## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>533</td>
<td>537</td>
<td>495</td>
</tr>
<tr>
<td><strong>Econ. Dis.</strong></td>
<td>92%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>ELLS</strong></td>
<td>15%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Race/Ethn.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr. Amer.</td>
<td>81%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>White</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE/PK–2nd</td>
<td>64%</td>
<td>61%</td>
<td>62%</td>
</tr>
<tr>
<td>3rd</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>4th</td>
<td>12%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>5th</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 10/22/2017
## ACCOUNTABILITY HISTORY

<table>
<thead>
<tr>
<th>Index</th>
<th>2015 Score</th>
<th>2015 Target</th>
<th>Difference</th>
<th>2016 Score</th>
<th>2016 Target</th>
<th>Difference</th>
<th>2017 Score</th>
<th>2017 Target</th>
<th>Difference</th>
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<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>60</td>
<td>-18</td>
<td>45</td>
<td>60</td>
<td>-15</td>
<td>43</td>
<td>60</td>
<td>-17</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>30</td>
<td>+4</td>
<td>48</td>
<td>32</td>
<td>+16</td>
<td>35</td>
<td>32</td>
<td>+3</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>28</td>
<td>-8</td>
<td>25</td>
<td>28</td>
<td>-3</td>
<td>26</td>
<td>28</td>
<td>-2</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
<td>-4</td>
<td>14</td>
<td>12</td>
<td>+2</td>
<td>17</td>
<td>12</td>
<td>+5</td>
</tr>
</tbody>
</table>

Index 1: Achievement  
Index 2: Student Progress  
Index 3: Closing the Gap  
Index 4: Post Secondary

Source: TEA 2015–2017 Accountability Campus Summary
Blackshear Elementary School

STAAR English and Spanish Combined by Subject and All Grades: 2015–2017 (Spring Administration)

Percent At or Above Approaches, Meets, and Masters Grade Level Standards
All Grades Tested - All Students

Source: TEA-ETS STAAR EOC Student Data Files
Student Attendance

Source: Chancery SIS as of 12/11/2017. 2016 and 2017 data based on student enrollment for the last day of the school year.
Student Discipline

ISS

OSS

DAEP

Source: Chancery SIS as of 12/11/2017. 2016 and 2017 data based on student enrollment for the last day of the school year.
2017-2018 Improvement Goals

- We will increase the number of scholars passing STAAR reading, math, and writing by 40%.
- We will increase the number of scholars performing at the Meets level across all contents by 20%.
- We will increase the number of scholars performing at Masters level across all contents by 25%.
PILLAR I – Leadership Excellence

• School Support Officer Leadership
• Demonstration School Leadership
• Curriculum Department Leadership
• UH Aces Institute Leadership Trainings
• Region IV Leadership Trainings

Source:
PILLAR II – Teacher Excellence

• Recruitment and Retention of Certified Experienced Teachers
• Full-time Teacher Development Specialist Support
• New Teacher Coach
PILLAR III – Instructional Excellence

- Weekly Professional Development
  - Weekly PLC’s
  - Content Based Open Labs
  - Achieve 180 Wednesday Sessions
- Qualitative and Quantitative Data Driven instruction, interventions and enrichments
  - Universal Screener Data
  - District Assessment Data
  - Reading Mastery and Corrective Reading
  - Guided Reading
  - Scholar Achievement Camps (After School, Saturday’s and Spring Break)
  - Project Based Learning
- Weekly campus walk-throughs with coaching and feedback from district personnel
- Demonstration School Support
  - Effective Teacher Observations
  - Model Lessons and Co-teaching of Best Practices
  - Coaching and Feedback for Teachers, Principal, and Leadership Team
  - Joint Professional Development Session
- Highly Effective Consultant Support
  - Math: Vontoure Learning
  - Corrective Reading and Reading Mastery: Mr. Rainer and Ms. Schneider.
PILLAR IV – School Design

• Additional Learning Time
  – Additional hour in daily schedule for Reading Mastery/Corrective Reading Interventions and Project Based Learning Enrichments
  – Small group instruction with contracted tutors, UH interns, and UH Literacy Corps
    • Math and Science: Ieducate and UH interns
    • Reading: Action Potential Learning and UH Literacy Corps

• Blended Learning
  – Math and Reading: Imagine Learning
  – Math: Reasoning Minds
  – Science - EduSmart

• Intervention Assistance Team Campus Liaison and District Managers
  – Build leadership and teacher capacity in identifying and implementing scholar interventions
  – Build leadership and teacher capacity in the IAT process
  – Progress Monitor Campus interventions
  – Improve scholar outcomes

• Flexible Grouping based on data and scholar needs

• Extended Day Professional Development Sessions
  – Wednesday Achieve 180 Professional Development

• Weekly PLC’s
• Full-time SEL Support
  – Counselor
  – Social Worker
  – Wrap Around Specialist
  – Parent Liaison
  – Nurse
• Weekly District Social Emotional Learning Specialist Support
• Abundant Life Therapeutic Services – Wrap around and mentorship support
• Campus CHAMPS Training
• Sanford Harmony
• Blessings in a Backpack
• Corporate Partnerships to meet scholars needs
  – Uniforms/Clothing/Shoes
  – Supplies
  – Food
  – Field Lessons
  – Celebrations
PILLAR VI – Family and Community Empowerment

- Family Nights: Literacy, Math, and Science
- PTO Monthly Meetings
- Pancakes with the Principal
  - Supporting scholar academics at home
  - Utilizing district resources to stay informed
- F.A.C.E. Specialist Support
  - Two-Way Communication and Parent Engagement Training
  - Family Friendly School Support
- Wraparound Services
  - Home Visits
  - Living Needs Support
Celebrations

- Guided Reading Levels have increased across all grade levels. (20% of scholars who were not reading on grade level at the beginning of the year are now reading on grade level)
- Scholars moving to higher levels in Reading Mastery (1-2: 52% of scholars) and Corrective Reading (3-5: 28% of scholars).
- UH Literacy Corps implementation has resulted in more, face to face, small group support for scholars.
- Community support and donations to support scholars have increased. (school supplies, uniforms, winter coats, holiday gifts)

THANK YOU!!!