.80%	42.48%
Female	161	27.47	1575.24	75.83%	89.44%	63.35%	34.78%
Male	173	28.35	1596.49	78.43%	89.60%	70.52%	47.98%
LEP	6	23.33	1476.5	66.17%	83.33%	33.33%	16.67%
Special Ed Indicator	25	18.96	1426.72	51.84%	48%	20%	12%

Writing

	Total Students	Raw Score	Scale Score	Writing Percent Score	Approaches GL	Meets GL	Masters GL
Lone Star Elementary School	115	21.3	3996.26	66.58%	75.65%	62.61%	18.26%
Economic Disadvantage	20	15.85	3435.35	49.60%	40%	30%	5%
American Indian/Alaskan Native	-	-	-	-	-	-	-
Asian	1	15	3335	47%	0%	0%	0%
Black/African American	1	24	4184	75%	100%	100%	0%
Hispanic	16	20.63	3925.69	64.44%	68.75%	56.25%	18.75%
Two or More Races	2	29.5	5287	92.50%	100%	100%	100%
White	95	21.27	3985.96	66.52%	76.84%	63.16%	16.84%
Female	54	22.41	4101.57	70.04%	85.19%	70.37%	16.67%
Male	61	20.31	3903.03	63.52%	67.21%	55.74%	19.67%
LEP	3	14.33	3281.33	45%	0%	0%	0%
Special Ed Indicator	11	10.09	2916.91	31.55%	9.09%	9.09%	0%

Science

	Total Students	Raw Score	Scale Score	Science Percent Score	Approaches GL	Meets GL	Masters GL
Lone Star Elementary School	121	26.54	3967.49	73.71%	83.47%	49.59%	21.49%

Economic Disadvantage	19	21.63	3597.47	60.05%	57.89%	10.53%	5.26%
American Indian/Alaskan Native	1	23	3648	64%	100%	0%	0%
Asian	2	26	4043	72%	50%	50%	50%
Black/African American	2	24.5	3750.5	68%	100%	0%	0%
Hispanic	20	26.5	3907	73.60%	95%	40%	0%
Two or More Races	2	23	3865.5	63.50%	50%	50%	50%
White	94	26.71	3988.94	74.21%	81.91%	53.19%	25.53%
Female	60	24.6	3794.55	68.33%	75%	35%	6.67%
Male	61	28.44	4137.59	79%	91.80%	63.93%	36.07%
LEP	-	-	-	-	-	-	-
Special Ed Indicator	10	21.8	3630	60.50%	60%	20%	10%

Student Academic Achievement Strengths

We continue to be pleased with the amount of students who achieve Masters Grade Level on STAAR.

Summarized Results

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Lone Star Elementary School	337	26.01	2221.02	74.46%	87.18%	63.76%	34.25%
Economic Disadvantage	55	20.81	2030.42	59.50%	61.90%	33.33%	12.24%
American Indian/Alaskan Native	1	24.33	2268.33	66.67%	100%	33.33%	0%
Asian	4	28.73	2340.27	81.36%	72.73%	72.73%	63.64%
Black/African American	3	26.78	2395.11	74.67%	100%	55.56%	22.22%
Hispanic	52	24.76	2177.99	70.59%	80.43%	56.52%	21.74%
Two or More Races	9	26.55	2145.45	77.45%	86.36%	72.73%	50%
White	268	26.18	2227.37	75.03%	88.50%	64.96%	36.01%
Female	163	25.41	2198.43	72.70%	86.96%	59.04%	26.54%
Male	174	26.56	2242.12	76.09%	87.39%	68.16%	41.45%
LEP	6	19.2	1837	56.60%	46.67%	26.67%	13.33%
Special Ed Indicator	25	18.08	1997.21	51.14%	46.48%	25.35%	9.86%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th Grade STAAR writing scores continue to be lower than we would like to see (75.65% Approaches Grade Level) **Root Cause:**

The lack of clear expectations from the state and uniformed grading have contributed to unreliable results, despite the teachers' best efforts.

Problem Statement 2: Fourth grade math scores are not where we would like to see them. (80.87% Approaches Grade Level) **Root Cause:** Our classroom instruction may not be aligned with the standards and expectations.

School Processes & Programs

School Processes & Programs Summary

Lone Star Elementary is proud to be the first campus in MISD to be part of the Franklin Covey Organization's The Leader In Me. Along with many days of training and coaching for our staff, this has provided us with a solid framework to build our programs and student initiatives. The staff and students at our school are committed to the 7 Habits, based on Stephen Covey's Seven Habits of Highly Effective People:

1. Be Proactive;
2. Begin with the End in Mind;
3. Put First Things First;
4. Think Win-Win;
5. Seek First to Understand, Then to be Understood;
6. Synergize; and
7. Sharpen the Saw

All of our students have leadership opportunities in their classrooms as part of this initiative and many have campus roles as well. Each staff member has a specific role in the creation and implementation of our campus vision. Our school is organized with staff taking part in the following areas:

Student Learning; Staff Learning; Family Learning; Shared Leadership; Leadership Environment; Leadership Events; and Aligning Academics. As we begin our 2018-19 school year and focus on the Aligning Academic piece, each student in our campus will have a Leadership Notebook for personal accountability. Although the items and use of the notebook will differ by grade levels, each child will have the following sections: 1. My Self (all about me; personal mission statement); 2. My Habits (the 7 habits information; personal WIGs - Wildly Important Goals); 3. My Data (where students will keep track of their progress on items such as reading levels, sight words, math facts, attendance, etc); 4. My Leadership (roles they are involved in or would like to try out at school or at home); and 5. My Celebrations (personal success, certificates or awards they receive).

Our staff will also maintain a Leadership Notebook in order to model and understand the importance of this approach.

School Processes & Programs Strengths

The parents of Lone Star Elementary students have been very supportive for the start of our TLIM journey. We look forward to providing further resources and opportunities to share information and training with them. We believe that these skills and strengths will set our students up for many successes in - and out of - the classroom!

Perceptions

Perceptions Summary

The Leader in Me is becoming not just what we do at Lone Star, it is part of who we ARE. Our students and staff have developed a saying "Be Leaders. Be Learners. Be Lone Star." The news crew (produced and run by students) signs off with this each day. Students help greet visitors and coordinated programs in our school. Tribe Day (vertical student enrichment) happens about 8 times per year, and helps create a collaborative spirit, an opportunity for multi-age learning, and student-teacher relationships across the school. Our goal is that students always know there is an adult to help them, but also realize that they have the capacity to make good decisions on their own. We are an inclusive, kind campus, where students want to have the opportunity to help our Life Skills students, our PreK learners, or to be a reading/math buddy to our kindergartners.

Our staff has fully supported The Leader in Me and support the beliefs and instructional opportunities in the classroom.

Perceptions Strengths

We are proud of the positive, child-centered reputation our campus has achieved. We continue to have newly enrolled families tell us that they selected their home in order to attend Lone Star. It is a responsibility that we take seriously and we go out of our way to make sure that each child and family is given the attention they need in order to be successful. Our staff is open with communication and visible on campus. As we grow and change, we all believe that it is critical that we maintain that focus and deep love for children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We will have several new staff members that will need training and understanding of the 7 Habits methodology **Root Cause:** Turnover and staff attrition will continue to make this a yearly need, so this is an opportunity to develop strong training systems.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

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

Goals





Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all students combined over all subject areas will meet Level II performance standards within the state accountability system; with a minimum increase of 10% in Level III.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; STAAR Scores and Accountability Index

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Implement Montgomery Aligned Curriculum in all grade levels and subject to ensure that students receive an appropriate scope and sequence of the TEKS through the use of a balanced literacy program and a balanced math program.</p>	2.4, 2.5, 2.6	Principal, AP, Coach, Teachers	Walkthroughs, evaluations, and lesson plans will show instructional alignment				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will analyze common assessment results, Universal Screener data, and STAAR information to identify students needing targeted Reading and/or Math intervention and meet with administration to discuss plans for success</p>	2.4, 2.5, 2.6	Principal, AP, Coach, Reading Interventionist, Teachers	Student progress, growth, reading & math scores will improve				
Funding Sources: 199 General Fund - 0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Implement Balanced Literacy program in K-5 Language Arts classrooms, address varied needs through small group with differentiated students, and provide teachers training on "The First 20 Days".</p>	2.4, 2.5, 2.6	Principal, Reading Interventionist, Instructional Coach	Progress chart of reading levels				
Funding Sources: 199 General Fund SCE - 0.00							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Each student in grades K-5 will utilize a writing journal for daily writing practice and implement the Lucy Calkins Writers Workshop program within the MAC guidelines. Journals will be reviewed by the Principal each quarter to insure appropriate time spent on writing.</p>	2.4, 2.6	Principal, Teachers	Student writing samples and classroom observations will show improvement in this area				
Funding Sources: 199 General Fund - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Implement Strategies from Schoolwide Enrichment Model, providing differentiation and purpose for all students</p>	2.5	Principal, Teachers	Tribe Showcases, Student surveys, parent feedback				
Funding Sources: 199 General Fund - 0.00							
<p>Critical Success Factors CSF 1</p> <p>6) Writing across all grade levels will be an area of focus through review and implementation of MAC, PLC planning, teacher-developed assessments, and scheduled administrative review.</p>	2.4						
<p>Critical Success Factors CSF 1</p> <p>7) Small group reading and math instruction will continue to be non-negotiable at our campus, with a balanced literacy and balanced math approach.</p>	2.4, 2.6	Principal Assistant Principal Instructional Coach Teachers	Student performance rates will improve				
<p>Critical Success Factors CSF 1</p> <p>8) Students will track individual goals and progress in their Leadership Notebooks to show their success and growth.</p>	2.4	Principal Assistant Principal Counselor Teachers	Discussion and sharing of notebooks will lead to celebrations and success, as evidenced through walkthroughs and student success on standard measures.				
<p>Critical Success Factors CSF 1</p> <p>9) Grade level goals will be publicly followed and updated on bulletin boards in the hallways.</p>	2.4	Principal Assistant Principal Teachers Aligning Academics Team					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantaged students and two lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance (Level II and III)

Evaluation Data Source(s) 2: STAAR scores and benchmark assessments

Summative Evaluation 2:

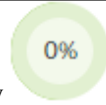
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Offer morning intervention time in the computer lab for qualifying students in order to support the classroom instruction</p>	2.4, 2.6	Principal, Counselor, Coach, Teachers, Interventionist	Improvement of student progress, attendance sheets, RTI meeting notes				
<p>Critical Success Factors CSF 1</p> <p>2) Make sure that all English Language Learners are appropriately placed in teachers' classrooms who maintain an English as a Second Language certification.</p>	2.4, 2.6	Principal, Counselor, Teachers	Student growth will be evident as reported through TELPAS.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Spring tutors will be hired to assist students in their academic growth for common and state assessments. Tutors will be highly qualified teachers.</p>	2.4, 2.6	Principal, assistant principal, coach, interventionist	Increased progress, attendance sheets, teacher feedback				
<p>Critical Success Factors CSF 1</p> <p>4) Teachers will use Eduphoria to read data and plan for instruction based on Universal Screeners, local assessments, and STAAR.</p>	2.4	Principal Assistant Principal Counselor Instructional Coach Reading Interventionist	Improved student performance				
<p>Critical Success Factors CSF 1</p> <p>5) The Literacy Library will be used by all ELA teachers in order to provide authentic, on level literature for reading groups.</p>	2.4	Principal Teachers	Reading levels will continue to show growth				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of all students including racial/ethnic groups will meet final Level II standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness


Evaluation Data Source(s) 3: Common Assessments, STAAR data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will have the opportunity to compete with other schools in UIL academic events</p>	2.5	Principal Teacher sponsors UIL Coordinator	Student participation rate and result of competition				
<p>2) Classroom teachers will provide GT services to identified GT students through the use of the Texas Performance Standards Project, and students will have an opportunity to showcase their product.</p>	2.5	Principal, Instructional Coach GT Coordinator	Project Showcase in the spring will allow students and families to celebrate their product.				
<p>Critical Success Factors CSF 7</p> <p>3) Teachers will participate in Professional Learning Communities on a regularly scheduled basis (3 x per 9 weeks), with a PLC time built into the master schedule</p>	2.5	Principal Assistant Principal Counselor Instructional Coach Teachers	Instruction will be aligned and student success will continue to improve.				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) We will continue to use the Instructional Coach to help support classroom teachers in Treading, Math, Technology Classroom Management, and Instructional Planning to enhance student learning.</p>	2.5	Principal Instructional Coach	Student discipline and academic success will improve				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA)


Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC).	2.5	Principal, PE Teacher SHAC	Fitness Gram Report will show success for LSE Students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

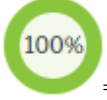



Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: Continue implementation of Dropout Prevention Program in order to reduce the dropout rate to less than 1%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Ensure that student attendance is an area of focus by providing monthly incentives, individual student goal setting, and weekly reminders of the importance of coming to school.</p>	2.4	Principal Assistant Principal Counselor Registrar Teachers	Attendance rate will improve				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Scheduled meetings to track students who may be at-risk of failure or experiencing other difficulties, in order to streamline and document the support and approaches.</p>	2.6	Counselor Assistant Principal Reading Interventionist Instructional Coach	Student success will improve				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide staff development and direction to ensure collaboration between general education and special education teachers so that student identification and support are coordinated.</p>	2.6	Principal Assistant Principal Counselor Diagnostician Special Ed Teachers Teachers	Communication and collaboration will increase student performance				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Work on special ed master schedule to provide students of special education support from within the department as a whole, not just individual programs.</p>	2.6	Assistant Principal Special Ed Teachers	Student academic support will be provided with greater flexibility and success				
<p>Critical Success Factors CSF 1</p> <p>5) Identify and serve students who qualify for services and support under the McKinney-Vento Act for homeless status</p>	2.6	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free/reduced roster				

<p>Critical Success Factors CSF 6</p> <p>6) Selected students will work with our MISD Police Chief Runnels and his officers in a Leadership Academy to help foster student success and resilience.</p>	2.6	Counselor Police Chief	Student success will improve and classroom behavior will improve				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Students will participate in campus leadership opportunities to help with events, programs, and tutoring.</p>	2.4, 2.5	Principal Teachers Staff	Behavior and academic success will improve				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training 100% of the staff and students on safety policies and procedures and by rigorously enforcing all safety policies and procedures 100% of the time, MISD will provide a safe and orderly learning environment .

Evaluation Data Source(s) 1: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Develop leadership skills, proactive behaviors, and student roles/"jobs" through the implementation of The Leader in Me process</p>	2.5, 2.6	Principal, AP, Counselor, Teachers	Decrease in discipline reports, increase in academic achievement				
<p>Critical Success Factors CSF 6</p> <p>2) Staff and students will participate in required crisis drills, fire drills, evacuation drills, and disaster drills. Professional development will be provided by the MISD police department and practiced/reinforced throughout the school year.</p>		MISD Police Department, Administration, Classroom Teachers	Agenda with documentation; calendar of all drills				
<p>Critical Success Factors CSF 6</p> <p>3) Provide CPR/AED First Aid Training to all team leaders and staff that supervise students off campus</p>	2.5	Nurse	Increase in staff awareness and ability; sign in sheets				
<p>Critical Success Factors CSF 6</p> <p>4) Combine Red Ribbon Week with Good Choices and Be a Buddy, Not a Bully activities to focus on leadership and opportunity for all students to participate</p>		Principal, Counselor	Decrease in discipline referrals				
<p>5) All teachers and employees will complete certification through the Texas Behavior Support Initiative</p>	2.6	Principal Assistant Principal Staff					

<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) Students will participate in vertical team days, where classes will work together across grade level for enrichment, problem solving, and co-curricular activities.</p>	2.5	Principal Teachers	Behavior and academic success will improve				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: MISD will develop a quality technology program to maximize teaching and learning in 100% of the K-12 classrooms.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Maintain instructional expectation that students will create and produce projects using digital recorder, PowerPoint, apps, and/or other educational processes	2.5	Principal, Teachers, TIM	Student progress, classroom visits				
Critical Success Factors CSF 1 2) Note student and teacher use of technology in formal classroom walkthroughs; maintain grade level laptop carts, a computer lab, and equipment for staff to utilize	2.5	Principal, AP	Classroom walkthroughs				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: MISD will use technology to enhance instructional practices and advance the technological proficiency in 100% of the instructional departments and schools.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) All teachers will create and maintain staff webpages in order to communicate expectations and information							
Critical Success Factors CSF 6 CSF 7 2) Campus TIMS will schedule training per nine-weeks to model and share instructional technology tools and resources.		Principal TIMS	Classroom observations will show increased use of valuable technology				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility with 100% accuracy.

Evaluation Data Source(s) 1: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation 1:

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: MISD will provide a long and short-term capital asset plan

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MISD will conduct a comprehensive analysis of existing facility needs.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MISD compensation, contracts and benefit plans will be 100% competitive when compared with surrounding area employment markets.

Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation 1:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: During the 2017-2018 year, MISD will provide all essential positions necessary to accommodate growth for 100% of the student

population.

Evaluation Data Source(s) 2: Growth Project Study

Summative Evaluation 2:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Programs.

Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms

Summative Evaluation 3:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.

Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Summative Evaluation 4:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 5: 100% of MISD teachers and instructional aides will be considered Effective Teachers according state certifications and district criteria.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 6: All teachers will be highly effective in their assigned position, or will be expected to pass the appropriate certification test(s) within the same semester of original hire date.

Evaluation Data Source(s) 6: PR1100 Highly Effective Teacher Survey

Summative Evaluation 6:

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MISD will provide opportunities for parent involvement at 100% of the campuses and at the district level.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Offer community driven programs, including but not limited to Meet the Teacher, Open House, Watch DOGS, Tribe Showcase, Leadership Day, and parent reading volunteers</p>	3.2	Principal, AP, Counselor, Teachers	Sign in sheets, attendance				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Recruit members for LSE PTA and provide opportunities for parents to assist at the campus.</p>	3.2	Principal, Counselor	Sign in sheets, attendance				
<p>Critical Success Factors CSF 6</p> <p>3) Hold an evening "Kindergarten Round Up" in the spring with staff present to answer questions so that incoming kindergartners & families can tour the school.</p>	3.2	Principal Teachers	Attendance will help foster parent connections and communication				



Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Montgomery Independent School District
Madeley Ranch Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Our goal at Madeley Ranch is to provide a safe and loving environment that celebrates each student's individual strengths while providing a solid academic foundation during their formative elementary years.

Value Statement

All students deserve the opportunity to discover and cultivate their interests and passions through innovative learning experiences that inspire them to add value to their community and world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Madeley Ranch Elementary School is a campus comprised of students in Pre Kindergarten - 5th grade. MRE has a total enrollment of 822 students, a large increase from previous years due to the addition of a Pre K classroom and 6 5th grade classrooms. The following data outlines a breakdown of Madeley Ranch's demographics.

Enrollment Numbers indicate:

The enrollment numbers are indicating a stable and moderate growth.

Breakdown by ethnicity, gender, or other category

Student Enrollment	%
Hispanic/Latino	13.39%
American Indian/Alaska	.009%
Asian	0%
Black/African American	1.3%
Hawaiian or Other Pacific	0%
White	81.3%
Two or More Races	3.6%
Male	53.95%
Female	46.04%

Enrollment changes over the last 3 years

Enrollment has gone up close to 300 students due to the addition of grades PreK and 5th.

Number of students in Special Programs broken down by ethnicity, gender, or category

Program	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
ESL	1.07%	.97%	.87%	.85%	.007% (7)
GT	6.68%	6.47%	6.29%	6.78%	7.78% (64)
SpEd	4.62%	5.83%	8.22%	6.44%	9% (74)

Data for Special Programs over time

The data looks stable. Our S.E. percentages have increased since adding the Academic & Behavior Learning Environment Program to our campus.

Migrant Student Information

We currently do not have any migrant student population.

Composition of Madeley Ranch Elementary Staff

Title	2015	2016	2017
HOMEROOM TEACHERS	32	31	37
IN-CLASS SUPPORT TEACHERS	7	2	2
SPECIAL ED. SELF CONTAINED TEACHER – FUNCTIONAL ACADEMICS	1	1	1
PRE-SCHOOL PROGRAM Teacher	0	.5	1
SPEECH THERAPIST	1	1	2

ESL SPECIALIST	1.5 days per week	0	0
ABLE TEACHER SELF CONTAINED	1	1	1
MUSIC TEACHER	1	1	1
PE TEACHER	1	1	1
SP. ED. PARAPROFESSIONALS	6	7	6
PARAPROFESSIONALS	2	3	3
CLERICAL STAFF PARAPROFESSIONALS	3	3	3
LIBRARIAN	1	1	1
ADMINISTRATORS	2	2	2
COUNSELOR	1	1	1
LSSP	.5	.5	.5
Campus Interventionist	1	1	.5

For the 2017/2018 school year, Madeley Ranch Elementary housed 3 programs: ABLE, and ESL, and G.T.

We continued to implement the School Wide Enrichment Model. One day a week, our students attended “E-Tracks” to experience an hour of enrichment of their choice or passion. At the end of each “E-Track” period, students were able to provide a product or service to the community in response to what they learned in their track. In addition, we implemented the House Concept across all grade levels and all classrooms. Students were grouped vertically rather than with students in their grade level, and provided opportunities to work across all grade levels through the house concept.

Student Academic Achievement

Student Academic Achievement Summary

The percentages of the 2018 STAAR Tests for third-fifth grades are as follows

Third Grade:

Reading - 88% at Approaches, 51% Met, and 34% Mastered.

Math - 85% Approaches, 53% Met, and 26% Mastered.

Fourth Grade:

Reading - 86% Approaches, 55% Met, and 28% Mastered

Math - 88% Approaches, 59% Met, and 32% Mastered

Writing - 67% Approaches, 37% Met, and 6% Mastered

Fifth Grade:

Reading - 89% Approaches (cumulative)

Math - 93% Approaches (cumulative)

Science - 81% Approaches, 43% Met, and 16% Mastered

Madeley Ranch will continue to implement a School-wide Enrichment Model (SEM) for the 2018-2019 school year. This program develops a collaborative school culture while providing meaningful, high-level and potentially creative opportunities for students to develop their talents. We will offer an enrichment hour each Friday. MRE will also utilize specific programs in each academic area to increase student success. In reading we will continue using

Reading Horizons. We will also continue our development of a Balanced Math Curriculum. This program will include Singapore Math, Kim Sutton, Target the TEKS, and Target the Question. Teachers at MRE will continue to implement the Lucy Calkins writing program for all grade levels as well as Gretchin Bernabei for fourth grade. We will also continue to make certain that all students are instructed using a Balanced Reading approach. We will have a campus wide focus on daily writing and narrowed focus on revision and editing as part of the writing process.

Student Academic Achievement Strengths

Academic Gains - 2017

- Reduced Retention rate for grades K-5.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Scores decreased on Reading and Math in 3rd and 4th grades, and Writing decreased overall on each performance level.

Root Cause: New master schedule resulted in lack of instructional minutes across content areas.

Problem Statement 2: Student performance on the revising portion of the 4th Grade STAAR Writing test decreased by 16%. **Root Cause:** Lack of curriculum/materials for teaching revising and editing as part of the writing process, curriculum may not be aligned with instruction.

School Processes & Programs

School Processes & Programs Summary

A positive school climate exists when each student feels valued, welcome, challenged, accepted and secure. MRE also strives to have a student centered learning environment and to reach the students through various means. The environment we strive for is one where students feel it is safe to take risks and have peers and adults who they trust. Continually improving the school climate for our students is a committee goal. Many programs and initiatives are in place and can be modified as necessary as we strive to make the culture and climate at MRE productive and encouraging for each of our students.

