⚕ BAYLOR COLLEGE OF MEDICINE ⚕

ACADEMY AT RYAN

SDMC MEETING
ROOM 121
October 16, 2014

AGENDA

- **BCMA Enrollment**
    - 6th grade - 265
    - 7th grade- 234
- **Magnet Open House on November 15, 9 :30 – 12:30**
- **SIP, Literacy Plan**
- **Your Voice survey**
- **State accountability summary, Comparison Group, 4 indexes**
- **Visits to BCMA**
    - 6 State Reps.
    - Edgewood ISD, San Antonio
    - South Texas ISD
    - Abilene ISD
    - Chicago Public schools
    - District from Columbia, South Carolina
- **14 New teachers- 2 new administrators**
- **STEM Instructional Specialist – Dr. Perez Sweeney**
    - BCMA students go to Fall Fish Fest Field Trip– unique and inspiring experience
    - Doctor's Day Out at BCMA on October 29
    - Dr. Krishnamurthy, guest speaker
    - Grant for 3d printing and design
    - Chess, 3d printing and immune system
    - 7th grade Health Science Curriculum
- **Schlumberger grant : $ 5000.00 for teaching coding / computer science**
- **Coding at BCMA - Apps club / Ecobots Robotics**
- **Chess Awards**
- **Saturday and afterschool Tutorials**
- **Algebra and Latin HS courses, Math Summer bridge camp, June 9 -26 @ DeBakey H S**
- **Campmed @ Debakey HS – 200 students attended**
    - (Two Sessions, 8 days each : June 4- 17 and June 18 – July 1)

BAYLOR COLLEGE OF MEDICINE ACADEMY AT RYAN

2610 Elgin Houston, TX 77004

Magnet Open House at BCMA
Saturday November 15, 2014
9:30 AM to 12:30 PM

Meet our outstanding teachers and students,

Tour our Campus,

Join hands-on workshop sessions in Science, Neuroscience, Latin, and more,

Win prizes,

Submit application online or on paper.

*Applications will be available Nov. 1, deadline for First Round is Dec. 19
*Magnet Awareness Week is Nov. 3 – 7, Tours daily @ 1 pm
*Phone: 713-942-1932
*Website: http://www.houstonisd.org/academyatryan

Campus Name: Baylor College of Medicine Academy at Ryan

Principal's Name : Jyoti Malhan

School Office : Middle

School Overview

The Houston Independent School District founded the Baylor College of Medicine Academy at Ryan in April of 2013, as a collaborative partnership with the Baylor College of Medicine. The school's enrollment currently comprises of 503 6th and 7th graders, with plans to add the 8th grade level next school year. Academic offerings include a rigorous Pre-AP curriculum, three years of Latin as a foreign language, and specifically tailored health science courses, such as Neuroscience (6th grade), Scientific Decision Making(7th Grade), and Biotechnology(8th Grade).

As we address the needs of our diverse population of magnet learners, it is our duty to provide a nurturing environment that encourages individual integrity, fosters social responsibility, strengthens the mind and creates a powerful spirit of community which challenges all students to achieve excellence and provides them with the necessary knowledge and skills to be successful in a health science or STEM career pathway in the district's most rigorous high schools, in college, and later in life.

Needs Assessment Summary

Despite incredible STAAR results in 2013- 2014, we realize there are areas needing improvement on our campus.

First of all, while our STAAR results from grade 6 had an overall 96% pass rate in all subject areas, and 32% level III, our Level III percentage was considerably lower than expected. A major campus focus this school year will be in differentiating the curriculum to meet the needs of both our lower level learners and those that require more challenging work. This differentiation will be documented weekly by teachers through their lesson plans. Additionally, teachers have attended over the summer, and will attend throughout the year professional development opportunities to push our students to excel in their courses.

Secondly, our data analysis indicated that our students' weakest areas are in math and writing. We missed distinction in Math on state accountability. Continuing with differentiated math instruction and writing across the curriculum in addition to adding Achieve 3000 are two components we will implement in the 2014- 2015 school year to increase student proficiency in these areas. Additionally, as a campus we will hold after school literacy meetings throughout the school year to increase the dialogue about the new math TEKS, writing standards, vocabulary notebooks, literacy objectives, and college readiness skills.

Finally, our school is working to achieve a positive campus culture for all students. In hiring new staff members, we identified teacher leaders who will do more than just teach students during the day, but will tutor and work in after school activities with them as well. We are implementing sets of systems to address discipline and to ensure students follow standard rules such as getting to class on time every class and every day. Throughout the year, we will meet in PLC'S as well as with our Shared Decision Making Committee to address new concerns.

List of Measurable Objectives

In the 2014-2015 school year, of all students taking STAAR exams our student pass rate will be at 93% or above on the exam. Also, in the 2014-2015 school year, level III performance will increase to at least 35% in all areas. In this year's perception survey, 80% of all parents and students that participate in the survey will agree that our school communication is timely and that we foster a positive school culture.

Major Strategies and Initiatives Summary

In order to address the deficits in writing, we will implement a school-wide math and writing initiative. We will also work closely with our English and Math teachers to ensure instructional strategies are aligned at high levels with the TEKS. We will complete calibrations to ensure the grades on writing assignments reflect the actual mastery of the writing.

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

The 2014 – 17 Campus Literacy Plan is intended to serve as a roadmap for individual campuses to implement the District Literacy Plan over the next three years in light of the needs and resources of the whole school community. The District stands ready to support and guide campus implementation of the literacy plan with curriculum and assessment resources, professional development, material support, coaching, and administrative guidance.

CAMPUS LITERACY PLAN COMPONENTS

For all TIER I instruction					
1 CHECKING FOR UNDERSTANDING	**2** AUTHENTIC AND PURPOSEFUL READING	**3** AUTHENTIC AND PURPOSEFUL WRITING	**4** AUTHENTIC AND PURPOSEFUL VOCABULARY STUDY	**5** ACCOUNTABLE STUDENT ACADEMIC DISCOURSE	**6** DEVELOPMENT OF DIGITAL LITERACY AND RESEARCH SKILLS
In addition, for TIER II/III					
7 TIERED, DIFFERENTIATED, STRUCTURED INTERVENTION (RtI, SRI)					

These components work within the context of full implementation and use of the District Scope and Sequence and Curriculum guidance documents for all courses where they are available (with the exception of campuses that have received a Board waiver to an alternative approved scope and sequence).

CAMPUS LITERACY TEAM

Who will be collectively responsible for guiding and ensuring implementation of the Campus Literacy Plan?

	Name, Position	Role in Implementing Literacy Plan
Administrator/s	Jyoti Malhan	Responsible for coaching and administrative support
Literacy Leaders	Maria Garrett-Jackson (ELA) – 6A Cluster Leader	Monitoring cluster's utilization of plan, assist when needed
	Abigail Tonry (SS) – 6B Cluster Leader	Monitoring cluster's utilization of plan, assist when needed
	Robert Giasson (Latin) – 7A Cluster Leader	Monitoring cluster's utilization of plan, assist when needed
	Steven Duesterbeck (SS) – 7B Cluster Leader	Monitoring cluster's utilization of plan, assist when needed
	*All Literacy Leaders	Plan Professional Development (PD)
Other Staff	Maggie Hull (ELA) -6th grade ELA teacher	Assist w/ PD, Literary Liaison
	Mrs. Atwood (ELA) – 7th grade ELA teacher	Assist w/ PD, Literary Liaison

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

Parent/s (optional)	Leah Dagher	Provide an external perspective, review plan, and support
	Cara Davis	Provide an external perspective, review plan, and support
Student/s (optional)		

CAMPUS POSITIONING STATEMENT

Baylor College of Medicine Academy at Ryan is the leading middle school for Gifted and Talented students because we offer:

a) extended services (GT, Pre AP, UIL)
b) advanced classes (high school credit/college preparedness) with a focus on critical-thinking
c) and a bridge class to strengthen high school courses

Baylor College of Medicine Academy at Ryan is the leading middle school for college-bound students because we offer:

a) a rigorous, academically-focused learning environment
b) three years of Latin – as excellent prep for a STEM career, and meeting the entrance requirements of top high schools and colleges
c) courses that focus on building superior communication skills, which will be needed to gain entry into top high schools and colleges

Baylor College of Medicine Academy at Ryan is the leading STEM middle school for magnet students because we offer:

a) high school and Pre AP courses
b) Health Science courses (which are high-tech and hands-on) at every grade level
c) a unique and nurturing small-school environment focused on the personal success of all learners

CAMPUS LITERACY NEEDS ASSESSMENT

Data Point	Root Cause
• 6th Grade Reading STAAR Data Reporting Category 2 – Understanding/Analysis of Literary Texts – Avg. % Correct – 78 %	This was our weakest area on the 6th Grade Reading STAAR. We believe that the root cause of this is due to students needing to more finely hone their critical thinking and textual analysis skills.
• 6th Grade Math STAAR Data Reporting Category 4 – Measurement – Avg. % Correct – 70 %	This was our weakest area on the 6th Grade Math STAAR. We believe that the root cause of this is due to students needing to improve their text attack skills so that they know what the

	word problems about measurement are asking them to do.
• 6th Grade Social Studies Stanford Data 14% of Students were Below Avg. in the Geography Cluster of the test	This was our weakest area on the 6th Grade Social Studies Stanford. We believe that the root cause of this is due to the amount of geographical and land-form based vocabulary that students need to master in order to correctly answer these types of questions.
• 6th Grade Science Stanford Data 5% of Students were Below Avg. in the Nature of Science Cluster of the test	This was our weakest area on the 6th Grade Science Stanford. We believe that the root cause of this is due to the large amount of scientific vocabulary needed in order for students to infer the correct answers to the test questions.

IDENTIFIED AND PRIORITIZED NEEDS

Identify the focus areas that will have the greatest impact on the needs identified above.

