

BALDWIN EL
Ross F. Baldwin Elementary School
2022/2023

Individually Unique, Together Complete

Jennifer Murray
12200 Meridian Park Blvd.
512-841-8900
jennifer.murray@austinisd.org

BALDWIN EL

Mission

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.

Nondiscrimination Notice

BALDWIN 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.

BALDWIN EL

Vision

The mission of Baldwin Elementary is to promote a learner-centered education, where the unique and whole development of each child is nurtured in a shared partnership between caring, creative staff, parents, and community. We seek to create a challenging learning environment, provided in a nurturing, inclusive, and safe atmosphere that encourages high expectations for success. This learner-centered education inspires children to achieve their potential academically, physically, socially, emotionally, and artistically; fostering a life-long desire to learn.

Nondiscrimination Notice

BALDWIN 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

We have a robust and diverse community that includes 56% white, 13.5 Asian, 22.5 Hispanic, 6.4 Two or More Races, and 1.1 African American.

Demographics Summary

- 1.) In 2022-23, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2022-23, 0% of the students receiving Special Education services had one or more discipline events.

To support students at Baldwin Elementary we use Positive Behavior Support, Restorative Practices, and Social Emotional Learning.

Student Achievement

Student Achievement Summary

Overall Baldwin students performed well on the STAAR test. 76% of our students were at the meet level with special populations at a lower level. 20% of the American Africans and 26% of our special education students receiving meets. Our campus needs to provide intentional teaching and intervention to these groups to ensure that needs are met.

Math scores continue to be an area of concern for our campus, especially for our students who receive support through SpEd and our Economically Disadvantaged students.

Baldwin received distinctions in the area of ELA/Reading, Science, Postsecondary Readiness, Mathematics, and Comparative Closing the Gaps.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

School Culture and Climate Summary

- CSH Implementation - 78%
- Health Education - 60%
- Physical Education/Physical Activity - 100%
- Food Services - 100%
- Employee Wellness - 54%
- SEL - 100%
- Community Engagement - 63%
- Counseling/Mental Health/Social Services - 92%
- Health Services - 94%
- Physical Environment - 74%
- Family Engagement - 61%

Overall our score was a 78%. Of the 11 areas we were at or above 70% in 7.

The survey questions are reflective of pre-pandemic circumstances. Implementation of these programs were impacted significantly by Covid restrictions.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

We will continue to have ongoing opportunities to include staff voice in the decision making process. Staff will be able to provide feedback through committees, instructional leadership teams (ILT), and regular staff check ins. Community building will be included during professional development days as well as faculty meetings.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Transparent, timely and ongoing communication with all stakeholders was an area of strength. Front office staff greets everyone warmly both in person and on the phone. Responsiveness to family and community needs by all staff was an additional area of strength.

Balancing increased security and safety protocols while maintaining a warm and welcoming environment.

Our priority will be continuing to meet the various needs of our community knowing that our families and staff face new and ongoing challenges.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Based on the 21-22 GT CAMP, all 5 areas were in compliance. In 2022-23 we will strive to continue to have no area out of compliance.

When creating class lists, we have a spreadsheet which identifies the subject areas in what a student is qualified. We ensure that students qualified in the same subject area/s are appropriately clustered by homeroom classes. In addition, we pull students out as a grade level once a week.

School wide newsletters are sent monthly to share information about school wide programming, including advanced learning opportunities and the identification process. Parent coffees are also held to explain the GATE program and processes. Teachers reach out throughout the year to families to share the individualized opportunities identified students have in their classroom.

It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions.

We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory training and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

Students are supported in the classroom with linguistic accommodations that are posted and monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support.

Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed schoolwide to determine areas of growth as a campus.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities. We do our best to cluster students who are new to the country within the same classroom so that they have support from a peer.

Family and Community Involvement

Family and Community Involvement Summary

Baldwin prides itself on family engagement and will continue to host events for all family members to attend. These include but are not limited to Fall Festival, CATCH, musical performances, art shows, and volunteer opportunities.

BALDWIN 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 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. (Condition 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities that are best practice in the classroom. (Conditions 5 & 6) (Target Group: All) (ESF: 4)	Administrators, Teachers	May, 2023		Criteria: Agendas of faculty meetings 09/18/22 - Some Progress
2. Host a Family Night and invite parents/families. (Conditions 2 & 5) (Target Group: All) (ESF: 3.4)	CATCH Team, PE Teacher	April, 2023		Criteria: Flyer and calendar, sign in 09/18/22 - No Progress
3. Share the criteria with staff and allow them to reflect and give input on the activities. (Condition 4) (Target Group: All) (ESF: 3)		May, 2023		Criteria: Agendas of meetings 09/19/22 - No Progress