Listed below are some programs in place for both students and staff alike.

- NEAT – Never Ever Absent or Tardy - This attendance program encourages students to be present each day. Establishes sense of school family and lets them know they are missed when not in attendance.
- Conscious Discipline – Ongoing discipline support that helps facilitate students to feel a part of something with rituals and jobs, resolve problems, and to think and understand their behaviors.
- Classroom Chants/Rituals – most classes have not only a school chant, but an individual routine of some sort that fosters a sense of belonging.
- E-tracks – Teachers and students will continue to have a voice in their preferred E-Track.
- Extra-Curricular Opportunities – Choir, Bible Club, UIL, DI, Safety Patrol in place. There is opportunity to expand our extra-curricular activities.

Teacher Specific Programs:

- Instructional Coach available for wide range of support
- Availability of Master Teacher program

Personnel

The staff at MRE are all highly qualified. We do still need better guidelines, training, and check in time for new teachers and their mentors with the campus coach. We have a highly driven technology staff who focus on continually improving their skills to keep up with 21st Century standards. The communication amongst each grade level is effective due to monthly staff meetings, committee meetings, and team leader meetings. The administrators also communicate on a daily basis through email and weekly reviews. We will continue to have a certified staff on enhancing instruction and providing support

in the classroom.

Intervention

Our part time interventionist is moving to full time time, which will allow her to work with students who fall in the bottom ten percent and are at risk of failing. We also are able to hire two part time tutors under State Comp Ed. every year to work with students who are at risk of failing the STAAR Test.

Communication

Our School-wide Enrichment Model (Program) involves recruiting parents and community volunteers to share their knowledge, passion, or gifts with our students once a week for a nine week period. We have a lot of parent/community involvement with this program. We will continue to recruit our volunteers as we strive to go above and beyond with SEM.

We have a strong Parent Teacher Organization that is very hands on with the school. They have two big fundraisers each year and contribute all money raised back to the school. The new goal for raising money is to help with technology and supplying all classrooms with IPADS or tablets.

School to Home communication continues to be greatly improved. We currently use the following as tools for communication with parents: Emails, Smore Newsletters, School Messenger for school wide emails and texts, Tuesday Folders, Social Media, Phone Conferences, Scheduled teacher parent conferences, etc.

Lastly, our Watch Dog program, run by school counselor has been a great success. It has encouraged many dads to become more involved in their child's education. We should continue to support this cause in our school and encourage more participation.

School Processes & Programs Strengths

There is a focus to expand instructional strategies to allow for more student facilitated learning. Teacher collaboration is strong. There is a comfort level amongst teachers to share and seek ideas. Our campus is purposeful in viewing children as a “whole child,” combining both academic and emotional well-being.

Students are offered numerous activities outside of the school day to build relationships and create a sense of belonging. UIL, Safety Patrol, Bible Club, DI.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Identification of struggling students with possible learning disabilities or academic difficulties not effective. **Root Cause:** True RTI

Process has not yet been implemented.

Perceptions

Perceptions Summary

Teachers at Madeley Ranch are given a voice in decision making. Each grade level team has a team leader, who will attend meetings once or twice per month. These meetings will address needs, concerns, and calendar events. Team leaders will then take the information shared back to their teams.

Conscious Discipline has been fully implemented, and while there are still some teachers trying to find a balance with it, it continues to be a great first step in helping a student work through their frustrations and behavioral concerns. Teachers have constant support from the administrative team in deciding next steps, best practice and working with individual students.

The overall perception of Madeley Ranch according to parent, student and staff survey is positive in some respects and negative in others. . Students like being involved in the various activities the campus offers such as E-Tracks, Career Week, N.E.A.T. Club which is an attendance incentive, and Field Day. Students expressed an extreme dislike of the House Concept, as did parents and staff, stating that it took away from instructional time and limited the social aspects of learning. Teachers expressed concern about the amount of instruction time lost for "House Time," and parents expressed concern about the interactions between students of all grade levels at lunch, recess and specials.

Safety drills are conducted several times throughout the school year to ensure that our students know what to do in the event of an emergency.

The Instructional Coach is a vital part of our campus. Teachers are able to reach out to her when they have a question about curriculum, assessment, resources, etc.

Perceptions Strengths

Teacher voice, natural consequences, opportunities for students to be involved and recognition for effort and attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: House system schedule grouped students K-5 for social and academic time, therefore limiting time with students their own age outside of their class. **Root Cause:** House schedule implemented full vertical alignment, therefore limited interaction between students of the same age.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions

Goals





Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will meet Expected or Accelerated Performance standards on all Statewide tests.

Evaluation Data Source(s) 1: The measure of impact will be determined through Unit Common Assessments, Benchmark Assessments, BOY, MOY, EOY, and end of the year STAAR results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early identification for students needing targeted reading/math interventions in all grade levels.	Administration, Counselor, Grade Level Teachers, State Comp Ed Teacher	DRA, Kindergarten Pre Assessment, STAAR Data, Eduphoria Data, Common Assessments, Universal Screeners				
Funding Sources: 199 General Fund SCE - 0.00						
2) Teachers will evaluate the STAAR item analysis from previous STAAR tests to identify areas in need of intervention. 70% of all students will meet or exceed progress on Index 2 in Reading and Math STAAR and EOY Universal Screen results, with 35% scoring at the Mastered Level in Reading and 35% in Math and Science.	Principal, Asst. Principal, Instructional Coach, and MRE MRE Staff	Common Assessments, MOY Benchmarks, and 2017 STAAR Results.				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00						
3) The SEM2 cohorts will continue to implement SEM strategies in core instruction and train teachers on campus throughout the year on depth and complexity with self directed learning.	Administrators, Instructional Coach, and SEM2 teachers.	Benchmark Data, 2017 STAAR Observations of increased student engagement. Observations of increased student self directed learning. Increase of Level 3 products at the end of each SEM 9 week period.				


4) To expand the MISD Gifted and Talented Plan, the Destination Imagination (DI) teams K-5 will compete in area competitions.	Principal, Asst. Principal, and DI Coach	Competition Scores and Awards				
	Funding Sources: 199 General Fund - 0.00					
5) Continue the implementation of the District's Gifted and Talented 5 Year Plan that will provide a variety of services to meet the needs of GT students K-12 and will address all areas of the Texas State Plan for the Education of Gifted and Talented students, including identification, services, staff development, curriculum and instruction, and family and community.	Administrators, Counselor, and the Director of Special Programs	MISD GT Program will meet the exemplary standards of the state plan.				
	Funding Sources: 199 General Fund - 500.00					
6) Provide more staff development on Product Base Learning and STEM to increase capacity.	Principal Assistant Principal Transformational Team Director of Curriculum & Instruction PBL teachers STEM teachers	Increase of percentage of teachers using STEM and Product Base Learning in the classroom.				
	Funding Sources: 199 General Fund - 1000.00					
7) Implement consistent writing across all curriculum subject areas. 4 writing samples will be collected throughout the year for students to see growth and provide feedback.	Administrators Instructional Coach Teachers	STAAR writing scores, Student craft of writing				
8) Build 30 minute block into Master Schedule for teachers to work with small groups, provide enrichment, hands on opportunities.	Administrators Teachers	Master Schedule Student Progress				
9) Teachers will remain familiar with and implement MAC (Montgomery Aligned Curriculum) in all subject areas.	Teachers Administrators Curriculum Department	Lesson Plans Walk Throughs Observation				
10) Team meetings held weekly to work together on plans and review data on student performance.	Team Leaders Instructional Coach Principal					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantaged students and two lowest performing racial/ethnic groups from the prior year will meet Expected or Accelerated Growth on 2017-2018 STAAR.

Evaluation Data Source(s) 2: STAAR scores and BOY, MOY, and EOY Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize TxEIS, PEIMS, Eduphoria, and other forms of data to track the participation rate, performance, and instructional setting of students taking the state assessment.	Administrator, Instructional Coach, and MRE Staff	MOY, EOY Assessments, Benchmark Data, 2017 STAAR Data, Report Card Data, and Classroom Observation				
Funding Sources: 199 General Fund - 0.00						
2) Utilize Student Success Team to identify, intervene, and monitor the progress of "At-Risk" students and students identified for Title 1 Targeted Assistance having met 2 of the 3 criteria: low socio-economic, failed or passed STAAR, DRA score less than or equal to 38.	Principal, Asst. Principal, Counselor, SST Team, Interventionist, MRE Staff	Student Success Team Data by Grading Periods.				
Funding Sources: 199 General Fund - 0.00						
3) Track and provide services to at-risk students, students with special needs and their families through a Campus Interventionist.	Administrators, Instructional Coach, Campus Interventionist, MRE Staff	Program Data including Homeless, General Ed, Homebound, Foster, Migrant and Section 504. Intervention Program Data				
Funding Sources: 199 General Fund - 0.00						
4) Provide a wide variety of and access to multiple computerized instruction intervention programs based on individual student needs.	Administrators, Campus Interventionist, and MRE Staff	Individual computerized student progress report.				
Funding Sources: 199 General Fund - 0.00						
5) Provide two tutors to work part time to tutor students who are at risk of failing and at risk of passing the STAAR Tests.	Administrators, Instructional Coach, Tutors, Teachers	MOY and EOY Assessments Benchmark Results STAAR Tests results				
Funding Sources: 199 General Fund SCE - 12000.00						
						


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of all students including racial/ethnic groups will meet standard criteria for College Career & Readiness


Evaluation Data Source(s) 3: Common Assessments, STAAR data

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify students in need of intervention through Universal Screeners and/or data from previous year's performance. Monitor through RTI or SST procedures to provide appropriate intervention.	RTI Committee Teachers Instructional Coach Administrators	STAAR Data Student performance				
2) Continued implementation of Schoolwide Enrichment Model, providing each student with an opportunity to explore an interest and produce a product once per semester.	Administrators Teachers Parent Volunteers SEM Coordinator	Student participation				
3) Offer tutorials in all subjects to help struggling learners and provide intervention.	Administrators Instructional Coach Teachers	Tutorial Sign In Sheets Student Grades Teacher Feedback				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram Assessment and monitored by the School Health Advisory Committee (SHAC).

Evaluation Data Source(s) 4: The measure of impact will be determined through the Fitness Gram Results.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure that 50% of class time, students are engaged in moderate to vigorous physical activity (MVPA). Some of the P.E. instruction will take place during recess. Teachers will notate in their Lesson Plans the organized P.E. instruction that will take place during the week at recess. This instruction will be in addition to the P.E. instruction students receive by their P.E. teacher.	Administrators, P.E. Teachers, Classroom Teachers	Fitness Gram Results, Classroom Observations. Lesson Plan, Recess Observation Time				
	Funding Sources: 199 General Fund - 500.00					
2) Integrate core curriculum content into physical education curriculum.	P.E. Teacher, Principal, Asst. Principal	Classroom Observations, Lesson Plans.				
	Funding Sources: 199 General Fund - 0.00					
3) Develop quality Physical Education Lesson Plans that are developmentally and sequentially appropriate.	P.E. Teacher, Principal, Asst. Principal	Lesson Plans, TEKS				
	Funding Sources: 199 General Fund - 0.00					
4) Provide state approved Coordinated School and Health Components into curriculum.	P.E. Teacher, Principal, Asst. Principal	Classroom Observations, Lesson Plans				
	Funding Sources: 199 General Fund - 0.00					
5) Ensure that the student/teacher ratios meet the state standards as well as the required 135 minutes per week of physical education for every student.	P.E. Teacher, Principal, Asst. Principal, MRE Staff	Class Rosters, Master Schedule				
	Funding Sources: 199 General Fund - 0.00					

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: Continue implementation of the Dropout Prevention Program.

