

Murchison Middle School

Campus Improvement Plan

2020/2021

Includes Target Improvement Plan



MURCHISON
MIDDLE SCHOOL
AUSTIN Independent School District

Beth Newton
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Campus Mission

Murchison students, staff and community will grow professionally and personally and will exhibit the qualities of compassion, trust, collaboration, growth-mindedness and respect. We will show Compassion through differentiated relationship building with community members; Trust by giving each other honest and transparent feedback; Collaboration by utilizing our individual strengths; Growth-mindedness by setting measurable and attainable goals and Respect by speaking in a positive tone with others.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Raul Moreno

Date

10/5/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Beth Newton

Date

10/5/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Murchison has new campus administration and teaching staff on campus. The Murchison Cabinet's goal is to develop strong instructional leaders on campus, who will carry out the Mission/Vision of the campus. Clear roles and responsibilities should be delineated, along with data tracking for success/areas of growth.

How will the campus build capacity in this area? Who will you partner with?

The campus will build instructional leadership capacity on campus by maintaining a focus on teacher feedback, teacher training and teacher planning time. Campus leadership will partner with campus staff and administration to develop strong teacher leaders and staff who will create systems. Especially during the current times with the COVID pandemic, it is important that we partner with staff to create and develop strong campus leaders.

How will you communicate these priorities to your stakeholders? How will create buy-in?

We will communicate these priorities with staff at Staff meetings, Murchison Leadership Team meetings and professional developments. During our PPFT goal setting teacher meetings, we will share these priorities with staff and determine how they can start to develop as leaders on campus. Campus leadership will also communicate these priorities to the community through CAC meetings, Principal Coffees, and PTA meetings. We will create buy-in by building relationships with staff where we model instructional leadership, provide trainings and support for staff.

Desired Annual Outcome

The desired annual outcomes include the creation of campus systems, roles and responsibilities, and campus growth and development. Within each team and PLC, our desire is to have multiple instructional leaders who are resources and supports with staff as we continue to revise our instructional strategies and student supports.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

The campus will create leadership plans, staff roles and responsibilities, and system implementation.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

The campus will monitor leadership roles and responsibilities, and measure system growth.

Desired 90-day Outcome: Cycle 3 (March-May)

The campus will monitor leadership roles and responsibilities, and measure system growth.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Multiple barriers exist within the campus this year. These barriers include the COVID pandemic which has included multiple staff being out and having to engage virtually. Professional development and those close on campus interpersonal relationships/connections are harder to reach virtually. Time and multiple expectations of staff is another barrier to reaching full implementation of campus instructional leaders this year.

Barriers to Address: Cycle 1 (Sept-Nov)

One barrier to address is the COVID pandemic and restrictions placed on staff interactions.

Barriers to Address: Cycle 2 (Dec-Feb)

Another barrier to address is time to develop and encourage instructional leadership on campus

Barriers to Address: Cycle 3 (March-May)

Another barrier would be not enough virtual access to strong professional development for instructional leaders.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities and implement data-driven instruction.

District Actions: Cycle 1 (Sept-Nov)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 2 (Dec-Feb)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 3 (March-May)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Murchison Middle School goal is to increase Reading and Math STAAR Progress Score to 70 from 66. The campus focus is to use data analysis to drive the instructional program on the campus. By analyzing data and setting goals based on student progress, the campus will continue to raise student achievement and close the achievement gap.

How will the campus build capacity in this area? Who will you partner with?

The campus will build capacity in this area by having specific training on campus around data drive instruction. Professional development on data analysis and strong PLC development will occur on campus. The use of iReady and mastery/standards based grading will increase student mastery of content. Twilight and Office Hours tutoring will occur. The campus will work with the Middle School office for campus based training and Bobbie Gideon for Leadership training and study.

How will you communicate these priorities to your stakeholders? How will create buy-in?

These priorities will be communicated often through staff meetings, PLC meetings and MLT meetings. The community will be informed and give input through PTA meetings, Principal Coffees, and CAC meetings. Through collaborative discussions with campus staff and community, we will create buy in. Student growth is always the goal.

Desired Annual Outcome

The desired outcome is student growth and progress in academic studies. Students will achieve progress improvement scores to 70 on Math and Reading STAAR.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

The campus will see improvement and growth in student grades, iREADY monitoring of performance.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

The campus will see improvement in student grades, BOY assessments/iREADY monitoring of performance.