BALDWIN 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 2. (Social and Emotional School Climate) Our campus will provide at least 3 professional learning opportunities for all staff to develop their restorative practices and PBIS strategies. As a result, the percentage of students who report their teacher actually cares how they are will increase from 72% in SY 21-22 to 80% in SY 22-23 (as measured by the AISD Panorama Survey: When your teacher asks, "How are you?" they really want to know the answer. (Condition 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in a minimum of four No Place for Hate activities annually. (Conditions 4 & 5) (Target Group: All) (ESF: 3.3)	Counselor, Teachers	May, 2023		Criteria: Agendas and Panorama Survey 09/19/22 - Some Progress
2. Promote SEL via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee with a minimum of two points of promotion per quarter. (Condition 4 & 5) (Target Group: All) (ESF: 3.2)	Administrative Assistant, Administrators, PE Teacher	May, 2023		Criteria: Agendas, newsletters, and emails 09/19/22 - Some Progress
3. Share best practices for morning meetings and teaching SEL strategies at least one time per month at a faculty meeting, team meetings, or PLCs.(Condition 4 & 5) (Target Group: All)	Academic Leadership Team, Administrators, Teachers	May, 2023		Criteria: Agendas and notes 09/19/22 - No Progress

BALDWIN 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) Baldwin will maintain eight Campus Advisory Council membership meetings with at least 75% of the members present. (Condition 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least eight regular Campus Advisory Council meetings each year. (Condition 5) (Target Group: All) (ESF: 3)	Administrators	May, 2023		Criteria: Agenda and meeting notes 09/19/22 - Some Progress
2. Post all relevant CAC materials to the campus website. This includes the agenda, announcements and meeting minutes. (Condition 5) (Target Group: All)	Administrative Assistant, Administrators, CAC Members	May, 2023		Criteria: Agendas, website 09/19/22 - Some Progress
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Condition 5) (Target Group: All) (ESF: 3.4)	Administrators, CAC Members	May, 2023		Criteria: CAC minutes and agendas 09/19/22 - Some Progress

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) In SY 22-23, 100% of teachers in STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and create a plan to provide reteach opportunities. (Condition 3 & 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze common assessment data in PLCs each week, to ensure students are growing and identify interventions and enrichments accordingly. (Target Group: 3rd,4th,5th) (ESF: 4)	Administrators, Teachers	April, 2023		Criteria: Common Assessment Data Review forms
2. Students receive their own common assessment data broken down by skills. Students track progress towards mastery of the TEKS. (Target Group: 3rd,4th,5th) (ESF: 4)	Teachers	April, 2023		Criteria: Progress monitoring sheets
3. Teachers will meet a minimum of one time a week for PLCs to unpack TEKS, create common assessments, and analyze data. (Target Group: 3rd,4th,5th) (ESF: 1,4)	Administrators, Teachers	May, 2023		Criteria: Common assessments and data planning material

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (RTI for students with learning gaps (ESF Essential Action 5.4)) 100% of staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.(Conditions 1, 3 & 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will meet weekly to identify gaps in student's learning and strategies for intervention. (Target Group: All) (ESF: 5)	Administrators, Intervention Staff, Leadership Team, Teachers	May, 2023		Criteria: PLC Agenda, lesson plans
2. Teachers will utilize intervention time to implement interventions and extension activities based on assessment data. (Target Group: All) (ESF: 5)	Teachers	May, 2023		Criteria: Data Sheets
3. Teachers will participate in data digs to analyze student growth. (Target Group: All) (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Data Binders

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Support for Emergent Bilingual students) By May, 2023 all Emergent Bilingual students will demonstrate progress on the TELPAS test compared to scores from last year. (Condition 1 & 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in professional development to better understand the TELPAS process and rating scale. (Target Group: EB) (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Sign in sheet, TELPAS scores
2. Teachers will utilize sentence stems (made in PLCs) to develop language skills in academic content areas. (Target Group: EB) (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Sentence stems in the classroom
3. Teachers will participate in data digs to analyze student growth. (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Data Binders, SCA scores

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 4. (Support for Students with Special Needs) Students enrolled in special education will demonstrate growth on the reading and math STAAR test (grades 4/5) or reading and math MAP Growth (grades K-3) (Condition 3 & 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will post common vocabulary words related to reading and math to support student learning and retention. (Target Group: SPED) (ESF: 5)	Administrators, Special Education Staff, Teachers	May, 2023		Criteria: Lesson Plans, PLC folder
2. Teachers will utilize the Universal Design Learning binder to create more accessible lessons. (Target Group: SPED) (ESF: 5)	Administrators, Special Education Staff, Teachers	May, 2023		Criteria: Lesson Plan, PLC Notebook
3. Teachers will utilize intervention time to implement a variety of strategies that best support the special education student(s). (Target Group: SPED) (ESF: 5)	Special Education Staff, Teachers	May, 2023		Criteria: Data binders