Evaluation Data Source(s) 5: Decrease in the number of retention at the end of the 2017 school year.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students in PK-12. Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situations.	MRE Staff, Reading and Math Interventionist, Tutors, Principal, Asst. Principal	Student Performance on AIMS Web and DRA, PAPI, and Fluency Probe, Common Assessments, MOY Benchmark, Common Assessments, STAAR, and Report Card performance.				
Funding Sources: 199 General Fund SCE - 12000.00						
2) Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situations.	Principal, Counselor, Intervention Specialist, MRE Staff.	Report Card Results				
Funding Sources: 199 General Fund - 0.00						
3) Provide credit recovery through on-line courses offered in Summer School as well as a and a summer enrichment program for students who need a "Jump Start" into the next grade level .	Principal, Asst. Principal, Counselor, MRE Staff	Report Card Results.				
Funding Sources: 199 General Fund - 0.00						
4) Continue to follow local procedures to monitor student retention.	Principal, Asst. Principal, Counselor, MRE Staff	Retention rates, Report Card results				
Funding Sources: 199 General Fund - 0.00						
5) Continue the implementation of the N.E.A.T. program to motivate students to not miss school and to arrive to school on time.	Julie McLendon, Kelly Lowe, and Teachers	End of the year percentage increase of absences and tardies.				
Funding Sources: 461 Campus Activity - 2500.00						
6) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				
7) Provide credit recovery through summer school courses and Jump Start program.	Administrators Registrar Counselor Teachers	Report card results				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training staff, parents and students on safety policies and procedures, and by rigorously enforcing all safety policies and procedures, MISD will provide a safe and orderly learning environment.

Evaluation Data Source(s) 1: Student/Parent Handbook Pre K-5, classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate character education through Counselor's Corner, daily live announcements, guidance lessons, Check and Connect, Conscious Discipline, Watch Dogs, Cowboy Charlie and Lady Charlotte, the campus dogs, and campus assemblies.	MRE Staff, Counselor, and Principal, and Asst. Principal	Decrease in the number of discipline referrals. Positive teacher and parent feedback. Parent/Teacher Survey				
Funding Sources: 461 Campus Activity - 2600.00						
2) 100% of all students will participate in Red Ribbon Week activities to promote drug awareness.	MRE Staff, Counselor, Principal and Asst. Principal	Increased drug awareness by conducting a Drug Awareness Week on campus with different activities implemented each day. Also, reminders on weekly announcements, and through guidance counseling throughout the year.				
Funding Sources: 199 General Fund - 400.00						
3) Continue the implementation of Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.	Principal, Asst. Principal, Counselor, Classroom Teachers, Specials Teachers	Classroom Observation, Lower incidence of discipline referrals.				
Funding Sources: 199 General Fund - 300.00						
4) Continued practice of fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.	Principal, Asst. Principal, MRE Staff, and MISD Police	Drill Reports and MISD Police Feedback				
Funding Sources: 199 General Fund - 0.00						
5) Implement Violence Prevention Intervention through Guidance Counseling lessons and in General Education Classes.	Principal, Asst. Principal, Counselor, MRE Staff, and MISD Police	Low Incidence of Discipline				
Funding Sources: 199 General Fund SCE - 0.00						
6) Update students, parents, faculty and staff annually on the MISD Code of Conduct.	Principal, Assistant Superintendent of Administrative Services.	Student/Parent Handbook Pre K - 5, Student/Parent Signature page, Staff Development Agenda.				
Funding Sources: 199 General Fund - 0.00						

7) Provide training for teachers and staff on suicide prevention, conflict resolution, dating violence, sexual abuse of children and anti-bullying strategies.	Principal, Asst. Principal, Counselor	Annual Employee Review/Update Training.				
	Funding Sources: 199 General Fund - 0.00					
8) Continue to conduct safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pet management training to employees.	Principal, Asst. Principal, Director of School Security, Executive Director of HR/Communications.	Annual Employee Review/Update Training and Signature Pages.				
	Funding Sources: 199 General Fund - 0.00					
9) Continue to train appropriate staff on CPR and the use of AED.	Lead Nurse, Principal and Asst. Principal	Training Completion Certificates, Campus & District List.				
	Funding Sources: 199 General Fund - 0.00					
10) Train and implement Behavior Crisis Management Teams for the campus through utilization of the Texas Behavior Support Initiative (TBSI) and CPI Crisis Prevention Intervention.	Principal, Asst. Principal, Special Education Staff	Certificates of Completion.				
	Funding Sources: 199 General Fund - 0.00					
11) Offer grade-level assemblies for grades 3-5 regarding student code of conduct, academic responsibilities and bullying/safety issues.	Administrators Counselor	Decrease in referrals Teacher feedback Schedules				
12) V-Soft program for tracking visitors who enter the building.	Administrators Office Staff	Increased building security				
13) Continue Safety Patrol (5th graders) during arrival and dismissal times to help with transitions.	Administrators Sponsors	Smooth transitions throughout the day				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: MISD will develop a quality technology program to maximize teaching and learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize computer lab for student research	Administrators and teachers	Student research projects.				
Funding Sources: 199 General Fund - 0.00						
2) Technically Wednesdays: in-house staff development with equipment and software that MRE currently owns or provides.	Administrators and TIM	Increased use of technology students				
Funding Sources: 199 General Fund - 0.00						
3) Implement Library Media Program with various forms of technology using tablet's, I-Pads, Maker Spaces, Robotics, Legos, etc to engage readers through a different format.	Administrators and Librarian	Increased student engagement/reading skills Increased library circulation				
Funding Sources: 199 General Fund Technology - 1000.00						
4) Staff development during teacher in-service in areas of flip video, Podcasts, Student Response clickers, & Smart Boards, Animotos, Educational Apps, Website Training and Glogster.	Administrators and TIM	Increased student use of technology in the classroom				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00						

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: MISD will use technology to enhance professional practices.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Technology Steering Committee and District Director of Instructional Technology will schedule web-based training to expand teacher use of web pages.	Administrators and TIM	Active teacher webpages				
Funding Sources: 199 General Fund - 0.00						
2) Continue to offer professional development to include the following: a. Technology integration into lesson design and delivery. b. Strategies to increase online collaboration and communication horizontally and vertically among our campus and across district. c. Strategies to promote the use of new technologies that support teaching and learning. d. Strategies to promote Bring Your Own Device.	Principal, Director of Instructional Technology, Executive Directors of Elementary Ed., Special Ed., TIM.	Professional Development Schedule, Signature Pages, Agendas, Participant Evaluation of Training.				
Funding Sources: 199 General Fund Technology - 500.00						
3) Utilize trained teachers as technology integration mentors (TIMS) to help promote and encourage good technology practices through regularly scheduled training sessions.	Principal, Director of Instructional Technology, Executive Director of Elementary Education, TIM	Campus Training Announcements, Schedules, Signature Pages.				
Funding Sources: 199 General Fund - 1000.00						
4) Incorporate the use of campus tablets into daily instruction in each classroom in at least one subject per week.	Administrators, Instructional Coach, and Teachers	Classroom Observation Student generated products Written into lesson plans weekly				
Funding Sources: 461 Campus Activity - 50000.00						
						

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: Develop a technology program with infrastructure to support operations

Evaluation Data Source(s) 3: 100% of the staff will know when and how to access the Technology Help-Desk and will be able to utilize the work-ticket process.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule training with Technology Department Staff on the Helpdesk function and work-ticket process.	Administrator and TIM	Sign-In Sheets and Agenda				
Funding Sources: 199 General Fund - 0.00						

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility.

Evaluation Data Source(s) 1: Annual Audit Report/Madeley Budget/ Various Documents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to annually review budgets with secretary.	Principal, Campus Secretary, Chief Financial Officer	MRE Budget approved by MISD Board of Trustees.				
Funding Sources: 199 General Fund - 0.00						
2) Continue to track campus allocations.	Principal, Campus Secretary, Chief Financial Officer	MRE Budget approved by MISD Board of Trustees.				
Funding Sources: 199 General Fund - 0.00						
3) Track revenues and expenditures throughout the school year.	Principal, Campus Secretary, Chief Financial Officer	TxEIS Business System				
Funding Sources: 199 General Fund - 0.00						
4) Annually review cost saving measures to determine effectiveness.	Principal, Campus Secretary, Chief Financial Officer	Comparison Study of Expenditures.				
Funding Sources: 199 General Fund - 0.00						
5) Continually research ways to cut costs and to generate revenue.	Principal, Campus Secretary, Chief Financial Officer	Revenue Budget				
Funding Sources: 199 General Fund - 0.00						

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: MISD will provide a long and short-term capital asset plan

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MISD will conduct a comprehensive analysis of existing facility needs.

Evaluation Data Source(s) 1: Building walkthrough at the end of the year to evaluate progress.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical concerns, etc. to report any problems to the Asst. Superintendent.	Principal, Maintenance Personnel, Asst. Superintendent	Building Walkthroughs				
Funding Sources: 199 General Fund - 0.00						

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MISD compensation, contracts and benefit plans will be 100% competitive when compared with surrounding area employment markets.

Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: During the 2017-2018 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Evaluation Data Source(s) 2: Growth Project Study

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize regional service center data to assist in the identification of critical, certified shortage areas, viable and reliable ACP programs and certified personnel placements.	Executive Directors, HR/Communications, Education, Special Ed., Principals	Region 6 Job App Web Bank, Region 6 ACP Program, District-wide ACP Announcements.				
Funding Sources: 199 General Fund - 0.00						
2) Continue to participate in area and regional job fairs.	Executive Directors, HR/Communications, Education, Special Education, Principals	Job Fair Registration and Certificate of Attendance.				
Funding Sources: 199 General Fund - 0.00						

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Programs.

Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary. Buddies will also be provided for teachers who are new to the district, but not new to teaching.	Coordinator of Special Programs, Assistant Principal	Participant Evaluations reflect at least 95% positive response to the usefulness of the mentoring support. Letter of invitation, Training Agenda, Signature Pages and Participant Evaluations.				
Funding Sources: 199 General Fund - 0.00						

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 4: MISD will provide multiple opportunities to recognize and develop leadership skills among employees.

Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue MISD programs and recognition banquet for "Teacher of the Year", and "Spirit of the Bear."	Executive Director of HR/Communications	District Announcement of Honorees Banquet Invitations Banquet Program.				
Funding Sources: 199 General Fund - 0.00						
2) Create a program to train the first "Leadership Montgomery ISD" leadership cohort.	Superintendent, Asst. Superintendent, Principals	Program Planning Committee, Calendar of Events, Electronic Invitation and Response, Agendas and Signature Pages.				
Funding Sources: 199 General Fund - 0.00						
3) Provide information on continuing education opportunities to develop leadership capacity for MISD.	Executive Director of HR/Communications, Principal	District Announcements, District E-Blast, Postings to "Community Connections."				
Funding Sources: 199 General Fund - 0.00						
4) Establish a system to nominate and recognize outstanding efforts by MRE employees throughout the school year.	Administrators Teachers	Nominations Awards				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 5: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Evaluation Data Source(s) 5: 100% of MISD teachers and instructional aides will be Highly Qualified.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Prior to being hired, certifications will be carefully examined for the positions being filled.	Executive Director of HR, Certification Specialist	College Transcripts, SBEC Records				
Funding Sources: 199 General Fund - 0.00						
2) Instructional Aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	Principal, Executive Director of H.R.	Completed PAKS Verification Form, Classroom Observation				
Funding Sources: 199 General Fund - 0.00						
3) In the case of losing a teacher after the first of the school year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified. MISD will conduct a search in the Region VI Job Application Bank.	Principal, Executive Director of HR/Communications, MISD Certification Specialist	Positions filled with Highly Qualified.				
Funding Sources: 199 General Fund - 0.00						

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 6: Any teacher hired who is not High Qualified in their assigned position will be expected to pass the appropriate certification test(s) within the same semester as they were hired.

