BOARD MONITORING REPORT
10/12/2017 | Kashmere HS
## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ. Dis.</td>
<td>78%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>ELLs</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Special Education</td>
<td>22%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>38%</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>10th</td>
<td>26%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>11th</td>
<td>20%</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td>12th</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Race/Ethn.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr. Amer.</td>
<td>71%</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>White</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 9/8/2017
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47</td>
<td>60</td>
<td>-13</td>
<td>47</td>
<td>60</td>
<td>-13</td>
<td>53</td>
<td>60</td>
<td>-7</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>15</td>
<td>-4</td>
<td>18</td>
<td>17</td>
<td>+1</td>
<td>22</td>
<td>17</td>
<td>+5</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>31</td>
<td>-4</td>
<td>29</td>
<td>30</td>
<td>-1</td>
<td>35</td>
<td>30</td>
<td>+5</td>
</tr>
<tr>
<td>4</td>
<td>51</td>
<td>57</td>
<td>-6</td>
<td>61</td>
<td>60</td>
<td>+1</td>
<td>57</td>
<td>60</td>
<td>-3</td>
</tr>
</tbody>
</table>

Source: TEA 2015–2017 Accountability Campus Summary
STAAR HISTORY

Kashmere High School
STAAR EOC Performance by Subject: 2015–2017 (Spring Administration)
Percent At or Above Approaches*, Meets, and Masters Grade Level Standards
All Students Tested (includes 1st time and retested students combined) - All Grade Levels All Students

Source: TEA-ETS STAAR EOC Student Data Files
2017-2018 Improvement Goals

• STAAR ELA Goal: The All Student group will improve from 36% to 60%.
• STAAR Math Goal: The All Student group will improve from 65% to 80%.
• STAAR US History Goal: The All Student group will improve from 84% to 90%.
• STAAR Biology Goal: The All Student group will improve from 67% to 90%.
• 50% of our students will pass STAAR at the "Met Grade Level" standard.
• Attendance percentage will move from 87% to 92%.
CAMPUS PROFESSIONAL ROSTER

• All core teachers are certified
• Fully staffed at beginning of school year.

Differentiated Staff Positions include the following:

• English: Two Additional Certified Teachers
• Math: One additional certified teacher
• Science: One Instructional Specialist
• New Teacher Coach (Experienced leader)
• Three Counselors
• Bilingual Parent Liaison
• CIT support
PROACTIVE USE OF DATA

- Renaissance 360 Screening in Reading and Math
- Specific protocols to disaggregate data and move to student specific action plans
- Data Room: Departmental Disaggregation (Quintiles)
- Classroom Data Centers (TEKS)
- PLC Collaboration (Data)
- Wednesday PD Sessions (Data Review)
- Student Trackers and Reflection (Portfolio Analysis)
- Formative Data sessions with Demonstration School Collaborative (Jones High School)
- Distant Learning School Partnership (Chavez High School)
- Immediate interventions based on data analysis
SCHOOL DESIGN: What is Different?

- Additional Sections for ELA Support include SRW classes and STAAR Recovery
- Additional Algebra I and II sections (All experienced)
- Ninth graders scheduled individually based on prior middle school data
- All retesters blocked in Reading and Math
- Retesters in Biology and Social Studies receive scheduled support classes and tutorials
- Structured Khan Academy sessions (i.e., P.E., Health, Go-Labs)
- All tutorials and credit recovery sessions utilizing APEX tutorial platform
- Focused Saturday reinforcement sessions based on student data
- Intervention Assistance Support Teams (IAT Committee Meeting)
- Literacy/Drama open classroom for ELA reinforcement
- New Teacher Coach assists side by side in classrooms
- TDS support four days a week in all subject areas including technology
- Learning walks conducted by multiple levels of leadership
- PLC sessions four days a week
- PLC Vignettes for review
- Multiple levels of literature available in all subject areas.
- Write to the Principal
# Master Schedule: Interventions

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Dept</th>
<th>Room</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOK</td>
<td>ELAR 9th</td>
<td>219</td>
<td>English 1</td>
<td>English ESL</td>
<td>English 1 ESL</td>
<td>Reading ESL</td>
<td>Conference</td>
<td>Planning</td>
<td>Reading ESL</td>
<td>English 1</td>
</tr>
<tr>
<td>SILLAM</td>
<td>ELAR 9th</td>
<td>215</td>
<td>English 1</td>
<td>SRW 9</td>
<td>Conference</td>
<td>English 1</td>
<td>English 1</td>
<td>Planning</td>
<td>SRW 9</td>
<td>English 1</td>
</tr>
<tr>
<td>ROGERS</td>
<td>ELAR 9th</td>
<td>220</td>
<td>Conference</td>
<td>English 1</td>
<td>English 1</td>
<td>SRW 9</td>
<td>English 1</td>
<td>Planning</td>
<td>English 1</td>
<td>SRW 9</td>
</tr>
<tr>
<td>MOLETTE</td>
<td>ELAR 10th</td>
<td>221</td>
<td>PAP English 2</td>
<td>English 2</td>
<td>English 2</td>
<td>Conference</td>
<td>SRW 10</td>
<td>Planning</td>
<td>SRW 10</td>
<td>English 2</td>
</tr>
<tr>
<td>AUGUSTINE</td>
<td>ELAR 10th</td>
<td>222</td>
<td>English 2</td>
<td>SRW 10</td>
<td>SRW 10</td>
<td>English 2</td>
<td>English 2</td>
<td>Planning</td>
<td>conference</td>
<td>English 2</td>
</tr>
<tr>
<td>EDMONDS</td>
<td>ELAR 11th</td>
<td>216</td>
<td>English 3</td>
<td>SRW 11/12</td>
<td>English 3</td>
<td>English 3</td>
<td>Conference</td>
<td>Planning</td>
<td>SRW 11/12</td>
<td>English 3</td>
</tr>
<tr>
<td>D. BERRY</td>
<td>ELAR 11th/12th</td>
<td>218</td>
<td>English 4</td>
<td>English 4 - RT</td>
<td>AP English Lit</td>
<td>AP English LANG</td>
<td>Planning</td>
<td>English 4 - RT</td>
<td>Conference</td>
<td></td>
</tr>
<tr>
<td>L. DURANT</td>
<td>ELAR - CHAIR</td>
<td>224</td>
<td>English 1 PAP</td>
<td>English 3</td>
<td>English 1 PAP</td>
<td>English 3</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>SCHEINHAL</td>
<td>ELAR INT</td>
<td>LUB</td>
<td>SRW</td>
<td>SRW 11/12</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
</tr>
</tbody>
</table>
SOCIAL & EMOTIONAL SUPPORT

• All staff participated in CHAMPS training this summer.
• Kagan Cooperative Strategies continue to be reinforced
• Peer Mediation with Counselors
• Parent Conference Center
• Self Regulation and Conferencing Center
• High staff presence during transitions
• Teachers as Counselors Initiative
• Continued partnership with ProUnitas for attendance and social and emotional support. ProLink Manager on Campus.
• Home visits (Attendance Team)
STUDENT, FAMILY & COMMUNITY EMPOWERMENT

- Two College Go labs in place (UT Outreach)
- University trips and fair
- College, Career Readiness Grade Level Meetings (Monthly)
- Future’s with Mac Air Lab
- Fine Arts Magnet Program
- Parent Center
- Open Instructional Areas
- Literacy Focused Parent Events
- ProUnitas Partnership
- Increase in parent empowerment events
Kashmere Forward

Announcements Highlighting Students

- Athletics
- Fine Art Programs
- JROTC
- Robotics
- Clubs/Organizations