

COWAN EL

Dennis E. Cowan Elementary

2022/2023

Once a Coyote, Always a Coyote!



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COWAN EL

Mission

Campus Mission: To nurture and inspire children to achieve their personal best everyday.

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.

Vision

Campus Vision: Cowan is an inclusive learning environment where children feel loved, supported, and are encouraged to be their best selves.

Campus Values: We believe that communication and involvement among school, parents, students, and community are essential to prepare students to be productive members of society. We believe the learning community must set high expectations for students by providing engaging activities that develop higher order thinking skills.

We believe in developing life-long learners by establishing clear and high expectations based on current best practices for teaching and learning.

We believe Cowan elementary is a positive, supportive, and safe environment that develops healthy risk-taking, responsibility, and respect.

Nondiscrimination Notice

COWAN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Morning meetings, assemblies, SEL implementation.

Collaboration between teachers, special service providers and administration to support individual student needs.

Strong school counseling program for proactive and responsive services.

Demographics Weaknesses

List areas you would like to grow here:

Schoolwide implementation of strategies that will result in a decrease in the % of students receiving Special Education services with disciplinary actions.

Demographics Summary

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

Implementation of morning meetings, positivity project, and SEL strategies to support positive trusting relationships. Ensuring effective implementation of high quality, engaging, culturally responsive instructional practices. Effective classroom routines and procedures and school climate and culture plan.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

Implementation of morning meetings, positivity project, and SEL strategies to support positive trusting relationships. Ensuring effective implementation of high quality, engaging, culturally responsive instructional practices. Effective classroom routines and procedures and school climate and culture plan. Supporting teachers with implementation of accommodations and behavior intervention plans and facilitating collaboration with special service providers.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Student growth in reading and math for students with STAAR scores from the previous school year.
Student performance at the Meets and Masters level on the STAAR reading and STAAR science.

Student Achievement Weaknesses

List areas you would like to grow here:

Continued improvement on the math STAAR at all grade levels.

Reducing the gaps between our All student group and our Economically Disadvantaged student group on STAAR reading, math, and science.

Reducing the gaps between our All Student group and our students receiving Special Education services on STAAR reading, math, and science.

Student Achievement Summary

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

In reading, each student group on our campus is performing above the average for ES students, but there is a gap between our Hispanic student group and our other student groups, including our All students group.

In math, there is gap between our African American and Hispanic student groups and our All students group and our percent of African American students at the Meets level is below the average for ES students.

In science, each student group on our campus is performing above the average for ES students, but there is a gap between our African American and Hispanic student groups and our All students group.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

For reading our two lowest performing student groups are students who are economically disadvantaged and students receiving special education services. For math our two lowest performing student groups are African American students and students receiving special education services. For science our two lowest performing student groups are students who are economically disadvantaged and students receiving special education services

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report
For MAP Growth, mastery for students across grade levels showed a decrease in the percent at the Meets level from BOY to EOY.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

For TELPAS there is a trend in student scores being lower in the Listening and Speaking components compared to the Reading and Writing components for grades 2-5. There

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

is also a trend in students scoring lower in the Listening and Speaking components on the online TELPAS (beginning in grade 2) compared to their holistic ratings in grade 1.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Physical Education/Physical Activity
Health Services
Food Services
SEL Implementation

School Culture and Climate Weaknesses

List areas you would like to grow here:

CSH Implementation
Community Engagement

School Culture and Climate Summary

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 6 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? CSH Implementation and Community Engagement are the priority areas for change in order for the implementation score to reach 70%

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Percent of staff that would recommend our school according to Staff Climate Survey
Family-School Relationships Survey percent favorable responses for school's customer service.
Collaborative interview processes involving school staff and community.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Continue to grow connections with teacher preparation programs and colleges/universities to support recruitment efforts.
Teacher and staff feedback and coaching.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Feedback and Coaching, and School Climate

2.) Why did you select this/these area(s)?

Feedback and Coaching was our lowest topic on the staff climate survey and School Climate experienced a decrease compared to the previous school year.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Focusing on staff self-care and celebrating our individual and shared successes with our employees.

2.) What are your customer service celebrations/strengths?

On our Family-School Relationships Survey we had 99% favorable for the following questions: "My child's school provides excellent customer service." and "My child's school treats me like a valued member of the school community."

3.) What are your areas of growth?

Supporting our families with perceived barriers to participation and continuing to systematize our use of our campus website and social media for communication with families and our school community.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

4.) What will be your priority for customer service this year?

Maintaining our excellent customer service as reflected on our Family-School Relationships Survey and continuing to systematize our use of our campus website and social media for communication with families and our school community.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

In compliance in all areas on the 2021-2022 GT CAMP.

Performance of 5th grade Emergent Bilingual students on the 2022 STAAR.