Evaluation Data Source(s) 6: PR1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The teacher will access all information regarding certification at http://cms.texas-ets.org .	MISD Certification Specialist	Successful completion documented on teacher's Texas Teacher Certificate and in SBEC online certification data site.				
Funding Sources: 199 General Fund - 0.00						





Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: MISD/Madeley Ranch will establish a process that ensures open, honest, and frequent communication with the public.

Evaluation Data Source(s) 1: Maintain student-centered and meaningful relationships with parents, businesses, and community leaders.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home, and community through the campus website, School Messenger (Email and phone system), Smore Newsletters, phone communication and parent conferences	Principal, Assistant Principal, Counselor, Teachers	Parent Response/Involvement Parent Survey Publication of website, Facebook and Newsletter.				
	Funding Sources: 199 General Fund - 0.00					
2) Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses	Principal, CAC Committee	Data Collected for Campus Improvement Plan, Parent Survey				
	Funding Sources: 199 General Fund - 0.00					
3) Promote positive communication between the school, home, and community by partnering with parents, community members and business partners to implement SEM.	Principal, Asst. Principal, SEM Coordinator, and MRE Staff	Student Products, Showcase, Observation Increase of Parent Participation of volunteers				
	Funding Sources: 461 Campus Activity - 2600.00					
4) Continue to utilize Social Media, including Facebook and Twitter accounts to provide real time communication to Stakeholders.	Principal, Counselor	Current postings				
	Funding Sources: 199 General Fund - 0.00					
5) Reach out to local high school clubs and students in need of service hours to volunteer and help with flag routes.	Administrators, PTO, MRE Staff, Parent Volunteers, Business Partners.	Flag Fundraiser volunteer base grows.				
	Funding Sources: 199 General Fund - 0.00					
6) Create a resource for all new families coming to MRE to ensure that they understand our policies, procedures, programs, events, and campus culture.	Administrators, Librarian, MRE Staff, and PTO	Increase of parent participation at MRE. Parent End of the Year Survey				
	Funding Sources: 199 General Fund - 0.00					
7) Provide opportunities for parents to become involved at school (such as Donuts with Dad, Muffins with Mom, Fun Run, Meet the Teacher, Veteran's Day, Parent Info and Curriculum Night)	Administrators PTO MRE Staff	Parent involvement and response/feedback				
	Funding Sources: 199 General Fund - 0.00					

8) Continue Madeley Memo (newsletter from admin to staff) each week.	Administrators	Informed Staff				
9) Host Curriculum/Info night to inform/educate parents about grade level expectations.	Administrators Staff	Feedback				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MISD/Madeley Ranch will provide opportunities for parent involvement at the campus and district level.

Evaluation Data Source(s) 1: Parent Survey at the end of the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue MISD Volunteer Programs for parents and community members.	Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents	Volunteer Membership Roster Event Calendar				
Funding Sources: 199 General Fund - 0.00						
2) Expand the Watch D.O.G.S. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.	Principal, Counselor, Dads	Start-Up Meeting Agenda Signature Pages Visitation Calendar				
Funding Sources: 199 General Fund - 0.00						
3) Continue P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.	Principal, parents	P.T.O. Rosters Event Calendar Webpage				
4) Continue/Create regularly scheduled parent sessions on programs and special events: Gifted and Talented Night, Dyslexia Night, College Fairs, Celebrate Language Night, and Parent Orientations.	District Directors, Coordinators, Principal, Parents	Meeting Announcements Agendas Signature pages				
Funding Sources: 199 General Fund - 0.00						
5) Publish Principal Weekly Newsletter, Updated Teacher Website, Utilize School Messenger Emails and Texts, Tuesday Folders, Parent Conferences, Report Card, Progress Report, Campus Web Page, Weekly email to parents.	Principal, Teachers, Parents	Campus Communication file, End of the Year Survey				
Funding Sources: 199 General Fund - 0.00						

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Shelby Smith	Principal

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Common Planning Period for vertical alignment for each "House."		\$0.00
1	1	4			\$0.00
1	1	5			\$500.00
1	1	6	tablets		\$1,000.00
1	2	1	Eduphoria Program, Deeper Eduphoria Training, Assessment Data		\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	4	1			\$500.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
2	1	2			\$0.00
2	1	2			\$400.00
2	1	3			\$300.00
2	1	4			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00

2	1	10	Training		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	3	Stipend		\$1,000.00
3	3	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	3	1			\$0.00
6	4	1			\$0.00
6	4	2			\$0.00
6	4	3			\$0.00
6	5	1			\$0.00
6	5	2			\$0.00
6	5	3			\$0.00
6	6	1			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	4			\$0.00
7	1	5	Purchase of more flags, and recruitment of staff and volunteers for routes		\$0.00

7	1	6			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
8	1	4			\$0.00
8	1	5			\$0.00
Sub-Total					\$3,700.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff, manipulatives, and incentives		\$0.00
1	2	5			\$12,000.00
1	5	1			\$0.00
1	5	1			\$12,000.00
2	1	5	Conscious Discipline		\$0.00
Sub-Total					\$24,000.00
199 General Fund Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$1,000.00
3	2	2			\$500.00
Sub-Total					\$1,500.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	5	5			\$2,500.00
2	1	1			\$2,600.00
2	1	1			\$0.00
3	1	4			\$0.00
3	2	4	We need more tablets for classrooms. The ease of purchasing Apps with District funds.		\$50,000.00

7	1	3	SEM Materials for products and Volunteer base		\$2,600.00	
					Sub-Total	\$57,700.00
					Grand Total	\$86,900.00

Montgomery Independent School District
Keenan Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

"Welcome to the Keenan Kingdom...Be our guest!"

Twitter: Keenan Elementary

@keenanlions

Instagram: keenanelementary

Facebook: Keenan Elementary School

Vision

Keenan Elementary Lions

Developing Young Learners into Future Ready Leaders!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keenan Elementary School

Program	Number by Gender	Total for KES	Percentage
Gifted and Talented	M-19 F-17	36	4.79%
Special Education	M- 70 F-24	94	12.52%

At Risk	M-64	118	15.71%
	F-54		
Free and Reduced Lunch (LSE)	M-82	164	21.84%
	F-82		
LEP/ESL	M-10	14	1.86%
	F-4		

Demographics: KES is comprised of students in EE-5th grade. On 3/1/18, which is information from the 2017-2018 school year, KES had 751 students enrolled; 397 males and 354 females. There are 4 American Indian/Alaskan (.53%), 1 Asian (.13%), 6 Black (.8%), 91 Hispanic (12.12%), 0 Hawaiian/Pacific (0%), 29 Multiracial (3.86%) and 620 White (82.56%). The following table shows the number of students by ethnicity and gender that we presently have in each special program.

2017-2018 Composition of KES Staff

Title	# in that Position
--------------	---------------------------

Homeroom Teachers	[Drawing]36
Co-Teachers	1
Shared Speech Therapist	2
Reading/Math Intervention	1
ESL Teacher	0
Certified Music Teacher	1
Certified PE Teacher	1
Full time In-Class Support Para	10
Full-Time Behavior Specialist	0
PE Para	1
Certified Art Teacher	1
Certified Librarian	1
Para (Sec/Recep/Registrar)	3
Prin/AP/Counselor/Nurse	4
Shared Diagnostician	1

Weaknesses: With this being our inaugural year here at KES, we have seen much more growth than was anticipated. We need extra support for these additional students. In addition, with the SSI requirements in Reading and Math in 5th grade, we feel there is a need for a full-time interventionist for Reading and Math for our struggling and at-risk students.

Demographics Strengths

Strengths: Our school is staffed with a mixture of teachers that have various levels of experience. Our class sizes are manageable with an average of a 22:1 ratio in grades K-4 and 25:1 student: teacher ratio in 5th grade. We have ESL certified teachers and G/T certified teachers at all grade levels, which is a tremendous benefit to our students.

Student Academic Achievement

Student Academic Achievement Summary

Student progress is monitored by administering benchmarks, common assessments, and unit tests. Common assessments are used to track student progress and STAAR released tests are used for benchmarks. The Montgomery Aligned Curriculum (MAC) continues to be utilized. By using Eduphoria, teachers are able to analyze test results and align instruction in order to meet student needs based on performance. After determining needs in accordance with the data, instructional strategies and activities are created. As teachers, we all strive to maximize student engagement and utilize numerous techniques, activities and technological opportunities. This year we utilized Compass Learning, Imagine Math, and Imagine Learning; computer based programs which monitors individual student progress in Reading, Language Arts and Math. As teams, we are given the opportunity each nine weeks to plan together in order to align our curriculum with assessments and also to ensure that we are enhancing higher level thinking by following district and state guidelines that fosters students meeting success. Parents of our students feel that homework and assessments are appropriate for students and that teachers make themselves readily available to assist on homework as needed.

School Processes & Programs

School Processes & Programs Summary

All teachers and staff at KES are Highly Qualified and new teachers are all assigned a mentor teacher and participate in New Teacher Orientation at both the District & Campus levels.

Teaching staff is made up of teachers who have 5-20+ years of experience. Turnover rates remain low.

KES teachers will be provided with multiple team planning days throughout the school year, offered staff development opportunities in a variety of formats, and will be able to participate in vertical alignment curriculum planning workshops throughout the year.

Our teams are well-balanced with both experienced and new teachers; weekly team meeting will hopefully show strong collaboration and communication.

KES will continue with the implementation of an Instructional Coach. The instructional coach was well received throughout the district last year.

School Processes & Programs Strengths

Teacher Survey

The teachers surveyed addressed a variety of areas relating to our school climate. Teachers reported that there is a good 'vibe' at KES! Teachers feel the atmosphere is supportive from both their peers and administration. Teachers feel like relationships are built here at Keenan and believe that teachers care about each other and their students. Teachers also believe the school is safe and clean.

Of the teachers surveyed, a few concerns mentioned were:

- More faculty interaction, with the whole staff instead of just grade level meetings. This would promote a better cohesive atmosphere.

- Clear expectations needed across all grade levels for hallway behavior, lunch room procedures-etiquette, and dismissal procedures

Parent Survey

The parent surveys addressed the areas of caring environment, problem solving, communication, student progress, overall satisfaction with Keenan. The parent response was overwhelmingly positive and denoted that Keenan is strong in the communication department. This includes both administration and staff. The areas of concern seemed to be child specific and not overall areas for concern. Keenan has created a culture of acceptance and nurture. There was positive feedback on how family centered our school is through Grandparent's Day, Muffins with Mom, Donuts with Dad, Watchdogs, etc. KES sets high expectations academically.

Perceptions

Perceptions Summary

Welcome to the Keenan Kingdom, Be Our Guest

One of the core beliefs at Keenan Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. WE focus on building relationships with our families, students and within our KES family. At Keenan Elementary, we are growing our students to be "Future Ready Lions." When we say "Future Ready," we are focusing on student growth, leadership skills, coding, MISD MAC curriculum, and eventually hope to add in Spanish through our Specials classes.

Keenan Elementary believes in M.A.G.I.C.

Model expected behavior

Accept responsibility

Give respect

Improve through goals

Cooperate

These five expectations will be a focus area for KES students. We will have traditions (rules) in place that students will follow and model.

Perceptions Strengths

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

School Context & Organization: The school context and organization committee drafted a survey consisting of 9 questions with a 1-5 rating. (1 being not at all to 5 being very much so). The findings indicate:

- * 89% of the staff at KES feel that they somewhat have a voice in policies, procedures, and schedules.
- * 80% of KES staff felt that they somewhat had a voice in school issues and concerns.
- * 81% of KES surveyed reported that they felt that our administration was receptive to questions, ideas, and concerns.
- * 72% of the staff felt that committee and decision making bodies we currently have in place at KES allow for all groups are somewhat part of solutions to identified problems, however;
- * 67% surveyed felt that they somewhat had adequate time devoted to students who are performing poorly.
- * When asked if they felt that adequate time was given to tested subjects 43 % were middle of the road.
- * A strong 83% of the staff surveyed felt that the built in tutorial time was worthwhile.
- * 83% surveyed somewhat felt that our master schedule protected classes from unnecessary interruptions.

