## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>600</td>
<td>535</td>
<td>517</td>
</tr>
<tr>
<td><strong>Econ. Dis.</strong></td>
<td>86%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>ELLs</strong></td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Race/Ethn.</strong></td>
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<td></td>
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</tr>
<tr>
<td>Afr. Amer.</td>
<td>77%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
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<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
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<tr>
<td>EE/PK–2nd</td>
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<td>54%</td>
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<tr>
<td>3rd</td>
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<td>17%</td>
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</tr>
<tr>
<td>5th</td>
<td>14%</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 10/22/2017
**DISCIPLINE**

- **2014-15:** 155
- **2015-16:** 42
- **2016-17:** 0
- **CURRENT:** 0
- **GOAL:** 0

(Mading ES | 12/04/2017)
# 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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<td>27</td>
<td>28</td>
<td>-1</td>
<td>26</td>
<td>28</td>
<td>-2</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>12</td>
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<td>12</td>
<td>+10</td>
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Source: TEA 2015–2017 Accountability Campus Summary
STAAR HISTORY

Mading 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
Universal Screener –
All Grades Tested English Results

Source: Renaissance 360 Reading and Mathematics BOY Student Data Files
Note: Does not include Early Literacy Assessment
2017-2018 Improvement Goals

Root Cause
Lack of effective instructional practices

- Individual Student Data Tracking to Drive Instruction
- Effective First Time Quality Instruction
- Parent Literacy Empowerment
Goal 1: Individual Student Data Tracking to Drive Instruction

- The campus goal for mathematics is 65%. The campus goal for reading and writing is 60%.
- Interventions embedded within the instructional day.
- Scholars in grades 3rd-5th are given TEKS based common formative assessment weekly.
- Student Data Conferences and Data Cards
- Ability Grouping based on student assessment data during interventions.
- Exit Ticket Trackers and Monitoring Daily
- Flexible scheduling based on quintile and STAAR data.
- Teachers will present student common formative assessment data on a weekly basis.
Goal 2: Effective First Time Instruction

- Weekly planning session with At Bats and Feedback
- Weekly learning labs facilitated by TDS and Administration
- Weekly Feedback using effective feedback protocol
- Mathematical Discourse
- Critical Elements of Effective Instruction trained during PLC
- Reteach instruction for 3rd and 4th math and 3rd and 5th reading based on data
- Best practices guided reading walks
- Extended Wednesday Professional development in support of guided reading and math problem solving.
- Math and reading instruction integration during ancillary.
- Differentiated Workstations
- Differentiated instruction provided by TDS and Admin based on teacher needs.
- Campus Attendance Plan (Home Visits)
Goal 3: Parent Literacy Empowerment

- Literacy Tours
- Literacy Report Cards
- Parent Literacy Trainings
- Parent Data Meetings
- Family Literacy Night
- FACE/Family and Friendly Schools
- Student Intake Process
- Extended campus library hours
- Schoolwide Book Projects
- ELL and GED classes for parents
- Content Based Parent Training
Methods for Monitoring the Goals

• Weekly Data Analysis based on campus formative assessments.
• Exit Ticket Tracker daily.
• Fidelity Walks and TADS coaching and feedback
• Writing Rubrics/ Project Based Learning Rubrics
• Imagine Literacy Lexile Growth and Imagine Math Lesson progress.
• Tier Movement for Renaissance 360.
• Progress monitoring for running records.
• Parent Empowerment Surveys
## Community and District Support

### School-Community Based Support
- Attendance Recapture Initiative
- 21st Century After School Program
- Arts Grants
- Fresh Fruits and Vegetables
- Together Educating All Children (TEACH)
- Emotional Keyboard
- UH Vision Partnership
- Psych on Site
- Community Counsel
- Monthly Principal-Community Meetings
- Foundations

### ACHIEVE180 Support
- Wrap Around Specialist
- Full Time Librarian
- Full Time Counselor
- Full Time Nurse
- Staff/Admin Incentives
- Demonstration School
- Superintendent School
- Wednesday Professional Development
- Full Time Teacher Development Specialist for Reading and Math
- New Teacher Coach
- Two Dedicated Associate Teachers
- Imagine Learning
Demonstration School Model Support and Feedback

- Observation of Frost Elementary
- Campus Admin from Frost and Mading have collaborated on instructional rounds.
- Campus Team Leaders from Frost and Mading shared best practices for math and reading.
- Campus Team Leaders will calibrate instructional rounds and provide peer feedback.
- Frost and Mading Principals conducted an analysis of the leadership team to discuss alignment of roles and goals