## STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr. Amer.</td>
<td>91%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE/PK–2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;–5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;–8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>39%</td>
<td>36%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Total Enrollment: 755, 724, 746
Econ. Dis.: 90%, 87%, 80%
ELLs: 2%, 4%, 4%
Special Education: 8%, 8%, 8%

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 9/30/2017
# 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>44</td>
<td>60</td>
<td>-16</td>
<td>37</td>
<td>60</td>
<td>-23</td>
<td>33</td>
<td>60</td>
<td>-27</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>30</td>
<td>+1</td>
<td>33</td>
<td>32</td>
<td>+1</td>
<td>31</td>
<td>32</td>
<td>-1</td>
</tr>
<tr>
<td>3</td>
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<td>16</td>
<td>28</td>
<td>-12</td>
<td>14</td>
<td>28</td>
<td>-14</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>-4</td>
<td>7</td>
<td>12</td>
<td>-5</td>
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</table>

Source: TEA 2015–2017 Accountability Campus Summary
Woodson 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
## STAAR HISTORY

**Woodson 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>92</td>
<td>52</td>
<td>21</td>
</tr>
<tr>
<td>Biology</td>
<td>100</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>English I</td>
<td>100</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>English II</td>
<td>100</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>U.S. History</td>
<td>100</td>
<td>53</td>
<td>15</td>
</tr>
</tbody>
</table>

- **%Approaches**
- **%Meets**
- **%Masters**

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

- By May 2018, students in grades 3-8 passing rate on the Reading STAAR will increase from 23% to 60%.
- By May 2018, students in grades 3-8 passing rate on the Mathematics STAAR will increase from 38% to 60%.
- By May 2018, students in grades 4th & 7th passing rate on the Writing STAAR will increase from 25% to 60%.
- By May 2018, students in grades 5th & 8th passing rate on the Science STAAR will increase from 19% to 60%.
- By May 2018, students in grade 8 passing rate on the Social Studies STAAR will increase from 9% to 60%.
- As indicated by 2016 – 2017 summative attendance report, Woodson’s student attendance will increase from 94% to 96%.
CAMPUS PROFESSIONAL ROSTER

- New leadership team
- All core teachers are certified
- Fully staffed campus with effective teachers
- Two Teacher Specialists
- One Instructional Specialist (math)
- New teach coach
- One nurse
- One librarian
- Two reading/dyslexia interventionist
- Teacher development support (TDS) ES & MS

Source:
PROACTIVE USE OF DATA

- Renaissance 360 Universal Screeners
- Data driven instruction protocol
- Monthly common assessments targeting TEKS to be spiraled
- A180 Wednesday data PD
- Data trackers & Student tracker
- Formative & summative data sessions with Demonstration School Collaboration
- PLC data planning for instructional development
SCHOOL DESIGN

- SRW classes for ELA Support
- One hour PLC blocks
- Additional ELA pull-out interventions blocks for 3-8
- Library (Imagine Learning, Achieve 3000 & instructional block - read alouds, fluency & comprehension development)
- Intentional scheduling (best teachers are with Tier II & III)
- Enrichment Wednesday for PD
- Extracurricular tutorial session before extracurricular activities
SOCIAL & EMOTIONAL SUPPORT

• All staff participated in CHAMPS training during August two week PD.
• Kagan Cooperative Strategies training for high classroom engagement
• High staff & administrative presence during transitions along with transitional activities
• Community In School (CIS) for parents & student development
• RtI & Intervention Assistance Team support teams
• Wraparound resource specialist
STUDENT, FAMILY & COMMUNITY EMPOWERMENT

- Teacher/parent monthly meetings
- Literacy focused parent events
- Houston Area Urban League (HAUL) collaboration (Girls’ Scouts)
- Teen And Police Service (TAPS)/ Law Enforcement Assisted Diversion (LEAD)
- Family Content (social studies, math, & science) Nights through literacy
- Southside Take Over Feeder Pattern Collaboration
- Increase in parent empowerment events (ELL, reading development, homework help, GED support) through CIS
Woodson Forward

- Fine Arts – band drumline
- Clubs
- Parent volunteer committee
- Instructional walks (district, admin & teachers)
- Increase Pre-AP classes