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 5. (Early Childhood) 90% of all students will demonstrate growth on the EOY MAP Growth for the SY 22-23. (Condition 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize small groups to implement interventions and extension related to student assessment data. (Target Group: K,1st,2nd,3rd,4th,5th) (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Lesson plans, PPfTs
2. Teachers will teach specific test taking strategies during small groups in their classrooms. (Target Group: K,1st,2nd,3rd,4th,5th) (ESF: 5)	Intervention Staff, Teachers	May, 2023		Criteria: Lesson plans, PLC notebooks
3. Teachers will utilize small groups in the area of reading to implement personalized learning and progress growth of students. (Target Group: K,1st,2nd,3rd,4th,5th) (ESF: 5)	Administrators, Teachers	May, 2023		Criteria: Data Binders, lesson plans

BALDWIN EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 6. (Advanced Academics) Compare the campus demographics to the GT enrollment to identify inequitable representations and ensure that the students nominated represent the overall campus population. (Condition 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold a parent meeting to share Gifted/Talented information. (Condition 2 & 3) (Target Group: GT)	Administrators, GT Advocate	October, 2023		Criteria: Meeting agenda 09/30/22 - Completed
2. Teachers will review data such as STAAR, MAP Growth and DRAs to determine if students in under represented populations meet criteria for testing and nominate as needed. (Condition 2 & 7) (Target Group: GT) (ESF: 4)	Administrators, GT Advocate, Teachers	October, 2023		Criteria: Number of students in the GT program.
3. Administrators will ensure that all teachers with GT students complete the 30 hour GT program and/or the 6 hour update so teachers have knowledge about the identification process of GT students. (Condition 1 & 3) (Target Group: GT) (ESF: 5)	Administrators	May, 2023		Criteria: Meeting Agenda

BALDWIN EL

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

Objective 1. (Increased Enrollment) Maintain current enrollment of 645 students through December 31, 2022. (Condition 5)85% of current students will be registered for SY 22-23 by June 1, 2023. (Condition 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Baldwin will participate in district wide showcase to highlight Baldwin and it's programs. (Condition 1 & 7) (Target Group: All)	Academic Leadership Team	October, 2023		Criteria: Presence at the showcase
2. Continue to build a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at our school. (Condition (Condition 4 & 7) (Target Group: All)	Administrators, Counselor, Office Staff, Teacher Assistants, Teachers	May, 2023		Criteria: Enrollment numbers
3. School will provide opportunities for families to tour Baldwin. (Condition 5 & 7) (Target Group: All)	Administrators, Counselor, Office Staff, PTA	May, 2023		Criteria: Calendar of events

BALDWIN EL

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will receive Meets Expectations on all areas of the Campus Assessment Rubric. (Condition 4 & 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Condition 4 & 5) (Target Group: All) (ESF: 3.4)	Office Staff	May, 2023		Criteria: Email correspondence
2. Systematically provide clear and ongoing communication to staff, families, and community members including parent newsletter and staff newsletter at least 6 times a year. (Conditions 3,4,5) (Target Group: All) (ESF: 3)	Administrators, Leadership Team, Office Staff	May, 2023		Criteria: Newsletter, website
3. Provide office meetings at least four times a year to prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Target Group: All)	Administrators, Leadership Team, Office Staff	May, 2023		Criteria: Agendas from office meetings

BALDWIN EL Site Base

Name	Position
Murray, Jennifer	Campus Administrator
Hassett, Alex	AP
Reue, Amber	AP
Rameriz, Caroleena	Teacher/ Co Chair CAC
Reid, Shaun	Teacher
Maldonado, Jennfer	Teacher
Marsh, Melissa	Teacher
Bradley, Kristine	Co Chair CAC
Walton, Taylor	Teacher
Willey, Kayla	Teacher
Hammond, Lindsey	Teacher

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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	94				95
Grade	A	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

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

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	92				94
STAAR Performance Meets	76				80
STAAR Performance Masters	55				60
STAAR Performance Raw Score	74				78
STAAR Performance Scaled Score	94				95

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	85				87
Academic Growth Scaled Score	92				93
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	13.5	13.5	13.5	13.5	13.5
Economically Disadvantaged % Grouping	13.1 to 14	13.1 to 14	13.1 to 14	13.1 to 14	13.1 to 14
Relative Performance Raw Score	74				78
Relative Performance Scaled Score	84				87
Relative Performance Grade	B	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	18	out of 18	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:	7	out of 7	2023 Goals:	7	out of 7

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

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				97
Grade	A	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	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

Campus Name: **Baldwin**
 Campus Number: **227901187**