Need 1.   Align the content across grade levels in Reading and Writing through the ELA Department with a common literacy language

Need 2.   Make Reading & Writing a priority in all content areas with an emphasis on active reading (& text attack skills) as a foundation for strong writing

Need 3.   Continue to support staff with the changes needed to implement a full school Literacy Program

LITERACY GOALS AND METRICS

metric: a simple measure which you will monitor continuously to ensure progress toward goal

Annual Literacy Goal	Metric
• Students will be able to better apply active reading, and text attack, skills to passages and written content across all core disciplines, in order to demonstrate mastery on content-based assessments in Reading, Math, Science, and Social Studies.	Student samples (exemplars) of reading passages from each of the core disciplines, with a high level of visible active reading strategies present.
• Students will be able to write with a high-level of content mastery across all core disciplines (Reading, Math, Science, and Social Studies).	Student samples (exemplars) or authentic and purposeful written work from each of the core disciplines, demonstrating a high level of content mastery.

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

CAMPUS ASSETS

Which unique resources will you leverage to ensure the success of your plan?

- Weekly PLC Meetings
- Teacher-made exemplars for successful use of active reading strategies
- Student work exemplars collected and shared with PLC, and vertically across the whole department
- IStation
- Walk Throughs
- STAAR & Stanford Data
- District Benchmark Data
- Technology as a means for publishing, preasenting, and sharing student work

STRATEGY FOR WIDENING PLAN OWNERSHIP

How will the Literacy Team introduce the draft plan, seek input, and create school-wide ownership of all stakeholders?

To introduce the plan, seek input, and create school-wide ownership, we will:

1. Literacy Team will introduce the plan during the August Professional Development
2. We will gather feedback from the staff during the training period
3. Make agreed upon changes and finalize the Literacy Plan for the year
4. Each department will submit a plan of action by the end of August
5. Present plan to parents at Open House on September 11th

Draft Completed: ___X___   Final 2014-15 Completed: _____   Final 2015-16 Completed: _____   Final 2016-17 Completed: _____

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

CAMPUS LITERACY PLAN COMPONENTS

CAMPUS LITERACY PLAN ELEMENTS. Which high-impact actions aligned to the District Literacy Plan do you feel your campus can confidently implement? Focus on actions that you will be able to support and monitor so that they become "the way we do things" at your campus.

IMPLEMENTATION TIMELINE. In a three-year literacy plan, what measurable progress will you expect to see along the way. Set observable, measurable targets to help ensure that you are making progress toward full implementation, and to provide valuable feedback about elements that need to be revised.

SUPPORT. How will you support teachers, students, administrators, and support staff in developing the knowledge, skills, and mindsets required for full implementation? How will you create the time and space for them to develop those proficiencies? What resources will you provide or obtain?

MONITORING. How will you monitor the implementation of each element of the plan consistently and provide timely feedback and guidance based on the data?

RESOURCES. What resources (time, money, staff, materials, etc.) will you devote to implementing this element with fidelity.

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

For all TIER I instruction:					
1 CHECKING FOR UNDERSTANDING					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
HISD assessment practices include diagnostic and formative assessments that inform daily instruction. Teachers in all courses incorporate brief, ongoing formative assessments to monitor progress of student literacy learning, using a variety of formative assessment methods. Teachers use formative assessment data to provide timely, corrective feedback and to adjust lessons plans and interventions.	<u>Check for Understanding</u> 1. **Warm ups and exit tickets** 2. **Thumbs up and thumbs down/ Cold Call, 3-2-1/ Fist to Five** 3. **Using Clickers- Electronic surveying devices that give instant feedback and data** 4. **Weekly quizzes** 5. **End of Unit formative assessments** 6. **Using authentic Student work** 7. **Example/Non-Example(Given a concept, students sort or write various examples/non-examples)** 8. **Quick Writes(A timed writing in response to a question or prompt (can be used before,**	Daily Daily Daily/ Weekly Teacher decision Daily or weekly Daily or weekly Teacher discretion Teacher discretion	1. Department and PLC's 2. Individual teachers 3. Individual teachers 4. From departments 5. From departments 6. From departments 7. Individual teachers 8. Individual teachers	Classroom Teachers Administrators Data Team Students Parents	Department meetings PLC meetings Computers/ laptops / Clickers Data Disaggregation sessions Bulletin boards to display students work

	during or after instruction) 9. Technology- web 2.0 cool tools for schools- teachers can utilize a variety of tools to check for understanding. http://cooltoolsforschools.wikispaces.com/Quiz+and+Poll+Tools	Daily/ weekly	9. All teachers/ departments		

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

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	School Wide Data-Driven Instruction System.				
	- Starts with PLC's planning and preparing ahead of time with current data. They need to know their kids! - Students track their own data - Parents become a part of this process - Data team follows up with timeliness and relevance of data				

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

2 AUTHENTIC AND PURPOSEFUL READING					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
Reading in secondary classrooms focuses on creating active readers who are able to make sense of challenging text for specific purposes. Teachers in all content areas reinforce reading skills by scaffolding students' use of reading strategies and facilitating academic discourse. Independent reading is included in daily instruction and reflects students' independent reading levels and personal interests. Instruction incorporates the reading process using *before*, *during*, and *after* reading strategies to build comprehension. In addition, in English Language Arts courses, teachers incorporate on-grade-level texts (including novels) which increase in complexity as the year progresses.	**The ELA Classes:** • Teach active reading strategies (fiction/non-fiction) based on Everyday ELL and TLAC routines • Teach note taking strategies (fiction/non-fiction) based on Everyday ELL and TLAC routines • Provide opportunities for students to read independently at their instructional level while teacher monitors student engagement • Monitor students' ability to read texts at grade level and differentiate for students above/below grade level • Provide parents question stems to help monitor their child's reading • Establish before, during, and after reading routines that help	Faculty training during August in-service (August 2014) PLC plans shared with department in order to receive feedback (September/October 2014) Revised PLC plans submitted to campus administrator and literacy team (October 2014) Administrator/peer walkthroughs (October 2014-June 2015) Plans reviewed with PLC, campus administrator, and literacy team (January-May 2015)	Weekly PLC meetings Share best practices in department/faculty meetings Administrator presence at department/PLC meetings Peer walkthroughs/ feedback Administrator walkthroughs/ feedback Parent/community volunteers walk-throughs A4E Principal Dashboard metrics Explicit reference in lesson plans to text selection, purpose, and researched-based	Department Heads Administrative Team Classroom teachers Support Staff Data Team Students Parents	TLAC book Everyday Excellence Routines Needs assessment District-provided training Department Chairs Scheduled Faculty meetings Early Release Days with specific PD Books for Book Study

	students focus, connect, and comprehend at a higher level • Consistently model effective reading • Provide content area teachers with information about each student's reading level (Lexile, Stanford, etc) • Utilize literature circles and small-group literacy instruction to bridge the transition from 5th to 6th grade **All Other Content Classes:** Ideas: • Provide opportunities for students to read independently at their instructional level while teacher monitors student engagement • Establish before, during, and after reading routines that help students focus, connect, and comprehend at a higher level • Consistently model effective reading • will participate) • EVERY student must		strategies Evidence of implementation during observations using "Look For" documents Use formative assessment to assess content learning (e.g. informal written response, student conferencing)		

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

3 AUTHENTIC AND PURPOSEFUL WRITING					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
Writing in secondary classrooms helps students internalize new learning, make connections, and develop academic language. It also allows teachers to better assess students' understanding of content and academic vocabulary. In addition, in English Language Arts courses: • teachers make students aware of writing expectations and the rubric early in the writing process • teachers allow students to examine and evaluate multiple models before they are expected to create a product • grammar is not taught in isolation but rather in context using mentor texts • teacher's model the entire writing process.	**The ELA Classes:** • Introduce and reinforce writing routine format • Provide content area teachers with information about each student's writing ability (according to the STAAR rubric?) • Provide opportunities for students to write independently while teacher monitors student engagement • Provide individual feedback to students on a regular basis • Teacher models every writing assignment • Establish and utilize one common writing process for all ELA classes • Standardize and align writing products in each grade level **All Other Content Classes:** • Plan for informal writing	Faculty training during August in-service (August 2014) PLC plans shared with department in order to receive feedback (September/October 2014) Revised PLC plans submitted to campus administrator and literacy team (October 2014) Administrator/peer walkthroughs (October 2014-June 2015) Plans reviewed with PLC, campus administrator, and literacy team (January-May 2015)	Weekly PLC meetings Share best practices in department/faculty meetings Administrator presence at department/PLC meetings Peer walkthroughs/ feedback Administrator walkthroughs/ feedback Parent/community volunteers Curriculum planning guide Job embedded coaching by department chairs PLC support	Department Heads Administrative Team Classroom teachers Support Staff Data Team Students Parents Informal Ed Plan Formative assessment Data talks	TLAC book Everyday Excellence Routines Needs assessment District-provided training Department Chairs Scheduled Faculty meetings Early Release Days with specific PD Books for Book Study TLAC Abados (Sp) Writing

	throughout the lesson • Scaffold writing assignments with structured conversations, sentence stems, and frames • Scan student writing • Strategize for ways to improve student writing in your class • Turn and talk after independent writing, then allow time to revise/re-write • Utilize graphic organizers as a springboard to writing				