A breakdown of the demands that staff felt overshadowed the focus on student achievement is as follows:

Behavior - 70%

Testing - 48 %

Documentation - 41%

Paperwork - 33%

Grading - 19%

Phone, email, & other - 35%

General Comments from some of those surveyed:

A) Losing too much class time for programs & pullouts

B) With so much testing it is hard to find time to do test corrections especially ones that need it don't have time in tutorials, so must find other time to get it done.

C) More consistency needed with behavior issues

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

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

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.





Performance Objective 1: 90% of all students combined over all subject areas will meet Level II performance standards within the state accountability system; with a minimum increase of 10% in Level III.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; STAAR Scores & Accountability Index.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy 1) Early student identification for those students needing targeted reading/math interventions in all grade levels (K-5th).</p>	Administrators Teachers State Comp Ed Teacher/Intervention	DRA Kindergarten Pre-Assessment STAAR 2018 Data Eduphoria Data Common Assessments BOY Benchmark				
Funding Sources: 199 General Fund - 0.00						
<p>System Safeguard Strategy 2) Teachers in 4th & 5th grade will evaluate the STAAR item analysis of the previous year STAAR Test, matching objectives to the TEKS in the specific content area to establish specific area to establish areas for comprehensive improvement (LEAD 4ward). Review Commended % in Reading & Math -Math to 40% -Reading to 40% -Science to 40%</p>	Administrators Counselor Teachers	STAAR Data Eduphoria Data				

<p>System Safeguard Strategy</p> <p>3) Implementation of a balanced literacy program using MAC addressing the varied needs through instruction utilizing Gretchen Barnaby, Comprehensive Tool Kit, Reading Horizons, Caesars English, Fluency, and literature groups.</p> <p>Implementation of a balanced math program using MAC addressing the varied needs through instruction utilizing " Target the Question for problem solving, Target the TEKS, Singapore Math for problem solving method, Big Brains and Think Through Math.</p>	<p>Teachers Administrators</p>	<p>Student Performance Unit Tests Teacher observations/walk- throughs Teacher Feedback</p>				
<p>Funding Sources: 199 General Fund - 500.00</p>						
<p>System Safeguard Strategy</p> <p>4) Use and perfect MAC (Montgomery Aligned Curriculum) in all subject areas.</p>	<p>Teachers Administrators Curriculum Department</p>	<p>Lesson Plans Walk-Throughs Direct Observation</p>				
<p>System Safeguard Strategy</p> <p>5) Build in a 30 minute Enrichment time in the Master schedule to work with students in small groups.</p>	<p>Administrators Specials Teachers Paraprofessional</p>	<p>Master Schedule Auxiliary Staff Schedules Student Progress Teacher Feedback</p>				
<p>System Safeguard Strategy</p> <p>6) Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies.</p> <p>Curriculum Teams will meet at the end of each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments with the others.</p>	<p>Administrators TIM C&I Coordinators Coach</p>	<p>Walk-Throughs Lesson Plans Team Meetings Student Generated Products</p>				
<p>Funding Sources: 199 General Fund - 5000.00</p>						
<p>7) School-Wide Reading Recognition Program differentiated each nine-weeks through the library (Accelerated Reading Tags).</p>	<p>Administrators Librarian Reading Teachers</p>	<p>Student Participation (AR Points) Teacher Participation</p>				
<p>Funding Sources: 461 Campus Activity - 700.00</p>						
<p>System Safeguard Strategy</p> <p>8) Focus on Science vocabulary and being taught in each grade level. Use labs and hands on curriculum to build interest and problem solving with the students.</p>	<p>Classroom Teachers Administrators Coach</p>	<p>Students need constant reminders of definitions and word meaning...spiraling throughout grade levels and throughout the year.</p>				
<p>9) Continue to implement more writing across all curriculum subject areas. Teachers will create a portfolio for each student. 4 writing samples will be collected throughout the year.</p>	<p>Classroom Teachers Administrators Coach</p>	<p>STAAR writing scores Student skills</p>				

10) Build a literacy library useful for Reading classrooms.	Librarian Reading Teachers Principal Coach	Novels and books available to use in the classrooms.				
Funding Sources: 461 Campus Activity - 10000.00						
11) Team meetings are held weekly with content area teams to plan and work together on upcoming plans in MAC.	Team Leaders Principal Coach					
12) Use the technology program Reading Horizons, Big Brains and Think Through Math for teacher and student use. Students will use to build on TEKS and skills. Teachers will use to form small group and individualized instruction through reading and math.	Administrators Teachers Coaches dx	Performance at the end of the year				
Funding Sources: 461 Campus Activity - 11000.00						
13) Implement and start "Team Huddles" at least once a month. These meetings will allow us to discuss upcoming events, celebrate one another, and share short professional development activities.						
System Safeguard Strategy 14) Students will WRITE everyday in their writing journals. Principal and teacher will take up once a week to respond and write back to students.	Principal Reading Teacher					
System Safeguard Strategy Critical Success Factors CSF 1 15) Mentor sentences will be implemented in EVERY reading classroom from grades 2-5. Teachers will be trained during summer inservice.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantages students and two lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance (Level II and III)


Evaluation Data Source(s) 2: STAAR scores and benchmark Assessments

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) ESL: Make sure ESL students are placed in certified ESL teacher classrooms.	ESL Teacher Teacher Administrator	Student Progress Classroom Performance Master Schedule				
2) Provide a wide variety of and access to multiple computerized instruction opportunities based on individual student needs.	Teachers Administrators Coach	Individualized computerized student progress report				
3) Teachers will utilize Eduphoria to progress monitor all students' performance on local and state assessments	Classroom Teachers	Intervention Strategies and RTI documentation				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.





Performance Objective 3: 90% of all students including racial/ethnic groups will meet final Level II standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness

Evaluation Data Source(s) 3: Common Assessments, STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Identify students needing intervention by meeting at least 2 of the following criteria to receive math and reading services through intervention. We will look at DRA, Universal Screeners and STAAR results.</p>	<p>Administrators Teachers RTI Team Interventionist</p> <p>Funding Sources: 199 General Fund - 2000.00</p>					
<p>System Safeguard Strategy</p> <p>2) Create and implement a Learning Lab before school starts and increase In-Class Support opportunities in all subject areas to help struggling learners and provide intervention.</p>	<p>Administrators Special Ed. Teacher Classroom Teachers Auxiliary Staff</p>	<p>Meeting Feedback Increased performance on common assessments & STAAR</p>				
<p>3) Implementation of a School Wide Enrichment Program to tap into every students gift. E-Time (enrichment time) and Clusters will be held once a week. Every student will have an enrichment project each nine weeks and will produce a product at the end of the nine weeks.</p>	<p>Administrators Teachers Parent Volunteers</p> <p>Funding Sources: 199 General Fund - 2000.00</p>	<p>Student participation</p>				
<p>System Safeguard Strategy</p> <p>4) Students who did not perform satisfactory on the end of their 3rd and 4th grade assessment as well as those students retained will be identified and an individual improvement plan will be developed for each student.</p>	<p>Administrators Classroom Teachers RTI Committee Instructional Coach</p>	<p>Student Progress Plans Developed Report Cards</p>				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>5) Instructional Coach will implement learning walks in each classroom.</p>	<p>Principal Instructional Coach Teachers</p>					

<p align="center">System Safeguard Strategy</p> <p>6) Continue the use of I-Learn web-based Math program, Big Brains, Think Through Math and Reading Horizons through Reading & Math to provide Tier 2 and 3 interventions for students who struggle in Reading and Math.</p>	<p>Principal Instructional Coach Teachers C&I</p>	<p>Student Progress</p>					
<p>Funding Sources: 199 General Fund Technology - 5000.00</p>							
<p align="center">System Safeguard Strategy Critical Success Factors CSF 4</p> <p>7) Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, Learning Lab, and Resource classrooms.</p>	<p>Administrators Diagnostician Special Ed. Teacher</p>	<p>ARD Documents Student Progress</p>					
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Dyslexia: Dyslexia Intervention Program will be provided through pull-out services to support identified dyslexic students.</p>	<p>Principal Dyslexia Specialist Teachers C&I</p>	<p>Student Progress</p>					
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>9) All identified G/T and Advanced Academic students will receive differentiated instruction and placed in a homogeneous class. Will complete and showcase project through TPSP (Texas Performance Standards Project).</p>	<p>Administrators Teachers GT Coordinator</p>	<p>Master Schedule Student Progress</p>					
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) Implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students. We will meet as a team in the middle and end of year.</p>	<p>Administration RTI Coordinators/Committee Teachers</p>	<p>Student Progress Meeting Notes/Agendas</p>					
<p align="center">Critical Success Factors CSF 5 CSF 7</p> <p>11) The third Thursday of each month (Third Thursday), students wear their favorite college shirt to school.</p>	<p>Counselor Administration Teachers</p>	<p>Students wearing College shirts</p>					

<p>Critical Success Factors CSF 5</p> <p>12) Students will have the opportunity to compete with local schools in U.I.L. events.</p>	<p>Teacher sponsors Administration UIL coordinator</p>	<p>Number of students participated</p>				
<p>Funding Sources: 461 Campus Activity - 500.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>13) Offer Destination Imagination (DI).</p>	<p>DI Coaches Administration GT Coordinator</p>	<p>Number of students that participated and competition results.</p>				
<p>Funding Sources: 461 Campus Activity - 1000.00</p>						
<p>Critical Success Factors CSF 7</p> <p>14) Instructional Coach will work very close with each of our classroom teachers.</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone Standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA).


Evaluation Data Source(s) 4:

Summative Evaluation 4:

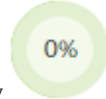
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure 10% of class time, students are engaged in Moderate to vigorous physical activity. (MVPA)	PE Administration	Lesson Plans				
2) To integrate core curriculum content into physical education curriculum.	Administration PE	Walk-Through Observation Lesson Plans				
3) To develop quality physical education programs that are developmentally and sequentially appropriate.	Administration PE	Walk-Through Observation Lesson Plans				
4) To ensure a safe & enjoyable climate for students.	PE Administration	Lesson Plans Master Schedule Walk-Throughs				
5) To provide state approved Coordinated School health components into curriculum.	PE Administration	PE Administration				
6) To ensure that physical activity is not used as punishment.	Administration PE	Observations				
7) To ensure that student/teacher ratios meet the state standards.	Administration PE	Master Schedule				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.


Performance Objective 5: Continue Implementation of Dropout Prevention Program in order to reduce the dropout rate the less than 1%


Evaluation Data Source(s) 5:


Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students PK-12.	Teachers	Observations Student Success				
2) Utilize procedures and strategies within best practices for meeting the needs of students in AT-Risk situations.	Classroom teacher	Student Success at the end of Year				
3) KES will follow local procedures to monitor student retention.	RTI Team Counselor	Retention Rates Report Card Results				
4) Provide credit recovery through summer school courses and Jump Start Program.	Counselor Administrator Teacher	Report card results				
5) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training staff, parents and students on safety policies and procedures and by rigorously enforcing all safety policies and procedures, MISD will provide a safe and orderly learning environment .