Positive Community Arts partnerships.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Continue developing implementation of advanced learning opportunities for all students.

Implementation of CLI strategies across all grade levels and classrooms.

Curriculum, Instruction and Assessment Summary

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 all of the areas out of compliance (no areas were out of compliance) will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?
When creating class lists we work to cluster our GT and TE students.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
Our campus communicates with all families through our weekly messengers and teacher communication about GT and advanced learning opportunities.

3.) How do you support a culture that provides advanced learning opportunities to all students?
We support a culture that provides advanced learning opportunities for students by including this in our PLC expectations, engaging in UIL activities, and planning for other advanced learning opportunities for our students.

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?
Our campus LPAC committee supports our teachers with identifying and collaborating to address the linguistic needs of students and how they are distinguished from other academic needs.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
Teachers implement ESL content based strategies to support our multilingual students with varying needs. LPAC chair collaborates with compliance coordinator when additional supports are needed for multilingual students.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
Campus monitors student performance and language acquisition in the classroom, on district assessments and TELPAS.

4.) How does the campus welcome families and students that are new to the country?
The campus utilizes district language supports and other supports to connect with families and students that are new to the country.

Creative Learning Initiative (CLI)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

The campus is continuing to participate in CLI professional development and observing and providing feedback on the implementation of Creative Teaching strategies.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

Our campus CLI lead, Essential Areas team, and grade level teams work collaboratively to identify intentional community arts partner experiences on and off campus during school time.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

We have worked collaboratively with our Essential Areas team to ensure every student experiences the benefits of arts learning and that our schedule and instruction support these instructional practices.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Active and supportive PTA.

Community support and participation in annual PTA Carnival.

Percent favorable responses on Family-School Relationships Survey in regards to information about involvement opportunities and the school being welcoming to parents.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Increased opportunities for community engagement.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Connecting families with opportunities for family engagement and participation that meet their families needs.

Family and Community Involvement Summary

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

This year we will focus on strengthening community engagement.

2.) Why did you select this/these area(s)?

Community engagement was significantly lower than our family engagement results for the 2021-2022 school year so we want to focus on this area for the 2022-2023 school year.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents/families to Whole Child, Every Child principal coffee and focus on all areas supporting Whole Child by providing activities/information. (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal, Counselor, Music & Art Staff, Nurse, PE Teacher, Principal	10/2022-2/2023		Criteria: Agenda and sign-in from Whole Child, Every Child principal coffee.
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal, Cafeteria staff, Counselor, District Departments, Green Committee, Music & Art Staff, PE Teacher, Principal, Teachers	9/2022-5/2023		Criteria: Faculty meeting agendas reflecting Whole Child/Every Child discussion of current/continuous activities.
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, CAC meetings, weekly messenger, weekly bulletin, websites, and social media. (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal, CAC Members, Cafeteria staff, Counselor, Green Committee, Music & Art Staff, Nurse, PE Teacher, Principal, PTA, Teachers	8/2022-5/2023		Criteria: Sample artifacts of Whole Child/Every Child included in various communication opportunities.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social and Emotional School Climate) SMART Goal: On the Student Climate Survey the percent favorable responses to the School Climate Topic will increase by 10% from the previous year Student Climate Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL implementation through communication in weekly school messenger, weekly staff bulletin, and morning assemblies. (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal, Counselor, Principal, SEL Campus Coordinator, Teachers	8/2022-5/2023		Criteria: Samples of weekly school messenger, weekly bulletin, and morning assemblies demonstrating promotion of SEL implementation.
2. Engage our campus community in No Place for Hate activities in collaboration with our student leadership team. (Target Group: All) (ESF: 3,3.3)	Counselor, Principal, Students, Teachers	9/2022-5/2023		Criteria: Campus submission of No Place for Hate Activities and artifacts (student products, pictures, etc.) from No Place for Hate Activities.
3. Campus implementation of daily morning meetings in all homeroom classes. (Target Group: All) (ESF: 3,3.1,3.3)	Assistant Principal, Counselor, Principal, SEL Campus Coordinator, Teacher Assistants, Teachers	8/2022-5/2023		Criteria: Campus walkthrough documentation for morning meetings and faculty meeting agendas reflecting teacher sharing of morning meeting practices.

COWAN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on the Community Engagement area of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings during the school year. (Target Group: All) (ESF: 1,1.1,3,3.4)	CAC Members, Principal	8/2022-5/2023		Criteria: CAC meeting attendance and agendas.
2. Facilitate two community events with families, students, campus staff and community members to invite feedback and collaborative planning for improved family and community engagement, and culture and climate. (Target Group: All) (ESF: 3,3.4)	Assistant Principal, CAC Members, Counselor, Parents, Principal, PTA, Students, Teachers	10/2022-5/2023		Criteria: Artifacts from community events, including communication about events.
3. Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed. (Target Group: All) (ESF: 3,3.4)	Assistant Principal, CAC Members, Campus Leadership Team, Counselor, Principal, Teachers	8/2022-5/2023		Criteria: Artifacts from family and community engagement data review.

COWAN EL

Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) SMART Goal: By the end of the school year the campus will have refined our collaborative systems in place to successfully recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administrators, CAC Members, Teachers	8/2022-5/2023		Criteria: Artifacts demonstrating selection criteria, protocols, and processes.
2. Preferred substitutes are recruited and retained. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrative Assistant, Assistant Principal, Attendance Clerk, Principal, Registrar, Teachers	8/2022-5/2023		Criteria: Preferred substitute list reflective of maintenance throughout the school year.
3. The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal, Principal	8/2022-5/2023		Criteria: Artifacts representing recruitment strategies including participation in recruiting events and partnerships with education preparation programs.

COWAN EL

Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) SMART Goal: On the Staff Climate Survey the percent favorable responses to the Feedback and Coaching Topic will increase by 10% from the previous year Staff Climate Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5.1,5.2)	Assistant Principal, Principal, Teachers	8/2022-5/2023		Criteria: Observation and walkthrough documentation and notes from debrief conversations.
2. Campus instructional leaders conduct monthly learning walks together to calibrate and ensure observation and feedback alignment. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5.1,5.2)	Assistant Principal, Principal	9/2022-5/2023		Criteria: Observation and feedback notes from monthly learning walks.
3. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2,2.1,5.1,5.2,5.3)	Assistant Principal, Principal, Teachers	9/2022-5/2023		

COWAN EL

Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 532 to 550 by December 16, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All) (ESF: 3,3.4)	Assistant Principal, Counselor, Librarian, Principal, Registrar	9/2022-5/2023		Criteria: School tour sign-in logs.
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All)	Assistant Principal, Counselor, Principal, Registrar, Teachers	8/2022-5/2023		Criteria: Tracking system with information for all student withdrawals during the school year.
3. Update website weekly to provide regular communication to campus communities. (Target Group: All) (ESF: 3,3.4)	Principal, PTA, Registrar, Website Manager	8/2022-5/2023		Criteria: Sample communications included in weekly website updates.

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Employee Well-Being section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Embrace opportunities to recognize staff and share successful customer service practices (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal, Counselor, Parents, Principal, Teacher Assistants, Teachers	8/2022-5/2023		Criteria: Artifacts reflecting recognition of staff including RAVES and faculty meeting agendas/notes.
2. Systematically provide clear and ongoing communication to staff . (Target Group: All) (Strategic Priorities: 1) (ESF: 3)	Assistant Principal, Principal	8/2022-5/2023		Criteria: Sample staff communication, including weekly bulletins, faculty meeting slides, and other examples.
3. Promote engagement of internal and external networking opportunities, mentorship programs and connections to community organizations. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Assistant Principal, Principal	8/2022-5/2023		Criteria: Artifacts demonstrating internal and external networking opportunities, mentorship programs and connections to community organizations including communication in weekly bulletins, faculty meetings and flyers shared with staff.

COWAN EL Site Base

Name	Position
Collier, Elyse	Teacher
Wilson, Angie	Teacher
Oglesby, Peter	Teacher
Sauceda, Wendy	Teacher
Ottley Bujan, Shelby	Teacher
Rusthoven, Patricia	Special Education Teacher
Wohleb, Crysta	Teacher
Johnson, Louise	Classified Staff
Davis, Leora	PTA President
Rippy, Krisheena	Parent
Blewett, Lori	Parent
Smith, Leticia	Parent
Stocks, Amanda	Parent
Krug, David	Parent/Business Representative
Hemenway, Rebecca	Community Representative
Brunner, Travis	Principal

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				90
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	83				90
STAAR Performance Meets	65				60
STAAR Performance Masters	41				30
STAAR Performance Raw Score	63				60
STAAR Performance Scaled Score	91				90

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Cowan**

Campus Number: **227901183**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	90				90
Academic Growth Scaled Score	94				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	32.6	32.6	32.6	32.6	32.6
Economically Disadvantaged % Grouping	32.1 to 33	32.1 to 33	32.1 to 33	32.1 to 33	32.1 to 33
Relative Performance Raw Score	63				60
Relative Performance Scaled Score	83				80
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				96
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				100
Grade	A	--	--	--	A

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	15	out of 16	2022 Values:	10	out of 10
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	16	out of 16	2023 Goals:	10	out of 10

English Language Proficiency			Student Success		
2022 Values:	.	out of .	2022 Values:	11	out of 11
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	11	out of 11