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

4 AUTHENTIC AND PURPOSEFUL VOCABULARY STUDY					
District Literacy Plan Elements	Campus Literacy Plan Elements	Implementation Timeline	Support	Monitoring	Resources
Systematic vocabulary instruction should occur daily, in context, and include multiple exposures to key terms in various contexts. When students interact with carefully selected vocabulary, they develop the skills needed to tackle unfamiliar words across content areas. In addition, in English Language Arts courses: • vocabulary instruction will focus on systematic word study, including roots and affixes • word retention is reinforced using methods such as vocabulary notebooks, word walls, and graphic organizers.	**All teachers:** • Create and standardize vocabulary routines by PLC • Share vocabulary routines with department • Teacher identifies a handful of key vocabulary terms and establishes a way of assessing students familiarity with the terms • Point out word parts and cognates • Utilize a Frayer model or similar graphic organizer as a standard for defining vocabulary • Students create a challenge word bank in the monthly goals section of their planner, content areas will rotate who assesses (discuss more) • All must have an active useful word wall that ties into vocabulary	Faculty training during August in-service (August 2014) PLC plans shared with department in order to receive feedback (September/October 2014) Revised PLC plans submitted to campus administrator and literacy team (October 2014) Administrator/peer walkthroughs (October 2014-June 2015) Plans reviewed with PLC, campus administrator, and literacy team (January-May 2015)	Weekly PLC meetings Share best practices in department/faculty meetings Administrator presence at department/PLC meetings Peer walkthroughs/ feedback Administrator walkthroughs/ feedback Parent/community volunteers Curriculum planning guide Job embedded coaching by department chairs PLC support	Department Heads Administrative Team Classroom teachers Support Staff Data Team Students Parents	TLAC book Everyday Excellence Routines Needs assessment District-provided training Department Chairs Scheduled Faculty meetings Early Release Days with specific PD Books for Book Study Willing to purchase materials....8th grade had one they liked. Maybe Word Wise for 6th and 7th

	development				
	• Use strategies consistently across all content with the annotation of the reading				A suggested book for staff to read: Authentic Strategies Book by Joyce Armstrong Carroll

5 ACCOUNTABLE STUDENT ACADEMIC DISCOURSE					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
Teachers provide daily opportunities for students to have conversations with one another about their learning. These conversations develop students' speaking, listening, and thinking skills, help them construct meaning, and build academic language. When facilitating academic discourse, teachers should: • scaffold conversations as needed • model and expect the use of appropriate vocabulary and sentence structure • hold students accountable when participating in academic discussions.	• Planning and posting conversation questions • Using structures and procedures to guide student discourse • Expecting students to use academic language • Coaching students to clarify and paraphrase	• Ongoing • Ongoing • Ongoing • Ongoing	• Training on Conversation Starters (Stems) • Training, as needed, or on individual basis • Teacher peer observations if needed • TLAC Book Study for coaching techniques	• Lesson Plans, Walk-throughs, and Observations will be primary means of monitoring academic discourse	• Conversation stems • Academic (and STAAR) vocabulary lists from Lead4Ward • Word Wall Materials • Lesson Plan Template • *Teach Like a Champion* Books

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

6 DEVELOPMENT OF DIGITAL LITERACY AND RESEARCH SKILLS					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
Digital literacy and research in secondary classrooms focuses on developing students who think critically, can clearly and objectively evaluate the authority and reliability of information on the Internet, recognize the relevance of information, and justify the use of the information. Digital resources and tools are employed by teachers and students in the service of content learning. In addition, students are supported fully in developing 21st century skills in all courses. Students use digital and analog tools to conduct authentic, purposeful research in core content areas.	**21C Technology integration to support 21C skill development.** ➤ Follow PowerUP initiative **Academic Research.** ➤ All content areas-MLA ➤ S1 and S2 process of creating a formal research project/task (interdisciplinary) **Equitable Technology Access.** ➤ PowerUp initiative Routines to implement: ➤ Teacher modeling ➤ Student Discourse guidelines and procedures ➤ Questions Stems ➤ Core Class Specific Academic Language ➤ Paraphrasing techniques ➤ Formative Assessments in checking for understanding	By __the end of S1__, we will see _all students in SS & Science should be logged in and conduct one flipped classroom project/assisgnement /assessment. By the end of S2, we will see all students should complete a 2nd flipped classroom and final revision of their formal research project. Ongoing – students should be logging in to DiscoveryEd weekly and completing all posted assignments	Think-Pair-Share Socratic Seminars Inner/Outer Circles DiscoveryEd Techbooks Literacy Circles Group- Role Assignments	Daily and Weekly Lesson Plans Informative and Formative Assessments Participation Grades PLC Conversations Cycle Grade Performance	DiscoveryEd Techbooks MLA Online Literacy Tools

In addition, for TIER II/III:					
7 TIERED, DIFFERENTIATED, STRUCTURED INTERVENTION					
District Literacy Plan Elements	**Campus Literacy Plan Elements**	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
The **Multi-Tiered System of Support (MTSS)** consists of an academic strand - **Response to Intervention (RtI)** – and a behavioral strand. **Tier II supplemental instruction:** students whose literacy skills may prevent academic success should receive scaffolded support (including students with learning disabilities or language barriers). **Tier III intensive intervention** is provided for students who despite supplemental instruction have not shown adequate growth and are in need of more intensive intervention. The **Intervention Assistance Team (IAT)** uses a problem-solving process and data-based decision making to address students' areas for growth. In grades 6 – 9, students	**Multi-Tiered Systems of Support (MTSS: Academic Focus (RtI).** • **Active Intervention Assessment Team (IAT).** ➢ Dept. Chairs and Cluster Leaders • **Tier I Progress Monitoring.** ➢ Cycle grades 75 and below • **Tier II Supplemental instruction.** ➢ Tutorials after cycle 1 ➢ Intervention classes ➢ Withdrawal of elective and placed in enrichment classes ➢ Growth Plans • **Tier III Intensive intervention.** ➢ Saturday tutorials **Secondary Reading Initiative (SRI) (Gr 6 – 9)** • **Screening.** ➢ Via Teachers – Step 1	By the end of Cycle 1 we will be able to identify which students will be placed on Growth Plans or moved to Enrichment classes or go to mandatory tutorials. By the end of Cycle 3, we will be able to identify those needing to attend Saturday tutorials. By the end of Cycle 5 we will have identified the students who are in urgent danger of being exited.	Administrative sessions with entire staff. SRI Intensive Reading course Training and support for new and returning SRI teachers Scaffolding techniques through all content areas Growth plans Suggested and mandated tutorials	DLAs SRI placement Growth Plans Parent/Teacher conferences Pre- and Post – diagnostics Writing formative assessments PLC Lesson Plans Cluster Meetings	SRI Pre- and post-diagnostics per content area DLAs STAAR sample Stanford IOWA practice exams Growth Plan strategies

BCMA at Ryan Middle School Campus Literacy Plan – 2014-17

identified as needing Tier II or III assistance receive an additional Reading block under the **Secondary Reading Initiative (SRI)**. This intensive reading instruction class supplements a scaffolded Tier I English Language Arts (ELA) class.	(Grades and diagnostics), Step 2 (Formative Assessments) • **Scheduling/Assignment of Students.** ➢ Post Cycle 1 – Progress reports, mandate tutorials, Growth Plans • **Staffing.** Via Cluster • **Oversight. Via Cluster Leaders and administrators** • **Progress Monitoring.** Via Growth Plan meetings, parent/teacher conferences, progress reports, semester 1 report cards				

Baylor College of Medicine Acd Address: 2610 Elgin Houston TX Phone: (713) 942-1932		Parents		Students		Staff	
		No.	%	No.	%	No.	%
RESPONSE RATE							
Surveys Distributed		221		227		16	
Surveys Returned		26		222		15	
Rate			12%		98%		94%
RESPONDENT GENDER							
Male		Not Available		90	41	Not Available	
Female		Not Available		132	59	Not Available	
RESPONDENT ETHNIC GROUP							
White		Not Available		22	10	Not Available	
Multiple		Not Available		-	0	Not Available	
Hispanic		Not Available		103	46	Not Available	
Asian/Pacific Islander		Not Available		20	9	Not Available	
American Indian		Not Available		-	0	Not Available	
African American		Not Available		77	35	Not Available	
ECONOMIC DISADVANTAGE							
Yes		Not Available		156	70	Not Available	
No		Not Available		66	30	Not Available	
AT RISK							
Yes		Not Available		21	9	Not Available	
No		Not Available		201	91	Not Available	
RESPONDENT MAGNET SCHOOL/PROGRAM PARTICIPANTS							
Yes		Not Available		-	-	Not Available	
No		Not Available		-	-	Not Available	
RESPONDENT GRADE							
Pre-Elementary		Not Available		-	0	Not Available	
Pre-K		Not Available		-	0	Not Available	
K		Not Available		-	0	Not Available	
1st		Not Available		-	0	Not Available	
2nd		Not Available		-	0	Not Available	
3rd		Not Available		-	0	Not Available	
4th		Not Available		-	0	Not Available	
5th		Not Available		-	0	Not Available	
6th		Not Available		222	100	Not Available	
7th		Not Available		-	0	Not Available	
8th		Not Available		-	0	Not Available	
9th		Not Available		-	0	Not Available	
10th		Not Available		-	0	Not Available	
11th		Not Available		-	0	Not Available	
12th		Not Available		-	0	Not Available	
Not available		Not Available		-	0	Not Available	

Questions with fewer than 5 respondents are not shown
Numbers represent percent responding in each category
Respondents are defined as any parent, student, teacher, or campus administrator who completed a survey
Only students in grades 3-12 participated in the survey
Sample sizes of fewer than 30 should be considered directional only
Staff = Campus Teachers and Administrators

School # 467

As-of Date: 6/9/2014

your **VOICE** Speak up. Be great.

Baylor College of Medicine Acd
Address: 2610 Elgin — Houston TX
Phone: (713) 942-1932

	Your School						Other Elementary Schools						Houston Independent School District					
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply
OVERALL SATISFACTION																		
Overall, I am satisfied with my child's school	56	35	9	0			41	46	8	5			52	40	5	3		
ACADEMIC RIGOR, CONSISTENCY & LEARNING																		
Overall, I am satisfied with the education provided by my child's school	63	29	8	0	0	0	39	49	8	4	0	0	52	41	5	2	0	0
I am satisfied with the consistency of education provided by my child's school from year-to-year	46	8	13	0	0	33	34	47	9	4	3	3	47	41	5	2	2	3
I am satisfied with the rigor of my child's education	60	24	16	0	0	0	36	47	12	4	1	0	47	44	6	2	1	0
The school maintains high academic standards and expectations	64	24	12	0	0	0	39	45	9	4	3	0	48	41	6	2	3	0
The school gives instruction that meets the individual needs of my child	40	36	16	4	4	0	36	46	12	4	2	0	47	42	7	3	1	0
The school teaches students the solid academic skills in reading	56	28	16	0	0	0	38	48	8	3	3	0	51	42	4	1	2	0
The school teaches students the solid academic skills in mathematics	54	42	4	0	0	0	41	47	7	3	2	0	51	42	4	1	2	0
The school teaches students to think critically and reason out problems	56	24	16	0	4	0	35	48	10	4	3	0	47	43	5	2	3	0
The school teaches students to develop good study and work habits	60	16	20	4	0	0	36	44	12	5	3	0	49	41	6	2	2	0
My child's school gives excellent academic counseling and/or career planning services	32	28	8	12	8	12	28	38	13	6	12	3	36	36	8	3	11	6
I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	68	20	4	4	4	0	39	45	9	5	2	0	50	40	5	3	2	0
CAMPUS ADMINISTRATION & STAFF																		
Overall, I am satisfied with the teachers and staff at this school	52	32	12	0	4	0	39	45	10	5	1	0	51	39	6	3	1	0
Campus administration does a good job running my child's school	60	28	12	0	0	0	41	43	8	6	2	0	50	39	6	3	2	0
School staff is friendly and easy to talk to	60	40	0	0	0	0	42	44	8	5	1	0	52	38	6	3	1	0
School staff treats me with respect	60	40	0	0	0	0	44	46	5	3	1	1	55	39	4	2	0	0
Teachers make learning interesting and relevant	52	36	8	0	4	0	36	46	9	4	5	0	52	38	5	2	3	0
Teachers motivate students to learn	58	33	0	0	9	0	38	45	10	4	3	0	55	36	5	2	2	0
My child's school communicates with me in a language that I can understand	60	32	4	4	0	0	53	41	3	2	1	0	63	33	2	2	0	0
SCHOOL ENVIRONMENT																		
Overall, I am satisfied with the environment at my child's school	44	40	12	0	4	0	37	46	10	6	1	0	50	41	5	3	1	0
The school is kept clean and in good condition	72	28	0	0	0	0	41	48	6	3	2	0	54	39	4	2	1	0
My child feels welcome at his/her school	68	28	0	0	0	4	42	47	6	3	2	0	56	38	3	2	1	0
The overall climate or feeling at my child's school is positive and helps my child learn	60	28	8	0	4	0	38	47	9	4	2	0	52	40	5	2	1	0
There is at least one teacher or other adult in this school that my child can talk to about a problem	56	28	4	0	12	0	42	44	5	3	6	0	52	38	3	2	5	0
SCHOOL SAFETY																		
Overall, I am satisfied that my child's school is safe and secure	56	40	0	0	4	0	38	45	9	5	3	0	49	41	5	3	2	0
The school uses adequate disciplinary measures in dealing with disruptive students	28	52	12	0	8	0	35	42	7	5	10	1	42	38	6	3	10	1
My child feels safe on the bus	37	46	0	0	0	17	19	24	4	3	4	46	22	20	3	1	5	49
My child's school is free of bullying	24	48	16	0	12	0	23	34	18	9	15	1	33	34	12	5	15	1
My child's school is free of violence	24	52	16	0	8	0	24	35	16	10	14	1	39	36	8	4	12	1
My child's school is free of gang activity	44	44	0	0	12	0	28	32	9	7	23	1	45	32	3	3	15	2
My child's school is free of student drug and alcohol use	48	40	0	0	12	0	24	29	12	7	27	1	45	28	4	3	18	2
Discipline rules are consistently and fairly enforced at my child's school	42	46	4	0	8	0	33	43	8	5	11	0	44	38	5	3	9	1

FAMILY AND COMMUNITY ENGAGEMENT (% Yes)

	Your School	Other Elementary Schools	Houston Independent School District
The school and district give opportunities for me to give input on improving parent involvement & parent engagement	88	86	90
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences, school activities, and meetings	100	88	93
The school and district have given me a copy of the parent involvement policies and the parent/school compact	96	89	92
My child's school has explained academic expectations to me	100	87	90
My child's school has explained the curriculum to me	88	81	86
My child's school has explained the different assessments used to determine student academic achievement to me	92	81	87
My child's school gives me the training and materials to help me to help my child	62	64	78
I have access to a computer away from school with Internet access	96	87	79
I have watched the HISD TV station within the past 6 months	28	27	31
THIS SCHOOL, OVERALL RATING			
What overall grade would you give your child's school?	B+	B	B
Thinking about all of your experiences with this school, how likely are you to recommend your child's school to others?	88	65	76

Results to questions with fewer than 5 respondents are not shown
Numbers represent percent responding in each category
Percent likely to recommend is scaled from 0-10 with 8, 9, and 10 ratings representing extremely high likelihood to recommend
School Level: Elementary (K-5), Middle (6-8), High (9-12), Multi-Level (unique grade span), Early Learning (PK-K), Other (alternative/SpEd)
Only students in grades 3-12 participated in the survey
Sample sizes of fewer than 30 should be considered directional only
⌐ represents scores significantly higher than Your School at 95% confidence interval
⌐ represents scores significantly lower than Your School at 95% confidence interval

School # 467
As-of Date: 6/9/2014

HISD YOUR VOICE SURVEY: 2013-2014 SCHOOL YEAR
STUDENT SURVEY RESULTS

your VOICE — Speak up. Be great.

Baylor College of Medicine Acd

Address: 2610 Elgin, Houston TX
Phone: (713) 942-1932

	Your School						Other Elementary Schools						Houston Independent School District					
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply
OVERALL SATISFACTION																		
Overall, I am satisfied with my school	23	65	10	2			15	63	16	6			26	57	12	5		
ACADEMIC RIGOR, CONSISTENCY & LEARNING																		
Overall, I am satisfied that I am getting a good education at my school	53	42	2	2	1	0	28	60	7	2	3	0	37	51	7	2	3	0
My classes are challenging	33	51	15	1	0	0	14	51	28	4	3	0	20	50	23	4	3	0
My classes hold my interest	17	58	21	4	0	0	12	49	28	7	4	0	21	47	22	6	4	0
My school expects me to get good grades	83	15	1	1	0	0	53	40	4	1	2	0	57	36	4	1	2	0
My school encourages me to work at my highest level	72	23	4	0	1	0	45	42	9	2	2	0	49	39	8	2	2	0
My school gives me the resources/tools and help I need to learn	36	54	8	2	0	0	28	52	14	4	2	0	38	47	10	3	2	0
I am learning solid reading skills	47	43	7	1	2	0	32	54	9	2	3	0	38	49	9	2	2	0
I am learning solid math skills	59	36	4	0	1	0	40	48	7	3	2	0	45	43	7	3	2	0
I am learning things I can use in the real world	41	49	6	3	1	0	35	44	13	5	3	0	39	41	12	5	3	0
I am learning good study and work habits at school	34	51	9	5	1	0	25	53	15	4	3	0	33	47	13	4	3	0
I have good support at my school (such as academic counseling and/or career planning)	34	33	18	9	5	1	24	46	17	6	6	1	31	43	14	5	5	2
My classes this year are going to help me to do well in the next grade (or to graduate)	54	39	4	0	3	0	38	48	7	3	4	0	44	42	7	3	4	0
TEACHERS & SCHOOL STAFF																		
Overall, I am satisfied with the teachers and staff at my school	27	52	15	6	0	0	21	50	18	8	3	0	31	46	14	6	3	0
School leaders do a good job running the school	26	58	10	5	1	0	20	48	19	8	5	0	32	43	15	6	4	0
Teachers and staff at my school are friendly and easy to talk to	32	43	18	5	2	0	19	43	24	10	4	0	27	45	18	7	3	0
Teachers and staff at my school treat me with respect	38	42	13	5	2	0	23	49	17	8	3	0	33	46	12	6	3	0
Adults that work at my school care about me as an individual	33	38	14	6	9	0	19	46	20	7	8	0	28	43	16	6	7	0
Adults that work at my school treat all students fairly and equally	25	37	23	10	5	0	18	37	25	14	6	0	28	37	20	10	5	0
School leaders are available when I need help with things besides school work	33	35	19	6	7	0	19	42	20	10	8	1	26	41	17	8	7	1
The teachers at my school make learning fun and interesting	30	50	16	4	0	0	19	45	25	8	3	0	30	43	19	6	2	0
The teachers at my school make me want to learn	27	49	16	6	2	0	19	48	23	7	3	0	30	44	18	5	3	0
The teachers at my school expect that I work very hard for the grades I get	62	33	3	1	1	0	42	48	6	2	2	0	49	42	5	2	2	0
The teachers at my school are available when I need help with school work	44	44	8	2	2	0	27	53	13	4	3	0	34	50	10	3	3	0
The teachers at my school let me know how I am doing on my school work	34	48	11	5	2	0	29	51	14	4	2	0	35	47	12	4	2	0
The teachers at my school know a lot about the subjects they teach	58	35	4	1	2	0	35	49	10	3	3	0	42	44	8	3	3	0
The teachers at my school give me meaningful homework that helps me learn	24	56	10	9	1	0	20	46	20	10	4	0	31	42	16	8	3	0
SCHOOL ENVIRONMENT																		
Overall, I am satisfied with the environment at my school	20	46	19	11	4	0	18	46	20	12	4	0	28	44	16	9	3	0
My school is kept clean and in good condition	28	43	18	9	2	0	14	40	27	16	3	0	24	39	22	12	3	0
I like coming to my school	27	47	16	7	2	1	18	42	21	15	4	0	28	40	17	12	3	0
Students respect adults at my school	5	37	38	18	2	0	9	29	33	23	5	1	17	34	27	17	5	0
Students in my school treat each other with respect	9	36	35	17	3	0	9	30	32	23	5	1	16	34	28	18	4	0
The overall climate or feeling at my school is positive and helps me learn	19	52	17	9	3	0	15	45	23	12	5	0	27	44	17	8	4	0
There is at least one teacher or other adult in my school that I can talk to if I have a problem	59	30	4	4	2	1	41	38	10	7	3	1	47	36	8	5	3	1
I ride a Houston Independent School District bus and I like it	32	26	11	11	0	20	10	16	12	16	5	41	10	15	10	12	4	49
SCHOOL SAFETY																		
Overall, I am satisfied that my school is safe and secure	34	41	13	10	2	0	23	46	16	11	4	0	35	41	13	8	3	0
Students in my school usually follow school rules	7	40	29	18	5	1	8	30	32	25	4	1	14	35	28	18	4	1
I feel safe on the bus	26	29	14	12	2	17	11	21	11	10	6	41	12	19	9	7	5	48
My school is free of bullying	22	26	31	17	4	0	11	24	28	29	7	1	18	27	25	22	7	1
My school is free of violence	23	33	25	15	4	0	11	25	28	28	7	1	22	27	23	20	7	1
My school is free of gang activity	54	29	6	5	5	1	18	29	19	21	12	1	29	27	16	16	10	2
My school is free of student drug and alcohol use	57	24	8	4	7	0	18	26	20	23	12	1	34	21	15	18	10	2
School discipline (such as detention, suspension, etc.) is enforced in a fair and consistent manner	39	34	13	12	2	0	24	37	16	16	6	1	31	37	13	11	7	1

STUDENT ENGAGEMENT (% Yes)

	Your School	Other Elementary Schools	Houston Independent School District
I have access to a computer away from school with Internet access	84	76	76
I have watched the HISD TV station within the past 6 months	11	9	12

THIS SCHOOL, OVERALL RATING

	Your School	Other Elementary Schools	Houston Independent School District
What overall grade would you give your school?	B-	C+	B-
Thinking about all your experiences at your school, how likely are you to recommend your school to others?	58	33	45

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School Level: Elementary (K-5), Middle (6-8), High (9-12), Multi-Level (unique grade span), Early Learning (PK-K), Other (alternative/SpEd)
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Sample sizes of fewer than 30 should be considered directional only

⬜ represents scores significantly higher than Your School at 95% confidence interval
⬭ represents scores significantly lower than Your School at 95% confidence interval

School # 467
As-of Date: 6/9/2014

HISD YOUR VOICE SURVEY: 2013-2014 SCHOOL YEAR
STAFF SURVEY RESULTS

your VOICE — Speak up. Be great

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	Your School						Other Elementary Schools						Houston Independent School District					
	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Don't Know	% Does Not Apply
OVERALL SATISFACTION																		
Overall, I am satisfied with my school	47	53	0	0			20	47	21	12			29	46	16	9		
ACADEMIC RIGOR, CONSISTENCY & LEARNING																		
Overall, I am satisfied with the education provided by my school	53	40	7	0	0	0	20	59	16	3	2	0	27	55	13	4	1	0
My school provides consistent education to its students from year-to-year	47	6	0	0	7	40	22	51	15	3	8	1	27	50	13	4	5	1
My school provides a rigorous education to its students	53	33	7	0	7	0	22	57	15	3	3	0	29	52	14	3	2	0
The school maintains high academic standards and expectations	60	33	7	0	0	0	26	52	16	5	1	0	35	47	13	4	1	0
My school provides instruction that meets the individual needs of students	33	60	7	0	0	0	19	56	18	4	3	0	27	52	15	4	2	0
My school teaches students solid academic skills in reading	60	33	0	0	7	0	23	59	9	4	5	0	30	52	10	4	4	0
My school teaches students solid academic skills in mathematics	60	33	0	0	7	0	27	59	6	2	5	1	31	53	8	3	4	1
The school teaches students to think critically and reason out problems	60	40	0	0	0	0	21	55	17	4	3	0	29	51	14	4	2	0
The school teaches students to develop good study and work habits	40	53	0	7	0	0	17	47	25	8	3	0	26	47	18	7	2	0
The school offers excellent academic counseling and/or career planning services	20	7	20	13	0	40	12	37	27	15	7	2	18	34	20	11	6	11
My school provides students with the skills and education necessary to be successful at the next level	40	60	0	0	0	0	20	57	14	7	2	0	27	51	14	6	2	0
SCHOOL ENVIRONMENT																		
Overall, I am satisfied with the environment at my school	57	36	7	0	0	0	17	44	23	15	1	0	26	45	17	11	1	0
My school building is kept clean and in good condition	57	36	7	0	0	0	21	54	16	8	1	0	30	50	14	6	0	0
I like working at my school	57	36	7	0	0	0	28	48	14	7	3	0	38	44	10	6	2	0
The overall climate or atmosphere/feeling at my school is positive and helps students learn	50	43	7	0	0	0	17	49	21	12	1	0	27	49	15	8	1	0
SCHOOL SAFETY																		
Overall, I am satisfied that my school is safe and secure	72	21	0	7	0	0	20	53	16	10	1	0	30	51	12	6	1	0
At my school, adequate disciplinary measures are used to deal with disruptive students/behavior	36	36	21	7	0	0	16	37	25	21	1	0	20	38	24	17	1	0
Students at my school feel safe on the bus	43	43	7	0	7	0	11	37	12	5	33	2	16	37	8	3	29	7
The school is free of bullying	28	43	29	0	0	0	5	30	41	19	5	0	12	36	34	11	7	0
The school is free of violence	36	50	14	0	0	0	10	37	34	15	4	0	22	41	23	8	5	1
The school is free of gang activity	79	21	0	0	0	0	13	40	23	9	15	0	27	40	13	5	14	1
The school is free of student drug and alcohol use	72	21	0	0	7	0	9	30	35	13	13	0	27	36	17	7	12	1
Discipline rules are consistently and fairly enforced at my school	36	36	14	14	0	0	12	36	26	23	3	0	21	37	23	16	3	0
FAMILY AND COMMUNITY ENGAGEMENT																		
Overall, I am satisfied that my school actively engages families in their child's education	57	29	7	7	0	0	15	50	24	8	3	0	23	48	20	6	3	0
My school regularly communicates with families about how they can help their children learn	57	36	7	0	0	0	19	50	20	6	5	0	26	49	16	5	4	0
My school communicates effectively with families regarding students' behavior	43	36	7	7	7	0	18	50	20	9	3	0	24	46	18	8	4	0
School staff and families think of each other as partners in educating children	29	64	7	0	0	0	13	42	27	11	7	0	20	43	23	8	6	0
Obtaining information from families about student learning needs is a priority at my school	15	50	14	7	14	0	15	45	24	8	7	1	21	45	21	6	7	0
My school encourages feedback from families and the community to me	43	29	14	0	7	7	17	54	15	6	8	0	25	50	14	5	6	0
I get the help I need to communicate with families	50	43	0	7	0	0	18	53	20	7	1	1	23	52	16	6	1	2
FAMILY AND COMMUNITY ENGAGEMENT (% Yes)																		
I have access to a computer away from school with Internet access	100						96						96					
I have watched the HISD TV station within the past 6 months	50						25						26					
THIS SCHOOL, OVERALL RATING																		
What overall grade would you give your school?	B+						C+						B-					
How likely are you to recommend your school to families and the community as a place for Houston children to get a great education?	79						41						53					

Results to questions with fewer than 5 respondents are not shown
Numbers represent percent responding in each category
Percent likely to recommend is scaled from 0-10 with 8, 9, and 10 ratings representing extremely high likelihood to recommend
School Level: Elementary (K-5), Middle (6-8), High (9-12), Multi-Level (unique grade span), Early Learning (PK-K), Other (alternative/SpEd)
Staff = Campus Teachers and Administrators
Sample sizes of fewer than 30 should be considered directional only

represents scores significantly higher than Your School at 95% confidence interval
represents scores significantly lower than Your School at 95% confidence interval

School # 467
As-of Date: 6/9/2014

TEXAS EDUCATION AGENCY
2014 Accountability Summary
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
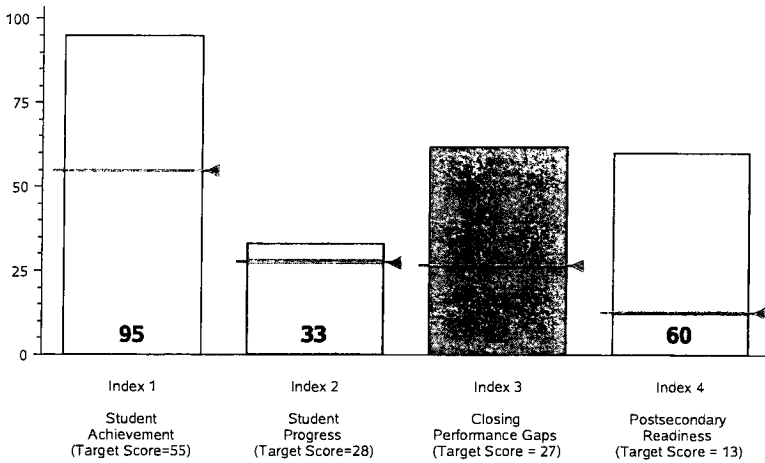
Accountability Rating

███████████████████████████████████████

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Performance Index Report

95	33		60
Index 1	Index 2	Index 3	Index 4
Student Achievement (Target Score=55)	Student Progress (Target Score=28)	Closing Performance Gaps (Target Score = 27)	Postsecondary Readiness (Target Score = 13)

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	421	442	95
2 - Student Progress	394	1,200	33
3 - Closing Performance Gaps	249	400	62
4 - Postsecondary Readiness			
STAAR Score	59.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		60

Distinction Designation

★ ★ ★

Academic Achievement in Reading/ELA
██████████████████████████████████

Academic Achievement in Mathematics
NO DISTINCTION EARNED

Academic Achievement in Science
NOT ELIGIBLE

Academic Achievement in Social Studies
NOT ELIGIBLE

Top 25 Percent Student Progress
NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
██████████████████████████████████

Postsecondary Readiness
██████████████████████████████████

Campus Demographics

Campus Type	Middle School
Campus Size	236 Students
Grade Span	06 - 06
Percent Economically Disadvantaged	70.3%
Percent English Language Learners	2.1%
Mobility Rate **	N/A

System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 8 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	**16 out of 16 = 100%**

** District Mobility Rate was used when the mobility rate was not available for a campus.
For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

2014 Campus Comparison Group
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
Campus Type: Middle School
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467)	**HOUSTON ISD**	**06-06**	**236**	**70.3**	**2.1**	**18.7**
1 DUBOSE INT (125901041)	ALICE ISD	05-06	413	73.1	3.4	14.1
2 MEMORIAL INT (125901042)	ALICE ISD	05-06	346	84.4	4.6	15.0
3 THOMAS JEFFERSON INT (013901104)	BEEVILLE ISD	05-06	504	82.9	4.4	25.0
4 BROWNWOOD INT (025902108)	BROWNWOOD ISD	05-06	521	61.0	1.0	14.9
5 JOE WILSON INT (057904109)	CEDAR HILL ISD	05-06	572	72.4	3.0	17.4
6 WEST INT (057904103)	CEDAR HILL ISD	05-06	556	69.8	10.8	18.3
7 DRANE INT (175903042)	CORSICANA ISD	06-06	415	75.2	18.6	12.5
8 NOTTINGHAM MIDDLE (146902042)	DAYTON ISD	06-06	403	65.5	11.4	14.3
9 GRACE R BRANDENBURG INT (057907110)	DUNCANVILLE ISD	05-06	545	73.9	12.7	12.2
10 WEDGWOOD 6TH GR SCH (220905043)	FORT WORTH ISD	06-06	474	78.9	16.7	20.6
11 GILMER INT (230902103)	GILMER ISD	05-06	380	69.5	4.7	16.1
12 GONZALES NORTH AVENUE INT (089901103)	GONZALES ISD	05-06	421	72.9	10.0	11.6
13 6TH GRADE CENTER (116905108)	GREENVILLE ISD	06-06	359	70.2	17.5	14.5
14 HARDIN INT (146904042)	HARDIN ISD	05-06	179	54.7	3.4	16.8
15 IDEA CARVER COLLEGE PREPARATORY (108807020)	IDEA PUBLIC SCHOOLS	06-07	108	85.2	2.8	19.0
16 ITASCA MIDDLE (109907041)	ITASCA ISD	06-08	155	69.7	1.9	17.6
17 J H ROWE INTERMEDIATE (121904104)	JASPER ISD	05-06	379	79.2	6.6	11.0
18 B T WILSON SIXTH GRADE SCHOOL (133903104)	KERRVILLE ISD	06-06	382	56.8	6.3	11.3
19 GILLETT INT (137901041)	KINGSVILLE ISD	05-06	440	81.6	2.3	13.8
20 LA MARQUE INT (084904116)	LA MARQUE ISD	05-06	346	68.8	5.8	28.5
21 J J WESSENDORFF MIDDLE (079901106)	LAMAR CISD	06-06	458	66.4	16.6	13.4
22 NAVARRO MIDDLE (079901103)	LAMAR CISD	06-06	528	76.1	14.2	14.2
23 LIBERTY-EYLAU INT CAMPUS (019908104)	LIBERTY-EYLAU ISD	05-06	345	73.0	0.9	16.4
24 MABANK INT (129905106)	MABANK ISD	05-06	511	60.3	2.3	15.4
25 MALAKOFF MIDDLE (107906041)	MALAKOFF ISD	06-08	257	67.7	2.7	20.1
26 SAM HOUSTON MIDDLE (102902043)	MARSHALL ISD	05-06	438	76.7	15.1	12.1
27 MERKEL MIDDLE (221904042)	MERKEL ISD	05-06	163	62.6	1.2	18.9
28 MT VERNON INT (080901102)	MOUNT VERNON ISD	05-06	236	58.5	6.8	13.1
29 NEWTON MIDDLE (176902041)	NEWTON ISD	06-08	269	73.2	0.0	16.8
30 ORE CITY MIDDLE (230903041)	ORE CITY ISD	06-08	199	66.3	2.5	17.0
31 CROCKETT INT (139909112)	PARIS ISD	05-06	480	77.9	7.1	13.4
32 PITTSBURG INT (032902105)	PITTSBURG ISD	05-06	370	78.1	9.2	11.2
33 PLEASANTON INT (007905104)	PLEASANTON ISD	05-06	512	60.4	2.3	12.7
34 HUDDLESTON INTERMEDIATE (043911102)	PRINCETON ISD	06-06	255	58.8	11.0	12.0
35 WILLOW VISTA INT (188902103)	RIVER ROAD ISD	05-06	221	69.2	3.2	20.1
36 SOLOMON P ORTIZ INT (178909042)	ROBSTOWN ISD	05-06	396	61.1	3.8	15.1
37 ROSEBUD INT (073905104)	ROSEBUD-LOTT ISD	05-06	86	77.9	1.2	23.5
38 JOE F SAEGERT SIXTH GRADE CENTER (094901102)	SEGUIN ISD	06-06	522	75.3	5.6	9.8
39 STAMFORD MIDDLE (127906041)	STAMFORD ISD	06-08	142	71.1	1.4	19.2
40 WILLS POINT MIDDLE (234907041)	WILLS POINT ISD	05-06	354	68.9	7.1	14.8
Comparison Group Average			**366**	**70.6**	**6.5**	**15.8**

TEXAS EDUCATION AGENCY
2014 Distinction Designation Summary - Reading/ELA
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate		
Greater Than Expected Student Growth in English Language Arts (ELA)	14%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Total Indicators for Reading/ELA		**1 of 1**

Distinction Campus Outcome: 1 of 1 eligible indicators in the Top Quartile (Q1)

1 of 1 = 100%

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED

Blank values for an Indicator Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10 students. Blank values for a Quartile occur if there are less than 20 campuses in the campus comparison group for each qualifying indicator.

The Attendance Rate Indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2014 Distinction Designation Summary - Mathematics
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate		
Greater Than Expected Student Growth in Mathematics	16%	Q2
Grade 5 Mathematics Performance (Level III)		
Algebra I by Grade 8 - Participation		
Algebra I by Grade 8 - Performance (Level III)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation		
SAT Performance: Mathematics		
ACT Performance: Mathematics		
Total Indicators for Mathematics		**0 of 1**

Evaluation of Campus Outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an Indicator Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10 students. Blank values for a Quartile occur if there are less than 20 campuses in the campus comparison group for each qualifying indicator.

The Attendance Rate Indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2014 Distinction Designation Summary - Top 25% in Student Progress
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
Campus Type: Middle School

Campus Name	District Name	Index 2 Score
1 MT VERNON INT (080901102)	MOUNT VERNON ISD	47
2 PITTSBURG INT (032902105)	PITTSBURG ISD	46
3 WEST INT (057904103)	CEDAR HILL ISD	45
4 WILLS POINT MIDDLE (234907041)	WILLS POINT ISD	44
5 WILLOW VISTA INT (188902103)	RIVER ROAD ISD	41
6 LA MARQUE INT (084904116)	LA MARQUE ISD	39
7 SAM HOUSTON MIDDLE (102902043)	MARSHALL ISD	39
8 BROWNWOOD INT (025902108)	BROWNWOOD ISD	38
9 CROCKETT INT (139909112)	PARIS ISD	37
10 HARDIN INT (146904042)	HARDIN ISD	37
11 GRACE R BRANDENBURG INT (057907110)	DUNCANVILLE ISD	36
12 J H ROWE INTERMEDIATE (121904104)	JASPER ISD	36
13 MALAKOFF MIDDLE (107906041)	MALAKOFF ISD	36
14 STAMFORD MIDDLE (127906041)	STAMFORD ISD	36
15 MEMORIAL INT (125901042)	ALICE ISD	35
16 SOLOMON P ORTIZ INT (178909042)	ROBSTOWN ISD	35
17 DUBOSE INT (125901041)	ALICE ISD	34
18 GILMER INT (230902103)	GILMER ISD	34
19 MERKEL MIDDLE (221904042)	MERKEL ISD	34
20 PLEASANTON INT (007905104)	PLEASANTON ISD	34
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467)	**HOUSTON ISD**	**33**
21 GONZALES NORTH AVENUE INT (089901103)	GONZALES ISD	33
22 ITASCA MIDDLE (109907041)	ITASCA ISD	33
23 LIBERTY-EYLAU INT CAMPUS (019908104)	LIBERTY-EYLAU ISD	32
24 THOMAS JEFFERSON INT (013901104)	BEEVILLE ISD	32
25 MABANK INT (129905106)	MABANK ISD	31
26 B T WILSON SIXTH GRADE SCHOOL (133903104)	KERRVILLE ISD	30
27 HUDDLESTON INTERMEDIATE (043911102)	PRINCETON ISD	30
28 JOE WILSON INT (057904109)	CEDAR HILL ISD	30
29 DRANE INT (175903042)	CORSICANA ISD	29
30 GILLETT INT (137901041)	KINGSVILLE ISD	29
31 ROSEBUD INT (073905104)	ROSEBUD-LOTT ISD	28
32 ORE CITY MIDDLE (230903041)	ORE CITY ISD	27
33 IDEA CARVER COLLEGE PREPARATORY (108807020)	IDEA PUBLIC SCHOOLS	26
34 J J WESSENDORFF MIDDLE (079901106)	LAMAR CISD	25
35 NEWTON MIDDLE (176902041)	NEWTON ISD	25
36 6TH GRADE CENTER (116905108)	GREENVILLE ISD	24
37 NAVARRO MIDDLE (079901103)	LAMAR CISD	24
38 JOE F SAEGERT SIXTH GRADE CENTER (094901102)	SEGUIN ISD	23
39 NOTTINGHAM MIDDLE (146902042)	DAYTON ISD	20
40 WEDGWOOD 6TH GR SCH (220905043)	FORT WORTH ISD	17

Top 25% in Student Progress Target = Index 2 Score of 37

NO DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

Campus Name	District Name	Index 3 Score
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467)	HOUSTON ISD	62
1 MT VERNON INT (080901102)	MOUNT VERNON ISD	55
2 PITTSBURG INT (032902105)	PITTSBURG ISD	53
3 MABANK INT (129905106)	MABANK ISD	48
4 HUDDLESTON INTERMEDIATE (043911102)	PRINCETON ISD	46
5 J J WESSENDORFF MIDDLE (079901106)	LAMAR CISD	44
6 STAMFORD MIDDLE (127906041)	STAMFORD ISD	44
7 B T WILSON SIXTH GRADE SCHOOL (133903104)	KERRVILLE ISD	43
8 ROSEBUD INT (073905104)	ROSEBUD-LOTT ISD	43
9 WILLOW VISTA INT (188902103)	RIVER ROAD ISD	43
10 HARDIN INT (146904042)	HARDIN ISD	42
11 MALAKOFF MIDDLE (107906041)	MALAKOFF ISD	42
12 NAVARRO MIDDLE (079901103)	LAMAR CISD	42
13 PLEASANTON INT (007905104)	PLEASANTON ISD	42
14 GONZALES NORTH AVENUE INT (089901103)	GONZALES ISD	41
15 WEST INT (057904103)	CEDAR HILL ISD	41
16 DRANE INT (175903042)	CORSICANA ISD	40
17 NOTTINGHAM MIDDLE (146902042)	DAYTON ISD	40
18 IDEA CARVER COLLEGE PREPARATORY (108807020)	IDEA PUBLIC SCHOOLS	39
19 ITASCA MIDDLE (109907041)	ITASCA ISD	39
20 MERKEL MIDDLE (221904042)	MERKEL ISD	39
21 ORE CITY MIDDLE (230903041)	ORE CITY ISD	39
22 WILLS POINT MIDDLE (234907041)	WILLS POINT ISD	39
23 BROWNWOOD INT (025902108)	BROWNWOOD ISD	37
24 CROCKETT INT (139909112)	PARIS ISD	37
25 LIBERTY-EYLAU INT CAMPUS (019908104)	LIBERTY-EYLAU ISD	37
26 SOLOMON P ORTIZ INT (178909042)	ROBSTOWN ISD	37
27 GILMER INT (230902103)	GILMER ISD	36
28 GRACE R BRANDENBURG INT (057907110)	DUNCANVILLE ISD	36
29 JOE F SAEGERT SIXTH GRADE CENTER (094901102)	SEGUIN ISD	36
30 6TH GRADE CENTER (116905108)	GREENVILLE ISD	35
31 GILLETT INT (137901041)	KINGSVILLE ISD	35
32 JOE WILSON INT (057904109)	CEDAR HILL ISD	35
33 SAM HOUSTON MIDDLE (102902043)	MARSHALL ISD	33
34 THOMAS JEFFERSON INT (013901104)	BEEVILLE ISD	33
35 DUBOSE INT (125901041)	ALICE ISD	32
36 J H ROWE INTERMEDIATE (121904104)	JASPER ISD	32
37 WEDGWOOD 6TH GR SCH (220905043)	FORT WORTH ISD	32
38 LA MARQUE INT (084904116)	LA MARQUE ISD	31
39 MEMORIAL INT (125901042)	ALICE ISD	31
40 NEWTON MIDDLE (176902041)	NEWTON ISD	29

Top 25% in Closing Performance Gaps Target = Index 3 Score of 42

DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2014 Distinction Designation Summary - Postsecondary Readiness
BAYLOR COLLEGE OF MEDICINE ACADEMY (101912467) - HOUSTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	62%	Q1
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal RHSP/DAP Rate		
College-Ready Graduates		
Advanced/Dual Enrollment Course Completion Rate		
SAT/ACT Participation		
SAT/ACT Performance		
AP/IB Examination Performance: Any Subject		
Total Indicators for Postsecondary Readiness		**1 of 1**

Evaluation of Campus Outcomes: 1 of 1 eligible indicators in Q1 (Top Quartile)

1 of 1 = 100%

Distinction Target: Middle School = 50% or higher

DISTINCTION EARNED

Blank values for an Indicator Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10 students. Blank values for a Quartile occur if there are less than 20 campuses in the campus comparison group for each qualifying indicator.

The Attendance Rate Indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate					
Greater Than Expected Student Growth in English Language Arts (ELA)	30	216	**14**	14	**Q1**
Greater Than Expected Student Growth in Mathematics	34	216	16	18	Q2
Grade 3 Reading Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Mathematics Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
Algebra I by Grade 8 - Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	138	221	**62**	30	**Q1**
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate					

Blank values for an Indicator Score occur if the indicator is not applicable to that campus or does not meet minimum size of 10 students. Blank values for a Quartile occur if there are less than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

★ HOUSTON
Independent School District

Student Achievement

Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students.

STEP 1

ASSESSMENT RESULTS

- STAAR Level II assessment results for all students and racial/ethnic student groups on all STAAR versions.

- All subject areas (reading, mathematics, writing, science, and social studies) are combined. Subject areas are not evaluated separately.

- STAAR EOC Assessments: Separate English I - Reading, English II - Reading administered in the summer 2013 and fall 2013. For test administered in Spring 2014: English I (combined tests), English II (combined tests), Algebra I, Biology, US History

2014 Target: Districts and All Schools 55; AEA 30

Indicator	Reading		Math		Writing		Science		Social Studies		Total	% Met Level II	Index Score
Students Met Level II	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Total Index Score (Percentage of assessments that met the Phase-in Level II Standard)													45

Calculation: (Number of Reading + Mathematics + Writing + Science + Social Studies Tests Meeting Phase-In 1 Level II Standard) *divided by* (Number of Reading + Mathematics + Writing + Science + Social Studies Tests Taken)

STEP 2

ACHIEVEMENT SCORE

Methodology

- Assessment results are summed across tests, grade levels, and subjects.

- The number of assessments meeting the Phase-in 1 Level II standard is divided by the number of assessments taken.

- Since Index 1 has only one indicator, the Total Index Points and Index Score are the same.

New ELL Exclusions/Inclusions:

- Students in U.S. schools Year 1 excluded
- Students in U.S. schools Year 2 through Year 4 included based on test version:
  - English test version using STAAR ELL Progress Measure;
  - Spanish test version using phase-in Level II performance standard
- Students in U.S. schools Year 5 and beyond included at phase-in Level II performance standard
- Asylees/refugees and SIFE in U.S. schools Year 1 through Year 5 excluded
- Immigrants entering at Grade 9 or above included using STAAR ELL Progress Measure

Minimum Size Requirements		
Indicator	**All Students**	**Student Groups**
STAAR % Met Level II	None, Small Number Analysis <10 tests	N/A

Student Progress

Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

2014 Target: Districts 16; Elementary 33, Middle 28; High Schools N/A

STEP 1

STAAR PROGRESS MEASURE

- Student progress will be measured for all students and student groups meeting size requirement in grades 4 through high school in reading and math.

- Individual student progress is then categorized as Did Not Meet, Met, or Exceeded.

- Student must have current and prior year scale scores from the same test version.

STAAR weighted growth rate	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
Number of Tests	100	50		40					30			
# Did Not Meet Expectation	20	10		0					10			
# Met Expectation	60	20		10					15			
# Exceeded Expectation	20	20		30					5			
% of Met or Exceeded Expectation	80%	80%		100%					67%			
% Exceeded Expectation	20%	40%		75%					17%			
Reading Weighted Growth Rate	100	120		175					84		479	800

Calculation: Growth Rate= sum of the percent of students with a progress measure that met or exceeded expectation *plus* exceeded expectation (Percent = sum of # met and # exceeded *divided* by # tested) Note: The Progress Measure is calculated from the current year scale score *minus* prior year scale score. (see State Growth Expectation charts in "Calculating Progress Measure" PDF on TEA's

STEP 2

INDEX SCORE CALCULATION

Methodology
The percent of tests at the specified student growth level on the assessment is multiplied by the weight for that growth level.

- Met – one point for each percent of tests at the *Met Growth Expectation* level

- Exceeded – two points for each percent of tests at the *Exceeded Growth Expectation* level

STAAR weighted growth rate	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
Reading Weighted Growth Rate	100	120		175					84		479	800
Mathematics Weighted Growth Rate	85	98		150					160		493	800
Total											972	1600
Total Index Score (total points divided by maximum points)											61	

Calculation: Sum of Growth Rate for all subjects divided by maximum points (200 points/group)

Exclusions
- ELL students in U.S. schools Year 1 excluded
- Asylees/Refugees and SIFE in U.S. schools Year 1 through Year 5 excluded
- Students from Grade 8 Reading to Eng I EOC, or from Grade 7 Writing to Eng I EOC
- High Schools exempted for 2014 evaluation only.

New Inclusions
- ELL students in U.S. schools Year 2 and beyond included using ELL Progress measure for students tested in English and STAAR Progress Measure for students tested in Spanish
- Immigrants entering at Grade 9 or above (Years 2-4) included using STAAR ELL Progress Measure
- Students tested on the STAAR Modified and Alternate
- Students who skip grades, e.g., from 5th to 7th grade mathematics.
- Students who transition from Spanish to English STAAR in math
- Students who transition from Spanish to English STAAR (who are not eligible for ELL Progress Measure) in reading will be credited as met expectation for meeting the phase-in 1 Level II standard and as exceeding expectation for meeting the final Level II performance standard.

Progress Measures by Subject & School		
Elementary	Middle	High
READING		
Gr. 4 Reading	Gr. 6 Reading	-
Gr. 5 Reading	Gr. 7 Reading	-
-	Gr. 8 Reading	-
MATH		
Gr. 4 Math	Gr. 6 Math	-
Gr. 5 Math	Gr. 7 Math	-
-	Gr. 8 Math	-
-	Algebra 1	-
Writing		

Minimum Size Requirements		
Indicator	All Students	Student Groups
STAAR % Met Progress	2013>= 25 tests 2014 = None, SA <10 tests	>=25 tests

Closing Performance Gap

Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and up to two lowest performing race/ethnicity student groups.

STEP 1

STUDENT GROUP SELECTION

Performance measured for:

- Economically disadvantaged students, and
- Lowest performing race/ethnicity:
  - Up to two lowest performing race/ethnicity student groups based on assessment results for Index 1 from prior year.
  - Select up to two lowest performing student groups if both the prior year reading and mathematics test results each have at least 25 tests.

STEP 2

INDEX SCORE CALCULATION

- Performance in reading, mathematics, writing, science, and social studies.

Methodology

- Based on STAAR performance. The percent of tests at the specified student performance level on the assessment is multiplied by the weight for that performance level.
  - Phase-in 1 Level II – one point for each percent of tests at the Phase-in 1 Level II performance standard or above
  - Level III Advanced - two points for each percent of tests at the Level III advanced performance standard.

2013 Index 1: Student Achievement Data Table

2013 STAAR Performance	All Students	African American	Hispanic	White
All Subjects				
Percent of Tests				
% at Phase-in 1 Level II or above	44%	52%	49%	77%
% at Final Level II or above	10%			19%
% at Level III Advanced	2%	3%	2%	0%
Number of Tests				
# at Phase-in 1 Level II or above	1,342	188	1,265	20
# at Final Level II or above	289	30	250	5
# at Level III Advanced	54	10	50	0
Total Tests	3,035	359	2,597	26
Reading				
Percent of Tests				
% at Phase-in 1 Level II or above	56%	57%	56%	55%
% at Final Level II or above	13%	0%	12%	9%
% at Level III Advanced	2%	5%	2%	0%
Number of Tests				
# at Phase-in or above	551	47	490	6
# at Final Level II or above	124	0	107	1
# at Level III Advanced	21	4	17	0
Total Tests	984	82	878	11
Mathematics				
Percent of Tests				
% at Phase-in 1 Level II or above	54%	44%	55%	90%
% at Final Level II or above	11%	0%	10%	40%
% at Level III Advanced	3%	0%	3%	0%
Number of Tests				
# at Phase-in 1 Level II or above	534	36	483	9
# at Final Level II or above	105	0	92	4
# at Level III Advanced	26	0	26	0
Total Tests	988	82	882	10

2014 Target: Districts 28; Elementary 28; Middle 27; High School 31; AEA 11

In the sample data, only African American and Hispanic student groups met the minimum size criteria so only one race/ethnicity student group is selected.

Note: The economically disadvantaged student group is not shown in the sample data.

STAAR Weighted Performance Rate for Reading	Econ. Disadvantaged (not shown in example)	Lowest Performing Race/Ethnic Group 1 - Hispanic	Lowest Performing Race/Ethnic Group - 2	Total Pts.	Max. Pts.
Number of Tests	80	878			
Phase-in 1 Level II & above					
Number	80	490			
Percent	100%	56%			
Level III Advanced					
Number	40	17			
Percent	50%	2%			
Reading Weighted Performance	150	58		208	400

Calculation: Number of tests at specified performance level _divided by_ number of students test-

STAAR Weighted Performance Rate	Econ. Disadvantaged	Lowest Performing Race/Ethnic Group 1- Hispanic	Lowest Performing Race/Ethnic Group 2	Total Pts.	Max. Pts.
Reading	150	58		208	400
Math	125	100		225	400
Writing	80	90		170	400
Science	120	40		160	400
Social Studies	50	40		90	400
Total				853	2000
Total Index Score (total points divided by maximum points)				**43**	

Calculation: % at Phase in Level II and above _plus_ % at Level III Advanced (see Reading Weighted Growth Rate example above).

New ELL Exclusions:

- Students in U.S. schools Year 1 excluded
- Students in U.S. schools Year 2 - Year 4 included based on test version:
  - English test version using STAAR ELL Progress Measure and STAAR Final Level II
  - Spanish test version using phase-in Level II/Level III performance standard
- Students in U.S. schools Year 5 and beyond included at phase-in Level II/ Level III performance standard
- Asylees/Refugees and SIFE in U.S. schools Year 1 through Year 5 and immigrants entering at Grade 9 or above excluded

Minimum Size Requirements	
Indicator	**Student Groups**
STAAR Performance	Economically Disadvantaged: None; SA<10 tests; >= 25 tests in both reading and math in the prior year

Postsecondary Readiness

Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

STEP 1

STAAR SCORE

- Percent met Final Level II performance on two or more tests or one subject area, if only one subject area test is taken.
- All students and racial/ethnic student groups. ELL and Special Ed. groups excluded.

STEP 2

GRADUATION SCORE*

- Graduation rate for all students and student groups
- 4- or 5-Year (whichever contributes the higher number of points to the index)
- Only one graduation rate is used. Do not mix rates for different student groups.

Dropout Rate
* If the high school campus does not have a longitudinal graduation rate, the annual dropout rate will be substituted using a conversion formula.

STEP 3

RHSP/DAP SCORE

- RHSP/DAP 4-year graduates (based on longitudinal cohort)
- All students and racial/ethnic student groups. ELL and Special Ed. groups not included.

STEP 4

COLLEGE-READY GRADUATES SCORE

The percent of graduates that met college-ready criteria on Reading/ELA and Math.

Target: Districts 57; HS 57 (All components); AEA 33 (2 components), 45 (Grad/Dropout component only)

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
STAAR Score												
STAAR % Met Level II Final	29%	16%		40%	23%		38%	36%			182	600

STAAR Score (STAAR total points divided by maximum points): 30

Calculation: Number of students who met Level II Final performance on two or more tests *divided by* number of students tested (unduplicated count).

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
Graduation Score (Grades 9-12)												
4-yr grad. rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	~~533.5~~	~~700~~
5-yr grad. rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
Highest Graduation Total											546.4	700

Graduation Score (graduation total points divided by maximum points) 78

Calculation: Number of graduates *divided by* (Number of Graduates + Continuers + GED Recipients + Dropouts) in class.

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
Dropout Score												
Gr. 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)			69 (3.1%)		89 (1.1%)	87 (1.3%)	53 (4.7%)	68 (3.2%)	503	700

Graduation Score (dropout rate total points divided by maximum points) 72

Calculation: **Percentage** -Number of students in grades 9-12 who dropped out during the school year *divided by* Number of students in grades 9-12 enrolled during the school year. **Annual Dropout Rate Conversion Formula** - 100 – (Gr. 9-12 Annual Dropout Rate x 10), with a floor of zero

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
RHSP/DAP Score												
4-yr. graduation % RHSP/DAP	82.7%	76.4%			83.6%		83.0%				325.7	400

RHSP/DAP Score (total RHSP/DAP divided by maximum points) 81.4

Calculation: Number of RHSP/DAP graduates in the class *divided by* Number of graduates

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
Postsecondary/College Ready Graduates Score												
College-Ready Graduates (ELA and Math)	82.0%	72.0%			78.0%		89.0%				321.0	400

College-Ready Score (total points divided by maximum points) 80.2

STEP 5

Overall Index Score	Initial Index	Multiply by Weight	Final Index
STAAR Score	27	.25	7.5
Graduation Score (or Dropout Score)	78	.25	19.5
RHSP/DAP Score	81.4	.25	20.4
College Ready Score	80.2	.25	20.5
Index Score (sum of weighted index scores)			67.9

Minimum Size Requirements		
Indicator	All Students	Student Groups
Graduation Rates (4- and 5-Yr.)	None; SA if <10 students	>=25 students
Annual Dropout Rates (Gr. 9-12)		
RHSP/DAP (4-Yr.)		
STAAR % Met Level II		
College-Ready Graduates		

Postsecondary Readiness

Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

2014 Target

STAAR COMPONENT INDEX 4

For campuses that do not have all four components for Index 4, the Index 4 criteria are met by achieving the target on STAAR component.

Districts: 13
High School: 21
Middle School:13
Elementary: 12

STEP 1

STAAR SCORE

- Percent met Final Level II performance on two or more tests or one subject area, if only one subject area test is taken.
- All students and racial/ethnic student groups. ELL (English

Indicator	All	African Amer.	Amer. Ind.	Asian	Hispanic	Pacific Island.	White	Two or More	ELL	Special Ed.	Total Pts.	Max. Pts.
STAAR Score												
STAAR % Met Level II Final	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points):											30	

Calculation: Number of students who met Level II Final performance on two or more tests _divided by_ number of students tested (unduplicated count).

New ELL Exclusions/Inclusions:

- Students in U.S. schools Year 1 excluded
- Students in U.S. schools Year 2 - Year 4 included based on test version:
  - English test version excluded (not tested on any Spanish version)
  - Spanish test version included using Final Phase-in Level II standard (Spanish test version on any subject)
- Students in U.S. schools Year 5 and beyond included at Final Level II standard
- Asylees/Refugees and SIFE in U.S. schools Year 1 - Year 5 and immigrants entering at Grade 9 or above excluded

Minimum Size Requirements		
Indicator	All Students	Student Groups
STAAR % Met Level II at Final Standard	None; Small Number Analysis if <10 Students	>=25 students