Evaluation Data Source(s) 1: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Incorporate character education, conflict resolution, and anti-bullying through daily announcements, guidance lessons, MISD character Cub Program, and campus assemblies.</p>	Administrators Counselor Classroom & Specials Teachers	Decrease in the number of discipline referrals. Positive teacher and parent feedback. Parent/Teacher Survey				
Funding Sources: 461 Campus Activity - 500.00						
<p>Critical Success Factors CSF 5 CSF 7</p> <p>2) Offer Red Ribbon Week activities to promote drug awareness and anti-bullying.</p>	Administrators Counselor Classroom teachers	Increased Drug Awareness				
Funding Sources: 461 Campus Activity - 1000.00						
<p>Critical Success Factors CSF 5</p> <p>3) Implement Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.</p>	Administrators Counselor Classroom Teachers Specials Teachers Auxiliary Teachers	Classroom Observations Conduct Report				
Funding Sources: 461 Campus Activity - 1000.00						
<p>Critical Success Factors CSF 5</p> <p>4) Offer grade-level assemblies for grades 3-5 regarding Student Code of Conduct, academic responsibilities, bullying & safety issues.</p>	Administrators Counselor Teachers	Number of discipline referrals Decrease in bullying incidents Teacher feedback Assembly schedules				
<p>Critical Success Factors CSF 5</p> <p>5) Student "Shout Outs" at the end of the day for "good" behavior. (Golden Tickets)</p>	Administrators Office Staff Teachers	Increasing amount of good behavior				
<p>6) V-Soft program for tracking of all visitors in the building.</p>	Administrators Office Staff	Increased building security				

<p align="center">Critical Success Factors CSF 7</p> <p>7) Implement a Student Safety Team (Student Council grades 4 & 5) during morning and afternoon transitions. Students will be in hallways, car rider lines, buses and walk-way to help "patrol" these areas.</p>	<p>Administrators Student Council Sponsors</p>	<p>Improved student Behavior</p>				
<p>Funding Sources: 461 Campus Activity - 200.00</p>						
<p>8) Practice fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.</p>	<p>MISD Police Teachers Administrators</p>	<p>Drill Reports MISD Police Feedback</p>				
<p>9) Provide CPI training and Behavioral training for a select team to better address students needs.</p>	<p>Administrators Jesse Hinkle--Special Education CPI Instructor</p>	<p>Behavior Intervention Plans Teacher success</p>				
<p>10) Implement the district wide Safety Plan to provide a safe environment campus wide.</p>	<p>Administrators Faculty and Staff School Resource Officers</p>	<p>CAC meeting notes Teacher & parent feedback</p>				
<p>11) Conduct safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pet management training to employees.</p>	<p>Nurse Administrators</p>	<p>Annual Employee Review & Training</p>				
<p>12) Train appropriate staff on CPR and the use of the AED</p>	<p>Nurse Staff involved that need training</p>	<p>Training completion certificates</p>				
<p>13) All teachers and employees will complete certification through the TBSI (Texas Behavior Support Initiative).</p>	<p>Teachers Administration Staff</p>	<p>Completion Certificate</p>				
<p>14) Start the school year by building relationships with our students, families and each other. Continue as a focus area throughout the school year.</p>						
<p>15) Traditions that Keenan students will follow...</p> <p>Keenan Elementary believes in M.A.G.I.C.</p> <p>Model expected behavior</p> <p>Accept responsibility</p> <p>Give respect</p> <p>Improve through goals</p> <p>Cooperate</p>						

<p align="center">Critical Success Factors CSF 3</p> <p>16) Implement in every classroom the "Pawsitive" behavior cards--Schoolwide discipline program.</p>	<p>Teachers Office Staff</p>					
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Develop a quality technology program to maximize teaching and learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

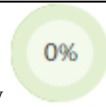
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Utilize the laptop carts and computer lab in each classroom that are provided. Our school-wide goal is to provide on cart per grade level.</p>	<p>Librarian Principal Teachers</p>	<p>Teacher feed back Student Products Use of lab</p>				
<p>2) Schedule and highlight presentations at team meetings so that teachers can present their student generated products to the staff.</p>	<p>PDAS walk-throughs (Administrators)</p>	<p>Teacher presentations at faculty meetings</p>				
<p>3) SMART Boards will be used in the classrooms to increase the use of technology as an instructional tool.</p>	<p>Principal TOPS Teachers</p>	<p>Classroom Observation</p>				
<p>4) Create a TECH Club, a team of students who learn and take on a technology leadership role to assist and support students & teachers in the integration and use of technology in the school community.</p>	<p>Administrators Teacher willing to sponsor club</p>	<p>Teacher and Student feedback</p>				
<p>5) PBL (Project Based Learning) implemented in the classrooms. Continue to grow the program this year by hopefully adding addition teachers with training.</p>	<p>PBL Teachers Curriculum Department Administration</p>	<p>Projects crested in classroom</p>				
<p>6) Implement and continue to train teachers and students with the use of Coding. Coding will be a school wide initiative.</p>						
<p>7) Morning announcements will go LIVE every morning with 5th grade students helping run the tech equipment. (Facebook)</p>	<p>Librarian Principal Teachers</p>					
<p>8) Implement and check out to classroom teachers STEM tubs in the library.</p>	<p>Librarian Teachers</p>					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: Use of technology to enhance professional practices.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each teacher will create a classroom website that can be updated and includes a calendar, homework & class information.	Principal Teachers TOPS	Active teacher webpages				
2) Staff development during teacher in-service in areas of technology, student relationships, student engagement, and small group instruction.	Administrators Librarian TOPS	Increased teacher use of technology in classrooms				
3) Implement and provide weekly parent communication through school email blasts. SeeSaw will be school wide and used by every classroom teacher.	Principal Assistant Principal TOPS Secretary	Parent survey feedback				
4) Utilize the TxEIS computer student software system to: a. Promote a paperless system for campus attendance, grade reporting, and discipline. b. Provide for parent viewing and teacher grading with TxEIS. c. Train new staff on TxEIS with the use of campus technology integration specialist.	Teachers Technology Principals	TxEIS Report				
5) Encourage teachers and staff to use Remind 101 and School Messenger to communicate with parents on a weekly/daily basis.	Teachers Administrators					

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility.


Evaluation Data Source(s) 1: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create the campus budget based on campus budget allocations. Make necessary changes from previous year by reviewing where money was spent.	Finance Principal					
2) Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.	Principal Secretary					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: MISD will provide a long and short-term capital asset plan.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MISD will conduct a comprehensive analysis of existing facility needs.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical concerns, etc. to report any problems to the Asst. Superintendent.	Maintenance Principal Assistant Sup.	Building Walk-Throughs				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MISD compensation, contracts and benefit plans will be 100% competitive when compared with surrounding area employee markets.

Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Begin the hiring process and planning before the beginning of the recruiting/hiring season to ensure competitiveness with the surrounding districts.	Administrators HR Department					
2) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheet and agendas, teacher feedback, lesson plans, MAC resources				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: During the 2016-2017 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Evaluation Data Source(s) 2: Growth Study Project

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Participate in district and area job fairs.	HR/Communications Principals	Applicants from Job Fair				
2) Utilize regional service center data to assist in the identification of critical, certified shortage areas, viable and reliable ACP programs and certified personnel placements.	Executive Directors HR/Communication Special Ed. Principal	Region VI Job App Region VI ACP Program District Wide ACP Announcements				

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Programs.

Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages, and Participant Evaluation Forms

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary. Buddies will also be provided for teachers who are new to the district, but not new to teaching.	Teachers HR/Communications Administrators	Participant reflect positive feedback				


Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 4: MISD will provide multiple opportunities to recognize and develop leadership skills among employees.


Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MISD programs and recognition banquet for "Teacher of the Year" and "Spirit of Montgomery" from each campus in the district.	Teacher Honoree Administrator HR/Communications	Banquet recognition of honorees				
2) Provide information on continuing education opportunities to develop leadership capacity for MISD.	Executive Director of HR/Communications, Principal	District Announcements, District E-Blast, Postings to "Community Connections."				
3) Recognize a KES employee each nine weeks that is nominated by their peers as Employee of the 9 Weeks.	Teachers Administration	Number of teachers nominated				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 5: 100% of MISD teachers and instructional aides will be Highly Qualified.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Prior to being hired, certifications will be carefully examined for the position being filled.	Principals HR/Communications Certification Specialist	Positions filled with Highly Qualified				
2) Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	Principals HR/Communications Certification Specialist	Completed PAKS Classroom Observations				
3) In the case of losing a teacher after the first of the year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified.	Principal HR/Communications Certification Specialist	Positions filled with Highly Qualified				
4) Any teacher hired who is not Highly Qualified in their assigned position will be given until the end of the semester in which they were hired to pass the appropriate certification test. All information regarding certification can be accessed at http://cms.texas-ets.org/ .	Principal HR/Communications Certification Specialist	SBEC certification data base Certification verified on Teaching certificate				

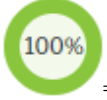
Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 6: Any teacher hired who is not Highly Qualified in their assigned position will be expected to pass the appropriate certification test within the same semester as they were hired.


Evaluation Data Source(s) 6: PR 1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The teacher will access all information regarding certification at http://cms.texas-ets.org .	MISD certification specialist	Successful completion documented on teacher's Texas Teacher Certificate and in SBEC online certification data site.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: MIS will provide its stakeholders effective two-way internal communication.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home, and community through the campus website, School Messenger (email and phone system), Newsletters, phone communication and parent conferences.	Administrators	Parent Response/Involvement Parent Survey				
2) Provide community driven programs such as Donuts with Dad, Muffins with MOM, Fun Run, Curriculum Night, Meet the Teacher, Library Book Exchange, Grandparents Day, Book Fair, Specials Showcase Night, Social Media updates, and Veteran's Day.	MIS Staff Administrators PTO	Parent Involvement & Response				
Funding Sources: 461 Campus Activity - 2000.00						
3) Build and recruit for KES' PTO to increase parent involvement and school awareness.	Principal PTO Board	PTO involvement				
4) Provide a weekly campus newsletter to the staff with weekly updates, teacher brags, etc.	Counselor	Informed Staff				
5) Continue with daily announcements that recognize character education, student recognition, birthdays, and daily/weekly events are showcased.	Administrators	Informed campus Positive Climate Student Recognition				
6) Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses.	Administrators	Data collected for Campus Improvement Plan				
7) Hold Volunteer Breakfast to encourage parents to get involved in a variety of campus activities/committees.	Administration Volunteer Coordinator	Parent participation (sign-in sheets)				
Funding Sources: 461 Campus Activity - 300.00						
8) Provide opportunities for community & student connections by participating in such programs as: renaissance Art Contest, Adopt-A-Pilot Program, George Bush Library Art & Essay Contest, Republican Women Essay Contest, Artist of the Month, etc.	Administrators Club Sponsors	Contest winners Field Trip request Forms				

9) Host a Curriculum/Informational Night to inform/educate parents about grade level expectations.	Faculty & Staff Administrators	Teacher & Parent Feedback PTO Parent Volunteers				
Funding Sources: 461 Campus Activity - 500.00						
<p align="center">Critical Success Factors CSF 2</p> 10) First grade teachers will meet with every parent to inform them on strengths and weaknesses of their child. Subs will be provided to teachers.	1st grade Team Principal					
<p align="center">Critical Success Factors CSF 1 CSF 3</p> 11) Conduct a 5th grade parent meeting in January to prepare students and parents of junior high expectations.	5th grade Teachers Principal					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MISD will provide opportunities for parent involvement at the campus and district level.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

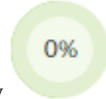
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize MISD Volunteer Programs for parents and community members	Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents	Volunteer Membership Roster Event Calendar				
2) Implement the Watch D.O.G. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.	Principal, Counselor, Dad	Start-Up Meeting Agenda Signature Pages Visitation Calendar				
3) Schedule P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.	Principal, parents	P.T.O. Rosters Event Calendar Webpage				
4) Create regularly scheduled parent sessions on programs and special events. (Technology awareness, girl drama, etc.)	District Directors, Coordinators, Principal, Parents	Meeting Announcements Agendas Signature pages				
5) Publish Monthly Newsletter, utilize School Messenger announcements, Parent Conferences, Report Card, Progress Report, Campus Web Page, Weekly email to parents.	Principal, Teachers, Parents	Campus Communication file, End of the Year Survey				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Early student identification for those students needing targeted reading/math interventions in all grade levels (K-5th).
1	1	2	Teachers in 4th & 5th grade will evaluate the STAAR item analysis of the previous year STAAR Test, matching objectives to the TEKS in the specific content area to establish specific area to establish areas for comprehensive improvement (LEAD 4ward). Review Commended % in Reading & Math -Math to 40% -Reading to 40% -Science to 40%
1	1	3	Implementation of a balanced literacy program using MAC addressing the varied needs through instruction utilizing Gretchen Barnaby, Comprehensive Tool Kit, Reading Horizons, Caesars English, Fluency, and literature groups. Implementation of a balanced math program using MAC addressing the varied needs through instruction utilizing " Target the Question for problem solving, Target the TEKS, Singapore Math for problem solving method, Big Brains and Think Through Math.
1	1	4	Use and perfect MAC (Montgomery Aligned Curriculum) in all subject areas.
1	1	5	Build in a 30 minute Enrichment time in the Master schedule to work with students in small groups.
1	1	6	Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies. Curriculum Teams will meet at the end of each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments with the others.
1	1	8	Focus on Science vocabulary and being taught in each grade level. Use labs and hands on curriculum to build interest and problem solving with the students.
1	1	14	Students will WRITE everyday in their writing journals. Principal and teacher will take up once a week to respond and write back to students.
1	1	15	Mentor sentences will be implemented in EVERY reading classroom from grades 2-5. Teachers will be trained during summer inservice.
1	2	1	ESL: Make sure ESL students are placed in certified ESL teacher classrooms.
1	3	1	Identify students needing intervention by meeting at least 2 of the following criteria to receive math and reading services through intervention. We will look at DRA, Universal Screeners and STAAR results.
1	3	2	Create and implement a Learning Lab before school starts and increase In-Class Support opportunities in all subject areas to help struggling learners and provide intervention.
1	3	4	Students who did not perform satisfactory on the end of their 3rd and 4th grade assessment as well as those students retained will be identified and an individual improvement plan will be developed for each student.
1	3	5	Instructional Coach will implement learning walks in each classroom.