Desired 90-day Outcome: Cycle 3 (March-May)

The campus will see improvement in student grades, MOY assessments/ iREADY monitoring of performance.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Multiple barriers exist within the campus this year. These barriers include the COVID pandemic which has included multiple staff being out and having to engage virtually. Professional development and those close on campus interpersonal relationships/connections are harder to reach virtually. Time and multiple expectations of staff is another barrier to reaching full implementation of campus instructional leaders this year.

Barriers to Address: Cycle 1 (Sept-Nov)

Barriers to address include lack of student connections, Testing protocols, Time to support and Twilight needs.

Barriers to Address: Cycle 2 (Dec-Feb)

Barriers to address include student connections, Testing protocols, Time to support, and Twilight needs.

Barriers to Address: Cycle 3 (March-May)

Barriers to address include student connections, Time to support, Testing protocols and Twilight needs.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities and implement data-driven instruction.

District Actions: Cycle 1 (Sept-Nov)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 2 (Dec-Feb)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 3 (March-May)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District leadership will provide summer PD Leverage Leadership, PLC development.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

1 - somewhat, 2 - did not due to CV

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

no due to CV

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

PLC development

What new action steps do you need to add to the next cycle?

time for data analysis

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

1-Yes, 2- no

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

no- more time needed

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

PLC, data driven PD

What new action steps do you need to add to the next cycle?

time for PD and PLC development

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

1 - Yes, leadership developed 2 - No, more time needed

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

no - more time needed

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

PLC development

What new action steps do you need to add to the next cycle?

PLC development, training in differentiation

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Yes - campus leadership developed, led PD

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

No - due to CV and concurrent teaching not all students excelled on STAAR

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Murchison Middle School has many strengths. The campus has a steady enrollment, of around 1300 students from the four feeder elementary campuses. Murchison has strongly engaged students and parents within the school community. Murchison is an International Baccalaureate Middle Year's Program campus, where students experience a high level of academics, CTE coursework, Fine Arts and foreign languages, along with an opportunity for community service. Several Clubs, including Athletics and Fine Arts experiences are valuable opportunities for students. The campus has a strong Social Emotional Learning Program and is invested in the emotional development of the students. The campus has also taken a strong stance around race and equity, forming a Race and Equity Committee, is a No Place for Hate Campus, and thinks about programming and opportunities through a race/equity lens. Finally, the Murchison staff is highly experienced, with multiple teaching staff with 20+ years of experience.

Demographics Weaknesses

While being a large campus can present opportunities, it can also present struggles. Because the campus has over 1300 students, many classes are quite large, having over 30 students per class. This can be difficult for students to get the attention that they need during class. These large numbers can also present difficulties for staff, as some have many preps and also have upwards of 175 students in their classes. The campus also has a wide variety of stakeholders, with many needs, which can be difficult to meet on a daily basis.

Demographics Needs

Murchison has significant space needs, with so many students and staff on campus. The campus has a part-time Parent Support Specialist, who supports student and family needs, however, this staff member works closer to full time with the amounts of needs of the students and families. There is a need for more staff to provide significant interventions on the campus, in order to meet the needs of struggling learners in large classrooms. Campus needs also include time for quality learning and professional development during this virtual setting.

Demographics Summary

In summary, Murchison is a large campus, which provides an exceptional educational experience to the students in the Anderson Vertical Team. Students are engaged through rigorous coursework which challenges them to think of real world applications to the content that they are learning. Students excel in their elective coursework, which include foreign languages, CTE coursework, Fine Arts, and PE/Athletics programming. When students graduate from 8th grade and move on to Anderson High School, they are prepared for the IB and AP coursework that they will receive on the campus.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Overall, in 2019, Murchison Middle School received a B Accountability Rating from the State. For Academic Achievement in the area of Reading, Hispanic, White, Two/More, ELL, ECD met the Meets Grade Level Target on STAAR. For Academic Achievement in the area of Math, Hispanic, White, Two/More, and ELL met the Meets Grade Level Target on STAAR. For STAAR Growth in Reading, Hispanic, Two/More and ELL students met the growth target. Hispanic students met most of the targets around STAAR Academic Achievement and STAAR Growth. The campus' overall rating for Student Achievement was also a B on STAAR testing. Murchison Middle School is an IB MYP campus, where students are challenged to think critically about the content and apply their knowledge to solve global problems and issues. Students are challenged through a rigorous coursework, which includes advanced high school coursework that a significant number of students are enrolled in. In TELPAS testing, 100% students met the TELPAS Progress Target.

Student Achievement Weaknesses

On standardized STAAR testing, Murchison has experienced a decline in School Progress, Academic Growth and Relative Performance scoring, receiving D ratings in all of these areas. The Closing the Gap score was a C for the campus. African American and Asian students continue to struggle in Reading and Math, not meeting the target scores in Academic Achievement or STAAR Growth. ECD and Special Education students also struggle in Reading and Math, not meeting the target scores in Academic Achievement Math or STAAR Growth. White students struggle in meeting the STAAR Growth Targets for Reading and Math. African American, Asian, ECD and Special Education students also did not meet the TEA Student Success Targets. Overall, the Murchison campus did not receive any Distinction Designations from the state for STAAR performance. On TELPAS testing, the Advanced High Scoring area is also an area of growth for the campus.

Student Achievement Needs

The campus worked very hard in 2019-2020 to improve student scores on standardized testing by teaching the Standards, implementing tutoring support and implementing the benchmark assessments with fidelity. Needs include strategies to compact the curriculum during this pandemic, to teach the critical standards to students from the core areas. Teachers need professional development and opportunities to meet as PLCs to analyze data and determine student need from assessments. As many students are not as engaged with virtual learning, more strategies are needed to engage students in online learning. Tutoring support for students struggling and mentoring support is also a need.

Student Achievement Summary

Murchison Middle School has had a tremendous amount of change over the last three years. After some significant changes in leadership and staffing personnel, Murchison has become a campus focused on creating an Island of Safety and support for all students. A focused approach on goal setting and data analysis around subgroup populations and performance has been a priority on campus. Staff has participated in data support PD from the CIP department of AISD, and staff has continued to analyze student performance

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

during PD days on campus. With the pandemic, a new focus on standards based grading has been a focus as the campus tries to reduce the failure rate by giving students multiple opportunities to master the content.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The campus has multiple strengths around school culture and climate. The teachers and staff feel supported by campus administration. Staff enjoys coming to work and enjoy working with the students. Staff feel that the campus has a positive climate and that the campus administration listens to them and supports their needs. Students enjoy coming to school and interacting with their peers. Parents express strong supports from the campus around customer service and welcomed involvement in their child's education. Use of technology, study of the arts, and social emotional learning are also strengths. Staff, students, and parents express that Murchison is a safe place for learning.

School Culture and Climate Weaknesses

Some weaknesses exist on the campus. Students feel that the teachers do not support them. Some students feel that their schoolwork and homework are not challenging and do not meet their needs. Students also state that they do not have fun in the classroom learning environment. Finally, students feel that they do not receive enough praise and encouragement with their work. Teachers share a need for more campus work using data to drive instruction. Also, supports for struggling students are a need expressed by teachers. Teachers express a strong desire for more relative professional development. Staff feels that there is a strong need for more district support on campus, especially in the form of supplies and adequate work space. Finally, consistency with behavior expectations/reinforcement by administration is seen as a need by staff. Parents express a stronger desire for CTE coursework, Twilight tutoring programs and improvements needed in physical instruction on campus. Students and parents express that some students do not like coming to school overall.

School Culture and Climate Needs

Campus needs include more time for the staff to engage in professional development and deep conversations and work around positive climate and culture. The campus initiative of Island of Safety for all who enter the campus' doors continues to be an area of growth and development. As new staff have come on board this year, more time is needed for team work, building of relationships and collaboration. However, this has been made even harder during these times of the COVID pandemic, where everything is virtual and it is very difficult to work with staff in groups around growth and development of culture.

School Culture and Climate Summary

In summary, Murchison is a campus with many strengths around culture and climate. Staff and students feel supported and valued by campus administration. Much work is to be done around student engagement in the coursework and feelings of support by teachers/staff. The campus staff have made a commitment to making more connections with students this year, in the form of building relationships in order to increase engagement and feelings of belonging on campus.

Murchison Middle School

Goal 1. (Strong School Leadership and Planning) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regular leadership team meetings with roles and responsibilities. Create clear and transparent roles and responsibilities for the Campus Administrative Leadership Team (Principal, Assistant Principal, IB Coordinator, Counselors) (Target Group: All) (Strategic Priorities: 1)	Administration	August 2020 - May 2021		Criteria: Team minutes, Roles and responsibilities plan 06/03/21 - Significant Progress (S)
2. Campus Leadership Team to meet weekly and share data and PLC progress on differentiation and data analysis. (Target Group: All) (Strategic Priorities: 1,2)	Admin, Staff	August 2020-May 2021		Criteria: PD Planning, agendas, Lesson plans 06/03/21 - Significant Progress (S)
3. PLCs meet weekly (Tuesday/Thursday). PLCs will have clear expectations and will include TEKS planning and data analysis. Administration are to attend weekly PLC meetings to support staff in planning and analysis. (Target Group: All) (Strategic Priorities: 1,2)	Admin, Staff	August 2020-May 2021		Criteria: PLC agendas, Lesson plans 06/03/21 - Some Progress (S)
4. PLC work to create common IB inquiry plans and assessments to administer to students. (Target Group: All) (Strategic Priorities: 1,2)	Admin, Staff	August 2020 - May 2021		Criteria: Lesson plans, PLC agendas 06/03/21 - Significant Progress (S)
5. Create Assessment Committee to student Standards based/Criterion Referenced Grading. Provide PD to the campus and implement campus-wide. (Target Group: All) (Strategic Priorities: 2)	Administrative Team, Instructional Coaches, Instructional Leadership Team	August 2020-May 2021		Criteria: Lesson Plan, PD materials, Assessment Plan 06/03/21 - Significant Progress (S)
6. Create Teacher Leaders on campus who can lead campus PD and training for staff growth. (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Teachers	August 2020-May 2021		Criteria: PD plans, Staff attendance at PD, Implementation into lesson plans 06/03/21 - On Track (S)

Murchison Middle School

Goal 2. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC meetings focused on instruction, planning, data analysis (Tuesday, Thursday) (Target Group: All) (Strategic Priorities: 2)	Admin, Staff	August 2020 - May 2021		Criteria: PLC meeting minutes 06/03/21 - Some Progress (S)
2. Meet with Teachers through CST meetings to review students who are struggling academically and place in tutoring, Office Hours, Twilight. Set goals around student progress. (Target Group: All) (Strategic Priorities: 2)	Administrative Team, PLCs - Grade-level, PLCs - Instructional	August 2020-May 2021		Criteria: CST meeting minutes, tutoring/support plans, lesson plans 06/03/21 - Significant Progress (S)
3. Implement iReady, BOY, MOY testing and analyze results by student. Create small groups of students for support within the classroom. (Target Group: All) (Strategic Priorities: 2)	Administrative Team, Teachers	August 2020-May 2021		Criteria: iReady, BOY, MOY testing results, Campus plans by student created 06/03/21 - Significant Progress (S)
4. Professional development and teacher training in IB strategies, criterion-referenced grading, and growth mindset to help in teacher creation of challenging and highly engaging student lessons. (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team, Teachers	August 2020-May 2021		Criteria: PD/training materials, attendance logs, lesson plans 06/03/21 - Significant Progress (S)

SY 20-21 CIP Developers List

Name	Position
Harris, Chara	Campus Administrator
Cochran, Christy	Librarian
Infante, Dominic	Campus Administrator
Blankenship, Alonzo	Campus Administrator
Tucker, Jana	IB Coordinator
Newton, Beth	Principal
Freeman, Michele	CAC Co-Chair
Escamilla, Jill	CAC Co-Chair

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	84		SCA	85		MOY	86		Campus-Created Assessment	87		87
		All	All	Reading	Meets	STAAR	61		SCA	62		MOY	63		Campus-Created Assessment	64		64
		All	All	Reading	Masters	STAAR	36		SCA	37		MOY	38		Campus-Created Assessment	39		39
		All	All	Mathematics	Approaches	STAAR	84		SCA	85		MOY	86		Campus-Created Assessment	87		87
		All	All	Mathematics	Meets	STAAR	56		SCA	57		MOY	58		Campus-Created Assessment	59		59
		All	All	Mathematics	Masters	STAAR	23		SCA	24		MOY	25		Campus-Created Assessment	26		26
		All	All	Science	Approaches	STAAR	85		SCA	86		MOY	87		Campus-Created Assessment	88		88
		All	All	Science	Meets	STAAR	57		SCA	58		MOY	59		Campus-Created Assessment	60		60
		All	All	Science	Masters	STAAR	27		SCA	28		MOY	29		Campus-Created Assessment	30		30
		All	All	Social Studies	Approaches	STAAR	75		SCA	76		MOY	77		Campus-Created Assessment	78		78
		All	All	Social Studies	Meets	STAAR	43		SCA	44		MOY	45		Campus-Created Assessment	46		46
		All	All	Social Studies	Masters	STAAR	20		SCA	21		MOY	22		Campus-Created Assessment	23		23
		All	All	Writing	Approaches	STAAR	79		SCA	80		MOY	81		Campus-Created Assessment	82		82
		All	All	Writing	Meets	STAAR	57		SCA	58		MOY	59		Campus-Created Assessment	60		60
		All	All	Writing	Masters	STAAR	32		SCA	33		MOY	34		Campus-Created Assessment	35		35
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	African American	Reading	Meets	STAAR	27		SCA	28		MOY	29		Campus-Created Assessment	0		30
		All	African American	Mathematics	Meets	STAAR	14		SCA	15		MOY	16		Campus-Created Assessment	17		17
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	Asian	Reading	Meets	STAAR	67		SCA	68		MOY	69		Campus-Created Assessment	70		70
		All	Asian	Mathematics	Meets	STAAR	76		SCA	77		MOY	78		Campus-Created Assessment	79		79
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	55		SCA	56		MOY	57		Campus-Created Assessment	58		58

(Consult principal supervisor for appropriate goal setting)

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter data by each grade-level, or by each course. If you prefer to enter the data by each grade-level, you may add rows to accommodate. If you administered a baseline assessment, please enter the data from that assessment. For each cycle, please enter Assessment Type. Remember to use comparable, baseline, or current data. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose Academic Achievement or Student Success Indicators in Column B. Please indicate if you are tracking Academic Achievement or Student Success Indicators. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, if you administered a baseline assessment, please enter the data from that assessment.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Exceeds. High Schools or K-12 campuses should use one number that is in relation to C or better.

For each cycle, please enter the Assessment Type. Remember to use comparable, baseline, or current data. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, if you administered a baseline assessment, please enter the data from that assessment. For each cycle, please identify what assessment you are using to track the proficiency. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are any questions.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

rses.

enter the Total % of assessments at Approaches/Methods to accommodate each grade.

assessment in Column I. Enter the Total % of tests at STAAR-aligned assessments for each cycle. Enter

1-2 targets from the Academic Achievement Indicator. If you are choosing Academic Achievement or Student Achievement, please include the 2019 results for each

Domain 1, please include the 2019 results for each assessment in Column I. Enter the Total % of tests at

and Masters (as one number) CMR.

ble, STAAR-aligned assessments for each cycle. Enter

st like in Domain 1, please include the 2019 TELPAS progress of students (as a proxy for TELPAS). You can

e challenges in completing all portions of this data

Meets/Masters for your campus in column H in the form App/Meets/Ma (for example
t each level of proficiency: Approaches, Meets, Masters.
the formative goal for that cycle.

cators, 1-2 targets from the Student Success Indicators or a combinations of targets fr
t Success Indicators in Column B.

n selected target group.
t each level of proficiency.

ter the formative goal for that cycle.

AS data. If you administered a baseline assessment, please enter the data from that a:
adjust the data you provide, based on the data your campus collects. Enter the form

at each cycle due to the disruption of the school year in regard to COVID-19.

Subject	ALL Students				African American				# Tests
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	
Reading	963	80%	58%	31%	39	51%	36%	21%	217
Math	1005	75%	46%	24%	40	58%	25%	10%	228
Science	384	75%	52%	30%	14	64%	57%	29%	105
Social Stu.	321	84%	52%	42%	9	67%	56%	44%	85
Writing	290	66%	37%	22%	6	33%	0%	0%	54

Instructions

Input data from performance reports into the cells above

Hispanic			White				EcD			
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
73%	49%	22%	572	85%	65%	36%	183	58%	32%	15%
61%	35%	13%	587	81%	51%	28%	212	58%	28%	11%
64%	35%	22%	205	80%	57%	33%	82	54%	27%	13%
71%	40%	32%	176	91%	56%	44%	60	58%	30%	23%
67%	30%	22%	185	67%	41%	24%	43	44%	26%	26%

LEP				SPED			
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
99	54%	26%	14%	93	31%	17%	8%
108	63%	33%	15%	102	32%	14%	4%
33	55%	36%	21%	40	33%	1%	5%
26	61%	23%	19%	32	50%	9%	6%
23	43%	13%	0%	18	17%	6%	6%

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	80%
	%Meets	58%
	%Mst	31%
Math	% App	75%
	%Meets	46%
	%Mst	24%
Science	% App	75%
	%Meets	52%
	%Mst	30%
Social Studies	% App	84%
	%Meets	52%
	%Mst	42%
Writing	% App	66%
	%Meets	37%
	%Mst	22%

Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
77%	50%	29%	52

Domain 3 SCA Estimates Academic Achievement and Student Success Only

Academic Achievement	ELA	All	AA	His	Wh	EcoD	EL	SpEd	Total	Total Eligible
	# Total Tests	963	39	217	572	183	99	93		
	Score	58%	36%	49%	65%	32%	26%	17%		
	Target	44%	32%	37%	60%	33%	29%	19%		
	Met Target	Y	Y	Y	Y	N	N	N	4	7
	Math	All	AA	His	Wh	EcoD	EL	SpEd		
	# Total Tests	1005	40	228	587	212	108	102		
	Score	46%	25%	35%	51%	28%	33%	14%		
	Target	46%	31%	40%	59%	36%	40%	23%		
Met Target	Y	N	N	N	N	N	N	1	7	
Total									5	14

[illegible]

Subject	ALL Students				African American				# Tests
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	
Reading	477	77%	55%	31%	23	70%	39%	4%	126
Math	574	72%	45%	18%	26	42%	23%	4%	140
Science	104	64%	41%	16%	4	75%	25%	0%	34
Social Stu.	94	71%	32%	12%	3	67%	33%	33%	31
Writing	133	68%	38%	8%	6	50%	0%	0%	28

Instructions

Input data from performance reports into the cells above

Estimated Raw Data

Subject	ALL Students				African American				# Tests
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	
Reading	477	367.29	262.35	147.87	23	16.1	8.97	0.92	126
Math	574	413.28	258.3	103.32	26	10.92	5.98	1.04	140
Science	104	66.56	42.64	16.64	4	3	1	0	34
Social Stu.	94	66.74	30.08	11.28	3	2.01	0.99	0.99	31
Writing	133	90.44	50.54	10.64	6	3	0	0	28
Total	1382	1004.3	643.91	289.75	62	35.03	16.94	2.95	359
Percentage		73%	47%	21%		57%	27%	5%	

Hispanic			White				EcD			
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
65%	39%	19%	271	84%	64%	37%	113	25%	11%	4%
59%	28%	14%	336	79%	52%	19%	121	52%	17%	5%
50%	29%	9%	52	73%	44%	21%	23	30%	17%	4%
61%	23%	10%	47	77%	38%	11%	17	41%	12%	12%
54%	32%	4%	84	74%	44%	12%	27	30%	11%	4%

Hispanic				White				EcD		
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
81.9	49.14	23.94	271	227.64	173.44	100.27	113	28.25	12.43	4.52
82.6	39.2	19.6	336	265.44	174.72	63.84	121	62.92	20.57	6.05
17	9.86	3.06	52	37.96	22.88	10.92	23	6.9	3.91	0.92
18.91	7.13	3.1	47	36.19	17.86	5.17	17	6.97	2.04	2.04
15.12	8.96	1.12	84	62.16	36.96	10.08	27	8.1	2.97	1.08
215.53	114.29	50.82	790	629.39	425.86	190.28	301	113.14	41.92	14.61
60%	32%	14%		80%	54%	24%		38%	14%	5%

LEP				SPED			
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
65	54%	29%	12%	53	25%	11%	4%
65	52%	21%	9%	52	23%	2%	8%
8	41%	24%	12%	9	22%	11%	0%
7	60%	20%	7%	9	33%	11%	11%
15	39%	17%	0%	9	11%	0%	0%

LEP				SPED			
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
65	35.1	18.85	7.8	53	13.25	5.83	2.12
65	33.8	13.65	5.85	52	11.96	1.04	4.16
8	3.28	1.92	0.96	9	1.98	0.99	0
7	4.2	1.4	0.49	9	2.97	0.99	0.99
15	5.85	2.55	0	9	0.99	0	0
160	82.23	38.37	15.1	132	31.15	8.85	7.27
	51%	24%	9%		24%	7%	6%

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	77%
	%Meets	55%
	%Mst	31%
Math	% App	72%
	%Meets	45%
	%Mst	18%
Science	% App	64%
	%Meets	41%
	%Mst	16%
Social Studies	% App	71%
	%Meets	32%
	%Mst	12%
Writing	% App	68%
	%Meets	38%
	%Mst	8%

Domain 1 Estimator			
Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
73%	47%	21%	47