Goal	Objective	Strategy	Description
1	3	6	Continue the use of I-Learn web-based Math program, Big Brains, Think Through Math and Reading Horizons through Reading & Math to provide Tier 2 and 3 interventions for students who struggle in Reading and Math.
1	3	7	Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, Learning Lab, and Resource classrooms.
1	3	10	Implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students. We will meet as a team in the middle and end of year.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Teacher Materials		\$500.00
1	1	6	Sub Budget		\$5,000.00
1	3	1	Substitute Money		\$2,000.00
1	3	3	Materials		\$2,000.00
Sub-Total					\$9,500.00
199 General Fund Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Computers		\$5,000.00
Sub-Total					\$5,000.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Prizes rewarded		\$700.00
1	1	10	books		\$10,000.00
1	1	12	lap tops, computers, ipads		\$11,000.00
1	3	12	supplies		\$500.00
1	3	13	supplies & fees		\$1,000.00
2	1	1	Supplies		\$500.00
2	1	2	daily stickers, pencils, etc.		\$1,000.00
2	1	3	Conscious Discipline supplies		\$1,000.00
2	1	7	safety vests		\$200.00
7	1	2	supplies for each event		\$2,000.00
7	1	7	breakfast		\$300.00
7	1	9	pizza		\$500.00

	Sub-Total	\$28,700.00
	Grand Total	\$43,200.00



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

Violent or Criminal Incidents Report

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

Reason Code	Description	MES	SCE	LSE	MRE	KES	MJH	OHJH	MHS	
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0	
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	1	
16	Arson	0	0	0	0	0	0	0	0	
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	
18	Indecency with a child	0	0	0	0	0	0	0	0	
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	
36	Felony controlled substance violation	0	0	0	0	0	0	0	2	
37	Felony alcohol violation	0	0	0	0	0	0	0	0	
46	Aggravated robbery	0	0	0	0	0	0	0	0	
47	Manslaughter	0	0	0	0	0	0	0	0	
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	
Total Incidents		0	0	0	0	0	0	0	3	
Student Enrollment (Fall 2017 PEIMS Snapshot)		877	814	719	747	767	1,144	1,021	2,660	
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 were the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Montgomery ISD

2017-2018 Report on Violent or Criminal Incidents by Campus

For information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, please refer to District Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment contained in each of the Campus Improvement Plans for all campuses. The Campus Improvement Plans can be found using the following hyperlinks:

Montgomery High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

**Report of 2015 – 2016 Montgomery High
School Graduates' Enrollment and Academic
Performance in Texas Public Higher
Education in 2017**

Report of 2015-2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2016, spring 2017, and summer 2017 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2017, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2017 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2016
Enrolled in Texas Public or Independent Higher Education in FY 2017**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
MONTGOMERY ISD									
	170903002	MONTGOMERY H S							
		Four-Year Public University	139	18	14	25	31	51	0
		Two-Year Public Colleges	167	51	23	20	40	27	6
		Independent Colleges & Universities	23						
		Not Trackable	8						
		Not Found	205						
		Total High School Graduates	542						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2017-2018

**Glossary for the Texas Academic
Performance Report (TAPR)**

Comprehensive Glossary

2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating: The overall rating earned by the district or campus for 2018.

2018 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

<https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the PBMAS Manual and the State Performance Plan at the following links: <http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2017 Armed Services Vocational Aptitude Battery (ASVAB) Test (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Meets Requirements: The district met the reporting requirement and administered the ASVAB CEP.

Not Reported: The district did not complete the reporting requirement.

Not Given: The district completed the reporting requirement but did not administer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not administer ASVAB CEP but did administer an alternate test.

Performance

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

2017–18 TAPR Comprehensive Glossary

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2018/masking.html>.

STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

2017–18 TAPR Comprehensive Glossary

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding end-of-course assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2018 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2018 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2017–18, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2017
but passed in 2018**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2017

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2017–18 accountability subset;

2017–18 TAPR Comprehensive Glossary

- can be matched to the spring 2016–17 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016–17 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2018, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

2017–18 TAPR Comprehensive Glossary

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

number of students who did not pass the assessment in the first, second, or third administrations and were retained

number of students who did not pass the assessment in the first, second, or third administrations

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). The details on the participation categories are as follows:

- *Assessment Participant*: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and SIFEs
 - *Included in Accountability*: scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability*: answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile*: answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 27, 2017, or October 28, 2016, for summer 2017 EOCs)
 - ◆ *Other Exclusions*. The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- *Not Tested*: answer documents with score codes A or O
 - *Absent*: answer documents with score code A
 - *Other*: answer documents with score code O, except for substitute assessments.

2017–18 TAPR Comprehensive Glossary

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2016–17 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2016–17}}{\text{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 42400*)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

2017–18 TAPR Comprehensive Glossary

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2016–17 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2016–17](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2018 Accountability Manual \(Data source: TSDS PEIMS 40203, 40110, 42400, and 42500\)](#)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

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A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2017 for the 2017 cohort.

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017–18 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017–18 school year

number of students in the 2017 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the 2017 cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2017 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August} \\ &\quad \text{31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \end{aligned}}{\text{number of students in the 2016 cohort*}}$$

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017
plus
number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2016 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2015 cohort*

- (2) *Received TxCHSE*: For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2015 cohort*

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017-18 school year

number of students in the 2015 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2015 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2017 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort}^{**}}$$

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2015 cohort}^{**}}$$

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** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016–17](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2017 with reported FHSP graduation plans

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-E

number of graduates in the Class of 2017 with reported FHSP graduation plans

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2017 with reported graduation plans

(excludes graduates with FHSP degree plans)

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2017 with reported graduation plans

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FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-E}}{\text{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2016–17 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2016 and the Class of 2017. (Data source: TSDS PEIMS 40203)

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2016–17 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2016–17 school year considered as at risk

total number of students

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

Postsecondary Readiness

College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

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- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

Career Readiness

- 5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 6) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 7) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

- 8) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

College, Career, and Military Ready Graduates

College, Career, and Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria described in *College, Career, and Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, or 4 but did not meet any of the career and military ready criteria 5, 6, 7, and 8 described in *College, Career, and Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 5, 6, 7, or 8 but did not meet any of the college ready criteria 1, 2, 3, and 4 described in *College, Career, and Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, or 4 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 5, 6, 7, or 8. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016-17

number of 2016-17 annual graduates

Mathematics.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016-17

number of 2016-17 annual graduates

Both Subjects.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2016-17

number of 2016-17 annual graduates

Either Subject.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2016-17

number of 2016-17 annual graduates

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Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (*Data source: TSDS PEIMS 43415*)

number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2016–17 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earn a three or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2016–17 annual graduates

Associate’s Degree: The percentage of annual graduates who earn an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2016–17 annual graduates who earn an associate’s degree before graduation

number of 2016–17 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, or 4.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2016–17 annual graduates who earn an approved industry-based certification

number of 2016–17 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2016–17 annual graduates

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CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications. For more information, see Chapter 2 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415 and 40110)

number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications

number of 2016–17 annual graduates

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

number of 2016–17 annual graduates

CCMR-Related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2016–17 annual graduates who took the TSIA

number of 2016–17 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Math

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Examinees >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2016–17 annual graduates who met the TSI criteria on the TSIA

number of 2016–17 annual graduates

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2016–17 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2016–17 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA

number of 2016–17 annual graduates

Mathematics.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2016–17 annual graduates

Both Subjects.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2016–17 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years

number of 2016–17 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number students in grade 11 & 12 in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

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Mathematics

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

Social Studies

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11-12): The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

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Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of graduates who took either the SAT or the ACT

number of graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduating examinees taking either the SAT or the ACT

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (Data source: College Board and TSDS PEIMS 40203)

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT

number of students who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all students who took the SAT

number of students who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all students who took the SAT

number of students who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all students who took the ACT

number of students who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

sum of ACT English and Reading combined scores of all students who took the ACT

number of students who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all students who took the ACT

number of students who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all students who took the ACT

number of students who took the ACT

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2016–17

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This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2016–17

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

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Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year

number of graduates during the 2015–16 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Profile Student Information

Total Students: The total number of public school students who were reported in membership on October 27, 2017, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

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Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2018 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2017–18, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2017–18 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (*Data source: TSDS PEIMS 41163*)

Mobility (campus profile only): The count and percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2016–17

number of students who were in membership at any time during the 2016–17 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (*Data source: TSDS PEIMS 42400*)

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2016–17*, available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2016–17 the end of the school-start window was October 27, 2017.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2016–17 school year

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, librarians, professional support staff, counselors, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.
- *Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals.
- *Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.
- *Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the campus.

(*Data source: TSDS PEIMS 30050*)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

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Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.
- *Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2016–17 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

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Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (*Data source: TSDS PEIMS 40110, 41163 and 41169*)

Teachers by Program (*population served*) (*district profile only*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050 and 30090*)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2016–17, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

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Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson.....	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

For further information: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004Assistant/Associate/Deputy Superintendent

012Instructional Officer

020Principal

028Teacher Supervisor

040Athletic Director

043Business Manager

044Tax Assessor and/or Collector

045Director - Personnel/Human Resources

055Registrar

060Executive Director

061Asst/Assoc/Deputy Exec Director

062Component/Department Director

063Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002Art Therapist

005Psychological Associate

006Audiologist

007Corrective Therapist

008Counselor

011Educational Diagnostician

013Librarian

015Music Therapist

016Occupational Therapist

017Certified Orientation & Mobility Specialist

018Physical Therapist

019Physician

021Recreational Therapist

022School Nurse

023LSSP/Psychologist

024Social Worker

026Speech Therapist/Speech-Lang Pathologist

030Visiting Teacher/Truant Officer

032Work-Based Learning Site Coordinator

041Teacher Facilitator

042Teacher Appraiser

054Department Head

056Athletic Trainer

058Other Campus Professional Personnel

064Specialist/Consultant

065Field Service Agent

079Other ESC Professional Personnel

080Other Non-Campus Professional Personnel

TEACHERS

087Teacher

047Substitute Teacher

EDUCATIONAL AIDES

033Educational Aide

036Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

2017–18 Texas Academic Performance Report

- All courses shown were for the 2016–17 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
A3580300	AP Computer Science Principles
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV