Ore City Independent School District

Ore City Middle School

2019-2020 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Year	Enrollment	AR	ESL	GT	DYS	SPED	ECD	M	F
2014	199		9	19	10	17	38		
2015	217		9	21	15	26	42		
2016	185	115	15	15	17	24	52		
2017	210	146	2	11	27	25	71	113	97
2018	229	160	4	12	29	23	159	122	107
2019	230	122	1	10	33	30	153	122	108

Demographics Strengths

OCMS has a low student to teacher ration which allows for more meaningful and engaged instruction. The teacher to student ratio and low student mobility rate allows for the development of strong, positive teacher to student relationships. We are also able to maximize the effectiveness of the recruitment and induction system permitting our campus to develop a healthy culture and climate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have 67% of our students identified as economically disadvantaged.

Problem Statement 2: We have 14% of our students identified as students with dyslexia.

Problem Statement 3: We have 53% of our students identified as at risk. **Root Cause**: The majority are identified for not reaching "approaches grade level" on state testing.

Problem Statement 4: Students tend to rely heavily on the casual register for formal tasks. **Root Cause**: High percentage of students identified as economically disadvantaged.

Problem Statement 5: Large percentage of parents and students verbalize a fixed mindset regarding education. **Root Cause**: High percentage of students identified as economically disadvantaged.

Student Achievement

Student Achievement Summary

First administration "Approaches Grade Level"

	R6	M6	R7	M7	W7	R8	M8	S8	SS8
2013	71%	77%	78%	70%	76%	89%	81%	70%	52%
2014	85%	69%	79%	65%	73%	91%	88%	70%	63%
2015	76%	63%	79%	74%	81%	91%	76%	40%	60%
2016	67%	53%	64%	63%	64%	87%	78%	74%	58%
2017	50%	71%	58%	76%	43%	87%	63%	74%	72%
2018	50%	71%	58%	76%	43%	87%	63%	74%	72%
2019	63%	88%	72%	67%	57%	70%	70%	75%	59%

Student Achievement Strengths

Exceeded Growth status target in ELAR for students labelled: All students, Economically disadvantaged, SPED current, Continuously enrolled, and Non Continuously Enrolled.

Exceed the Academic Achievement Status in ELAR for students labeled Economically Disadvantaged.

Exceeded the Student Success Target Status for students labeled Hispanic.

Students labeled EL Current& Monitored were at 81% Approaches GL Standard or above, and 22% Meets GL Standard or Above for All subjects. All Students : 73%, 32%, 12%

Students labeled Hispanic were 80% Meets GL Standard or Above, 35% Meets Grade Level Standard or Above, and 14% Masters GL Standard for All Tests. All Students : 73%, 32%, 12%

Students labelled Former Special Ed were 80% Approaches Grade level Standard or Above, 40% Meets Grade level Standard or Above, and 10% Masters GL Standard for All Tests. All Students : 73%, 32%, 12%

Students labeled African American were 90% Approaches GL or Above, 10% Meets GL or Above, and 10% Masters GL Standard for ELAR. All Students: 74%, 37%,18%

Students labeled Hispanic were 78% Approaches GL or Above, 44% Meets GL or Above, and 19% Masters GL Standard for ELAR. All Students: 74%, 37%,18%

Students labeled White were 72% Approaches GL or Above, 36% Meets GL or Above, and 19% Masters GL Standard for ELAR. All Students: 74%, 37%,18%

Students labeled Economically Disadvantaged were 73% Approaches GL or Above, 36% Meets GL or Above, and 16% Masters GL Standard for ELAR. All Students: 74%, 37%,18%

Students labeled were English Learners Current and Monitored were 77% Approaches GL or Above, and 44% Meets GL or Above for ELAR. All Students: 74%, 37%,18%

Students labeled English Learners Current and Monitored were 77% Approaches GL or Above, and 44% Meets GL or Above for ELAR. All Students: 74%, 37%,18%

Students labeled Non Continuously Enrolled (35% of all tests) were 75% Approaches GL or Above, and 34% Meets GL or Above, and 13% Masters GL Standards for ELAR. All Students: 74%, 37%,18%

All Students were 81% Approaches GL or higher for Math, 33% Meets GL or Higher , and 10% Master GL Standards for Math.

Students labeled Hispanic were 89% approaches GL or above, 39% Meets GL or above, and 14% Master GL Standards for Math. All Students:81%,33%, and 10%

Students labeled White were 79% approaches GL or above, 31% Meets GL or above, and 9% Master GL Standards for Math. All Students:81%,33%, and 10%

Students labeled Two or More Races were 89% approaches GL or above, 67% Meets GL or above, and 11% Master GL Standards for Math. All Students:81%,33%, and 10%

Students labeled Economically Disadvantaged were 79% approaches GL or above, 30% Meets GL or above, and 10% Master GL Standards for Math. All Students:81%,33%, and 10%

Students labeled English Learners Current or Monitored were 85% approaches GL or above, and 23% Meets GL or above for Math. All Students:81%,33%, and 10%

Students labeled Special Education Current were 63% approaches GL or above, 19% Meets GL or above, and 7% Master GL Standards for Math. All Students:81%,33%, and 10%

Students labeled Special Education Former were 88% approaches GL or above, and 25% Meets GL or above for Math. All Students:81%,33%, and 10%

Students labeled Non Continuously Enrolled were 84% approaches GL or above, and 32% Meets GL or above, and 4% Masters GL Standards for Math. All Students:81%,33%, and 10%

Students labelled as Hispanic were 69% Approaches GL or above, and 8 % Meets GL on Writing. All students: 58%,15%, 4%

Students labelled as English Learners Current and Monitored were 67% Approaches GL or above on Math. All students: 58%,15%, 4%

All students were 77% Approaches Grade Level or higher. 34 % were at Meets GL or higher and 6 % Masters GL Standards for writing.

Students labelled as Hispanic were 69% Approaches GL or above for writing, and 8% Meets GL or above. All students: 58%,15%, 4%

Students labelled as English Learners current and Monitored were 67% Approaches GL or above for writing. All students: 58%,15%, 4%

All Students were 77% Approaches Gl or above, 34% Meets GL or above, and 6% Masters GL Standards on Science.

Students labelled as Hispanic were 78% Approaches GL or above, and 33 % Meets GL or above, and 11% Masters GL standards on Science. All students: 77%,34%, 6%

Students labelled as White were 80% Approaches GL or above, and 37 % Meets GL or above, and 7% Masters GL standards on Science. All students: 77%,34%, 6%

Students labelled as Economically Disadvantaged were 74% Approaches GL or above, and 26% Meets GL or above, and 10% Masters GL standards on Science. All students: 77%,34%, 6%

Students labelled as Non Continuously Enrolled were 74% Approaches GL or above, and 26% Meets GL or above, and 10% Masters GL standards on Science. All students: 77%,34%, 6%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Academic growth level in math was 59%.

Problem Statement 2: Only 33% of All Students scored Meets GL Standard or Above for Math.

Problem Statement 3: Only 37% of All Students scored Meets GL Standard or Above for ELAR.

Problem Statement 4: We have 53% of our students identified as at risk. **Root Cause**: The majority are identified for not reaching "approaches grade level" on state testing.

Problem Statement 5: Students tend to rely heavily on the casual register for formal tasks. **Root Cause**: High percentage of students identified as economically disadvantaged.

Problem Statement 6: Large percentage of parents and students verbalize a fixed mindset regarding education. **Root Cause**: High percentage of students identified as economically disadvantaged.

Problem Statement 7: We have 67% of our students identified as economically disadvantaged.

Problem Statement 8: We have 14% of our students identified as students with dyslexia.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

Students new to the campus assimilate with little trouble.

Principal meets with all students new to the campus.

Students have formed a strong working affiliation and are respectful to the needs of other students.

Students are comfortable asking each other for help and assisting each other.

Students rally around the "under dog." As a rule they do not tolerate, weaker or students with unique situations, being treated badly.

Students are highly motivated by extra curricular offerings: Band, athletics, TMSCA, Academic UIL, One Act Play, and campus clubs

Students respond positively to the positive relationships formed with teachers and staff.

Weekly restorative circles for character education.

Weekly incentive drawings for positive behavior.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students tend to rely heavily on the casual register for formal tasks. **Root Cause**: High percentage of students identified as economically disadvantaged.

Problem Statement 2: Large percentage of parents and students verbalize a fixed mindset regarding education. **Root Cause**: High percentage of students identified as economically disadvantaged.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

Little Staff turnover in the last 3 years, except for family relocation.

All core teachers are certified for the courses they teach.

Teachers regularly seek out and participate in professional development pertinent to their teaching assignment.

Math teachers have participated in a Middle School Math cooperative through a grant and University of Tyler for the last 3 years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System is used as the Scope and Sequence for instruction.

Backwards design is stressed.

Unit tests are created using questions aligned to the STAAR Test rigor.

Unit test data is collected and desegregated using DMAC.

Instructional focus is on teacher clarity in communicating learning intentions to students.

Students are being taught to take ownership of their performance data for tests as a whole and TEKs individually.

90% of teachers feel that the administration is supportive of his or her professional growth.

92% of teachers use assessment data to drive instruction.

Teacher walk through feed back focues on teacher clarity, clasrrom management, and elements of authentic student engagement present in the learning activity.

92%of teachers feel that our campus prepares our students for the next level of education.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have 53% of our students identified as at risk. **Root Cause**: The majority are identified for not reaching "approaches grade level" on state testing.

Problem Statement 2: Only 37% of All Students scored Meets GL Standard or Above for ELAR.

Problem Statement 3: Only 33% of All Students scored Meets GL Standard or Above for Math.

Problem Statement 4: Academic growth level in math was 59%.

Parent and Community Engagement

Parent and Community Engagement Summary

Ore City Middle School, along with the rest of the district, provides various opportunities throughout the school year for community and family involvement:

- SHAC Health Fair in conjunction with the community ice cream social
- Mobile mammography unit
- Mobile dentistry
- Athletic events
- Band concerts
- Dances
- Fundraisers
- Awards assemblies
- Theater presentations
- 6th grade orientation

Parent and Community Engagement Strengths

The campus has a large Facebook presence and utilizes Remind 101.

Many parents use FB Messenger to communicate regarding basic information.

Campus administration made 387 parent contacts in 18/29. Current for year is 111.

Campus teachers combined made in excess of 487 parent contacts in 18/19. Current for the year is 65.

This year was the largest turnout for meet the teacher.

The community supports the district and its students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Large percentage of parents and students verbalize a fixed mindset regarding education. **Root Cause**: High percentage of students identified as economically disadvantaged.

School Context and Organization

School Context and Organization Summary

School Context and Organization Strengths

Grade 8 students have 4 opportunities to earn a high school credit: Band, Algebra, Art 1, and spanish 1.

We have 1 hour of intervention time built into our daily schedule.

The district has transitioned to the Scottish Rite curriculum to service students identified with dyslexia.

Students are learnign to record their own performance data. this will assist teacher in recognizing where interventions are needed more quickly.

Teachers and students have online access to IXL for ELAR and Social Studies acceleration. Study Island is available on line for math.

All students can be scheduled to a Math lab class based on prior STAAR scores.

Grade 7 students can be assigned to an ELAR lab class based on prior STAAR scores.

Gifted and Talented pull out 1 hour weekly.

Campus participation in the "Positive Action Program" by Wellness Point.

Grade 6 students in the "Supporting Emotional Growth" program by EDCATA.

Campus students went to the "Surviving Middle School" program at the Belcher center.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Only one person in the district services ESL students.

Problem Statement 2: Weak intervention program for under performing students.

Technology

Technology Strengths

We are 1 to 1 in all core classes for Chromebooks.

We have a computer lab shared by 3 elective classes.

We have 8 interactive smart boards on our campus.

We have a robotics class with a 22 person capacity with dedicated Chromebooks and Lego Robot sets.

Local required elective for all grade 7 students, "Computer Technology Applications." The course covers keyboarding, the Micro Soft Office Suite, and The Google Sweet.

Priority Problem Statements

Problem Statement 1: Academic growth level in math was 59%.
Root Cause 1:
Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Only 33% of All Students scored Meets GL Standard or Above for Math.
Root Cause 2:
Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Only 37% of All Students scored Meets GL Standard or Above for ELAR.
Root Cause 3:
Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: We have 53% of our students identified as at risk.
Root Cause 4: The majority are identified for not reaching "approaches grade level" on state testing.
Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Improve STAAR performance in ELAR and Writing for "ALL Students."

Performance Objective 1: Increase the number of All Students scoring Meets GL Standard or Above to 44% in ELAR.

    Evaluation Data Source(s) 1: Unit test Data, STAAR testing data

    Summative Evaluation 1:

Goal 1: Improve STAAR performance in ELAR and Writing for "ALL Students."

Performance Objective 2: Increase the All Students Academic Growth Score to 67 for ELAR.

    Evaluation Data Source(s) 2: Unit test data, STAAR Testing data

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Campus focus on implementing Teacher Clarity as a learning effect. Clear communication of the learning intention to students. Also communicated are success criteria to allow the student to monitor their progress in mastery of the learning intention.	2.4	Teacher walk through and observation data. Lesson plans.	Increased student learning and growth.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Campus focus on implementing at least 3 of the 8 qualities of authentic student engagement as defined by Schlechty. When 3 of the 8 components are present in the learning activity, 85 % authentic student engagement can be reached. Qualities of authentic student engagement: Personal response Teacher clarity Emotional/intellectual safety Affiliation (learning with others) Sense of audience Choice Novelty and variety Authenticity	2.4	Teacher walk through and observation data. Lesson plans	Increased student engagement in the learning activity resulting in improved performance and academic growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Better implementation of Response to Intervention program.	2.4	Renaissance software and universal screener.	Assist students in closing gaps.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Common planning periods to allow for weekly departmental Professional Learning Community meetings.		PLC sign in sheets PLC minutes.	Better vertical alignment within departments.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Campus focus on student ownership of performance data. Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.		Examples of student data charts	Students will begin to take ownership of academic performance. Students will develop a growth mindset as they see improvement and reflect on their performance				

100% = Accomplished →= Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Improve STAAR performance in ELAR and Writing for "ALL Students."

Performance Objective 3: Increase the number of students scoring Meets GL Standard or Above to 30% for Writing.

Evaluation Data Source(s) 3: Unit test data, writing samples, STAAR testing data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus focus on writing across the curriculum. All classes will have students write a least 1 extended written response assignment per six weeks. Teachers will provide feedback in at least one of the major areas of writing convention for the assignment in addition to textual accuracy. (ie capitalization, punctuation, sentence structure etc.)		Examples of student writing samples.	Increased student comfort and fluency in the writing process.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Implementation of the Think-CERCA curriculum resource in the ELAR department.	2.4						
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 2: Improve STAAR Math performance for "All Students."

Performance Objective 1: Increase the number of All Students scoring Meets GL Standard or Above to 46% in Math

    Evaluation Data Source(s) 1: Unit test data, STAAR performance data

    Summative Evaluation 1:

Goal 2: Improve STAAR Math performance for "All Students."

Performance Objective 2: Increase the All Student Academic Growth Score to 71 for Math.

    Evaluation Data Source(s) 2: Unit test data, STAAR performance data

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews Formative Nov	Jan	Mar	Summative June
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Campus focus on implementing Teacher Clarity as a learning effect. Clear communication of the learning intention to students. Also communicated are success criteria to allow the student to monitor their progress in mastery of the learning intention.	2.4	Teacher walk through and observation data. Lesson plans.	Increased student learning and growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Campus focus on implementing at least 3 of the 8 qualities of authentic student engagement as defined by Schlechty. When 3 of the 8 components are present in the learning activity, 85 % authentic student engagement can be reached. Qualities of authentic student engagement: Personal response Teacher clarity Emotional/intellectual safety Affiliation (learning with others) Sense of audience Choice Novelty and variety Authenticity	2.4	Teacher walk through and observation data. Lesson plans	Increased student engagement in the learning activity resulting in improved performance and academic growth.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Better implementation of Response to Intervention program.	2.4	Renaissance software and universal screener.	Assist students in closing gaps.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Common planning periods to allow for weekly departmental Professional Learning Community meetings.		PLC sign in sheets PLC minutes.	Better vertical alignment within departments.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Campus focus on student ownership of performance data. Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.		Examples of student data charts	Students will begin to take ownership of academic performance. Students will develop a growth mindset as they see improvement and reflect on their performance				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Continued participation in the AIMM Middle School Math Matters Cooperative by the Middle School Math department. Grant funded extended professional development for rural math teachers.			Improved student performance in math.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Campus focus on implementing Teacher Clarity as a learning effect. Clear communication of the learning intention to students. Also communicated are success criteria to allow the student to monitor their progress in mastery of the learning intention.
1	2	2	Campus focus on implementing at least 3 of the 8 qualities of authentic student engagement as defined by Schlechty. When 3 of the 8 components are present in the learning activity, 85 % authentic student engagement can be reached. Qualities of authentic student engagement: Personal response Teacher clarity Emotional/intellectual safety Affiliation (learning with others) Sense of audience Choice Novelty and variety Authenticity
1	2	3	Better implementation of Response to Intervention program.
1	2	5	Campus focus on student ownership of performance data. Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.
1	3	2	Implementation of the Think-CERCA curriculum resource in the ELAR department.
2	2	1	Campus focus on implementing Teacher Clarity as a learning effect. Clear communication of the learning intention to students. Also communicated are success criteria to allow the student to monitor their progress in mastery of the learning intention.
2	2	2	Campus focus on implementing at least 3 of the 8 qualities of authentic student engagement as defined by Schlechty. When 3 of the 8 components are present in the learning activity, 85 % authentic student engagement can be reached. Qualities of authentic student engagement: Personal response Teacher clarity Emotional/intellectual safety Affiliation (learning with others) Sense of audience Choice Novelty and variety Authenticity
2	2	3	Better implementation of Response to Intervention program.
2	2	5	Campus focus on student ownership of performance data. Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.
2	2	6	Continued participation in the AIMM Middle School Math Matters Cooperative by the Middle School Math department. Grant funded extended professional development for rural math teachers.

Addendums

	2015			Progress		2016			Progress		2017			Progress	
	Phase in	PSR	Advanced	Meets	Exceeds	Approach	Meets	Masters	Meets	Exceeds	Approach	Meets	Masters	Meets	Exceeds
ELAR 6	76	19	1			56	22	11			63	24	7		
Math 6	63	39	9			67	18	9			63	16	4		
ELAR 7	80	38	16			64	49	11			66	27	18		
Math 7	74	38	16			63	19	1			57	20	4		
Writing 7	82	41	3			64	29	3			62	22	4		
ELAR 8	86	37	19			87	46	13			90	44	28		
Math 8	76	25	3			73	24	4			73	14	1		
Science 8	41	7	1			74	39	14			80	30	11		
Social Studies 8	61	24	10			58	24	6			65	25	8		
Algebra	100	25	3			100	91	91			100	100	33		
All subjects	72		11	58	10	68		10	54	8	71		11	58	11
>= 2 subjects		31	15				27					27			
All Reading	80	39		52	11	68	40	12	52	10	71	39	19	60	19
All Math	100	90				67	24	10	55	6	66	23	4	56	3
All Writing	82	42				64	31				62	23			
All Science	41	8				74	41	14			80	36	15		
All SS	61	25	11			58	25	11			65	32	11		

	2018			Progress		2019			Progress		2020			Progress	
	%Appr	%Meets	%Mast	#Meets	#Exceeds	%Appr	%Meets	%Mast	#expect	#Exceeds	%Appr	%Meets	%Mast	#expect	#Exceeds
ELAR 6	50	11	4	13	4	63	33	21	18	8					
Math 6	71	21	4	31	2	88	41	15	20	2					
ELAR 7	58	28	18	18	18	72	33	12	34	18					
Math 7	76	21	7	40	7	67	23	1	32	4					
Writing 7	43	25	1			58	13	3							
ELAR 8	87,94	48,48	26,26	22	17	70, 87	39,40	18, 18	22	19					
Math 8	63,84	12,14	0,0	31	0	70,82	22,22	2,2	31	2					
Science 8	74	37	9			77	32	6							
Social Studies 8	72	35	20			59	26	10							
Algebra	100	100	91	11	11	100	100	88	8	7					
All subjects	69	29	12			73									
>= 2 subjects															
All Reading	66	28	16			74	37	18							
All Math	77	25	10			81	33	10							
All Writing	43					58	34	6							
All Science	77	40	10			77	34	6							
All SS	72	35	20			59	27	11							

Cell: B2
Comment: Phase - in satisfactory or above

Cell: C2
Comment: Post secondary readiness or above

Cell: B19
Comment: Algebra only

Cell: B24
Comment: % Grade 8=1st admin, 2nd admin

Cell: E24
Comment:

Total count first admins only

Cell: H24
Comment: % Grade 8=1st admin, 2nd admin

Cell: K24
Comment:

Total count first admins only

Cell: N24
Comment: % Grade 8=1st admin, 2nd admin

Cell: Q24
Comment:

Total count first admins only

Cell: J33
Comment: 1 more student reach masters 2nd admin
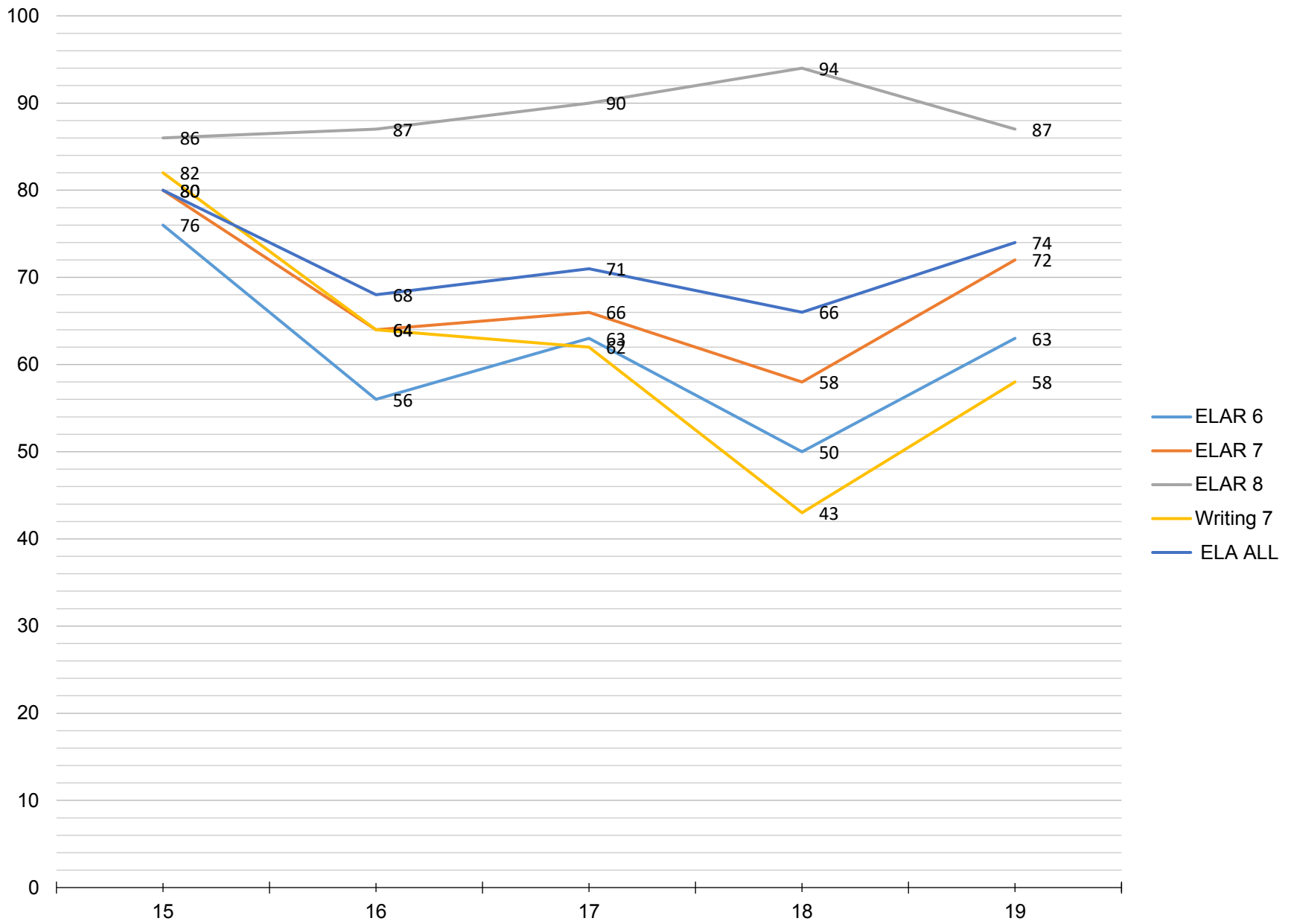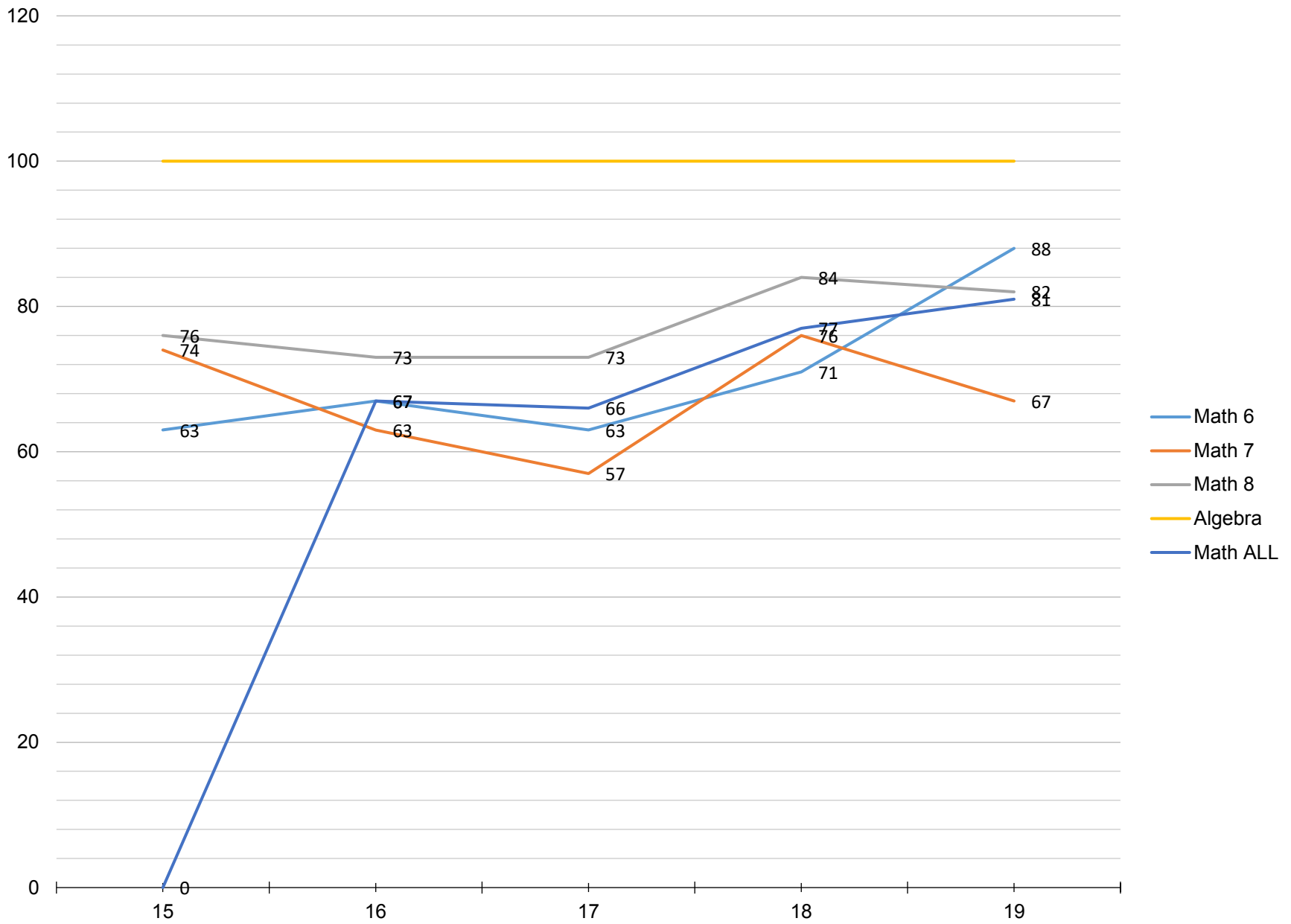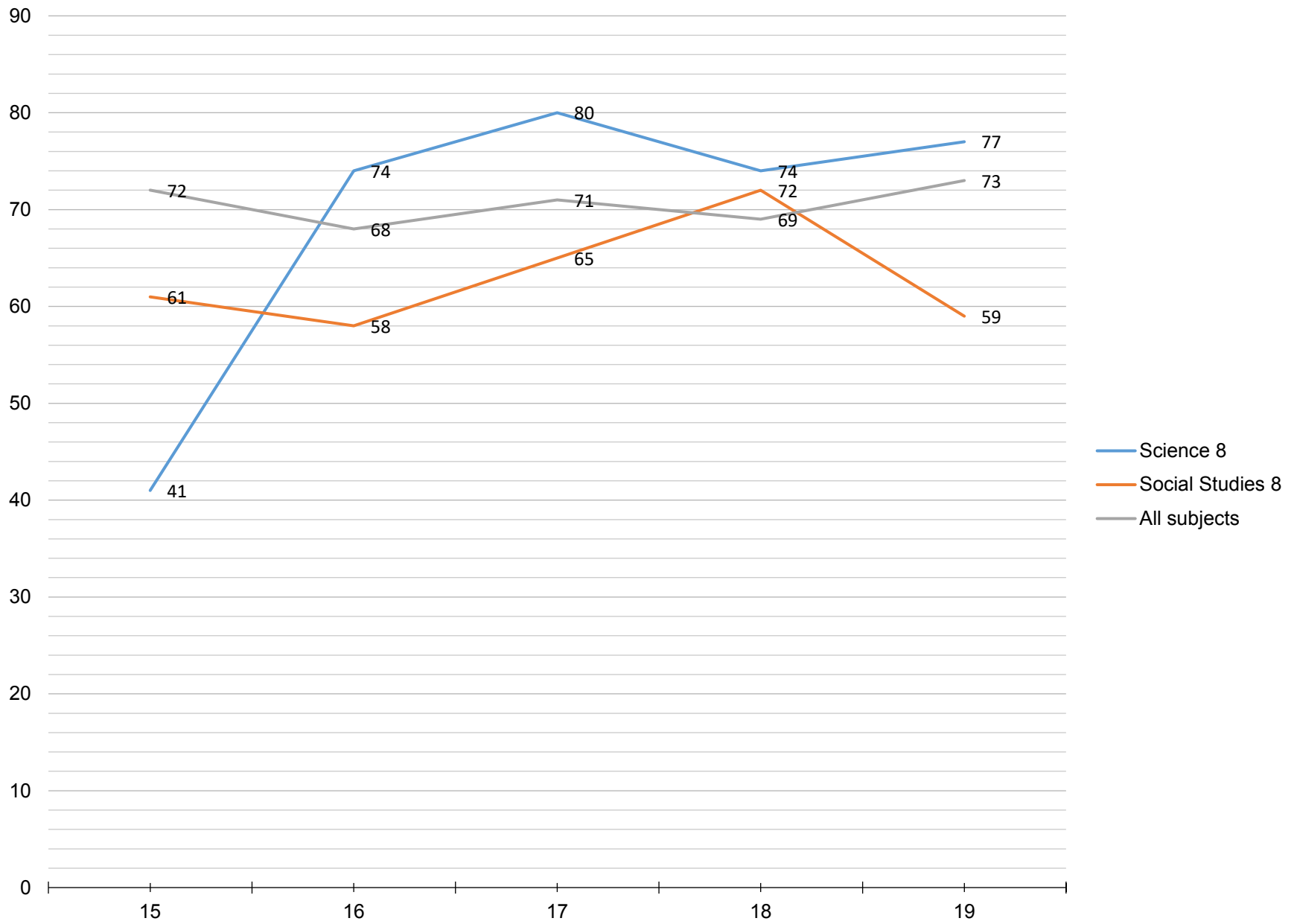
	15	16	17	18	19
ELAR 6	76	56	63	50	63
ELAR 7	80	64	66	58	72
ELAR 8	86	87	90	94	87
Writing 7	82	64	62	43	58
ELA ALL	80	68	71	66	74

	15	16	17	18	19
Science 8	41	74	80	74	77
Social Studies 8	61	58	65	72	59
All subjects	72	68	71	69	73

	15	16	17	18	19
ELAR 6	76	56	63	50	63
ELAR 7	80	64	66	58	72
ELAR 8	86	87	90	94	87
Writing 7	82	64	62	43	58
ELA ALL	80	68	71	66	74
	15	16	17	18	19
Math 6	63	67	63	71	88
Math 7	74	63	57	76	67
Math 8	76	73	73	84	82
Algebra	100	100	100	100	100
Math ALL		67	66	77	81
	15	16	17	18	19
Science 8	41	74	80	74	77
Social Studies 8	61	58	65	72	59
All subjects	72	68	71	69	73

	All Students	African American	Hispanic	White
Academic Achievement Status				
ELA/Reading Target	44%	32%	37%	60%
Target Met	N		Y	N
% at Meets GL Standard or Above	37%	10%	44%	36%
# at Meets GL Standard or Above	78	1	16	56
Total Tests (Adjusted)	212	10	36	154
Math Target	46%	31%	40%	59%
Target Met	N		N	N
% at Meets GL Standard or Above	33%	20%	39%	31%
# at Meets GL Standard or Above	70	2	14	47
Total Tests (Adjusted)	212	10	36	154
Total Indicators				
Growth Status				
ELA/Reading Target	66	62	65	69
Target Met	Y		N	N
Academic Growth Score	67	80	62	68
Growth Points	138	8	21	102
Total Tests	205	10	34	150
Math Target	71	67	69	74
Target Met	N		N	N
Academic Growth Score	59	60	57	57
Growth Points	120	6	19.5	85.5
Total Tests	205	10	34	150
Total Indicators				
Graduation Rate Status ***				
Target	90%	90%	90%	90%
Target Met				
2017 % Graduated	-	-	-	-
2018 % Graduated	-	-	-	-
2018 # Graduated	-	-	-	-
2018 Total in Class	-	-	-	-
Total Indicators				
English Language Proficiency Status				
Target				
Target Met				
TELPAS Progress Rate				
TELPAS Progress				
TELPAS Total				
Total Indicators				
Student Success Status				
Target	47	36	41	58
Target Met	N	N	Y	N
STAAR Component Score	39	29	43	38
% at Approaches GL Standard or Above	73%	63%	80%	72%
% at Meets GL Standard or Above	32%	13%	35%	31%
% at Masters GL Standard	12%	10%	14%	12%
Total Tests	626	30	103	455
Total Indicators				
School Quality Status				

Target	47%	31%	41%	58%
Target Met				
% Students meeting CCMR	-	-	-	-
# Students meeting CCMR	-	-	-	-
Total Students	-	-	-	-
Total Indicators				
Participation				
Target	95%	95%	95%	95%
ELA/Reading				
% Participation	100%	100%	100%	100%
# Participants	218	10	37	157
Total Tests	218	10	37	157
Mathematics				
% Participation	100%	100%	100%	100%
# Participants	218	10	37	157
Total Tests	218	10	37	157

Texas Education Agency
2019 Closing the Gaps
ORE CITY MIDDLE (230903041) - ORE CITY ISD

Status and Data Table

American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
43%	74%	45%	56%	33%	29%	19%
				Y		N
*	*	-	33%	36%	31%	7%
*	*	-	3	50	4	2
*	*	-	9	140	13	27
45%	82%	50%	54%	36%	40%	23%
				N		N
*	*	-	67%	30%	23%	19%
*	*	-	6	42	3	5
*	*	-	9	140	13	27
67	77	67	68	64	64	59
				Y		Y
*	*	-	63	66	54	65
*	*	-	5	88	7	17
*	*	-	8	134	13	26
71	86	74	73	68	68	61
				N		N
*	*	-	81	58	54	50
*	*	-	6.5	77.5	7	13
*	*	-	8	134	13	26
90%	90%	90%	90%	90%	90%	90%
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
					36%	
					0%	
					0	
					1	
46	73	48	55	38	37	23
			N	N	N	N
29	*	-	37	37	34	20
63%	*	-	73%	71%	81%	45%
25%	*	-	35%	29%	22%	10%
0%	*	-	4%	12%	0%	5%
8	*	-	**	411	36	77

42%	76%	39%	53%	39%	30%	27%
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
95%	95%	95%	95%	95%	95%	95%
*	*	-	100%	100%	100%	100%
*	*	-	11	142	14	27
*	*	-	11	142	14	27
*	*	-	100%	100%	100%	100%
*	*	-	11	142	14	27
*	*	-	11	142	14	27

Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
36%	46%	42%		
	N	N		
38%	38%	34%		
3	52	26		
8	136	76		
44%	47%	45%		
	N	N		
25%	34%	32%		
2	46	24		
8	136	76		
			2	14
65	66	67		
	Y	Y		
50	67	67		
4	91	47		
8	135	70		
70	71	70		
	N	N		
44	54	67		
3.5	73	47		
8	135	70		
			5	14
n/a	n/a	n/a		
43	48	45		
	N	N		
43	40	36		
80%	73%	74%		
40%	34%	28%		
10%	14%	7%		
20	407	219		
			1	10

43%	50%	31%		
-	-	-		
-	-	-		
-	-	-		
95%	95%	95%		
100%	100%	100%		
10	136	82		
10	136	82		
100%	100%	100%		
10	136	82		
10	136	82		

2019 STAAR Performance Data Table
ORE CITY MIDDLE (230903041) - ORE CITY ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	73%	63%	80%	72%	63%	*	-	73%	71%	*	81%	45%	80%	73%	74%
% at Meets GL Standard or Above	32%	13%	35%	31%	25%	*	-	35%	29%	*	22%	10%	40%	34%	28%
% at Masters GL Standard	12%	10%	14%	12%	0%	*	-	4%	12%	*	0%	5%	10%	14%	7%
Number of Tests															
# at Approaches GL Standard or Above	457	19	82	328	**	*	-	19	293	*	29	35	16	296	161
# at Meets GL Standard or Above	198	4	36	143	**	*	-	9	119	*	8	8	8	137	61
# at Masters GL Standard	74	3	14	54	**	*	-	1	50	*	0	4	2	59	15
Total Tests	626	30	103	455	**	*	-	26	411	*	36	77	20	407	219
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	74%	90%	78%	72%	*	*	-	67%	73%	*	77%	44%	63%	73%	75%
% at Meets GL Standard or Above	37%	10%	44%	36%	*	*	-	33%	36%	*	31%	7%	38%	38%	34%
% at Masters GL Standard	18%	10%	19%	19%	*	*	-	0%	16%	*	0%	4%	25%	21%	13%
Number of Tests															
# at Approaches GL Standard or Above	156	9	28	111	*	*	-	6	102	*	10	12	5	99	57
# at Meets GL Standard or Above	78	1	16	56	*	*	-	3	50	*	4	2	3	52	26
# at Masters GL Standard	38	1	7	29	*	*	-	0	23	*	0	1	2	28	10
Total Tests	212	10	36	154	*	*	-	9	140	*	13	27	8	136	76
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	81%	70%	89%	79%	*	*	-	89%	79%	*	85%	63%	88%	79%	84%
% at Meets GL Standard or Above	33%	20%	39%	31%	*	*	-	67%	30%	*	23%	19%	25%	34%	32%
% at Masters GL Standard	10%	10%	14%	9%	*	*	-	11%	10%	*	0%	7%	0%	14%	4%
Number of Tests															
# at Approaches GL Standard or Above	171	7	32	121	*	*	-	8	110	*	11	17	7	107	64
# at Meets GL Standard or Above	70	2	14	47	*	*	-	6	42	*	3	5	2	46	24
# at Masters GL Standard	22	1	5	14	*	*	-	1	14	*	0	2	0	19	3
Total Tests	212	10	36	154	*	*	-	9	140	*	13	27	8	136	76
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	58%	*	69%	55%	-	-	-	*	55%	*	67%	27%	*	62%	52%
% at Meets GL Standard or Above	15%	*	8%	16%	-	-	-	*	13%	*	0%	9%	*	18%	10%
% at Masters GL Standard	4%	*	0%	4%	-	-	-	*	6%	*	0%	9%	*	4%	3%
Number of Tests															
# at Approaches GL Standard or Above	43	*	9	30	-	-	-	*	29	*	4	3	*	28	15
# at Meets GL Standard or Above	11	*	1	9	-	-	-	*	7	*	0	1	*	8	3
# at Masters GL Standard	3	*	0	2	-	-	-	*	3	*	0	1	*	2	1
Total Tests	74	*	13	55	-	-	-	*	53	*	6	11	*	45	29
Science															
Percent of Tests															
% at Approaches GL Standard or Above	77%	*	78%	80%	*	*	-	*	74%	-	*	50%	*	78%	74%
% at Meets GL Standard or Above	34%	*	33%	37%	*	*	-	*	26%	-	*	0%	*	38%	26%
% at Masters GL Standard	6%	*	11%	7%	*	*	-	*	10%	-	*	0%	*	9%	0%
Number of Tests															
# at Approaches GL Standard or Above	49	*	7	37	*	*	-	*	29	-	*	3	*	35	14
# at Meets GL Standard or Above	22	*	3	17	*	*	-	*	10	-	*	0	*	17	5
# at Masters GL Standard	4	*	1	3	*	*	-	*	4	-	*	0	*	4	0
Total Tests	64	*	9	46	*	*	-	*	39	-	*	6	*	45	19
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	59%	*	67%	63%	*	*	-	*	59%	-	*	0%	*	60%	58%
% at Meets GL Standard or Above	27%	*	22%	30%	*	*	-	*	26%	-	*	0%	*	31%	16%
% at Masters GL Standard	11%	*	11%	13%	*	*	-	*	15%	-	*	0%	*	13%	5%
Number of Tests															
# at Approaches GL Standard or Above	38	*	6	29	*	*	-	*	23	-	*	0	*	27	11
# at Meets GL Standard or Above	17	*	2	14	*	*	-	*	10	-	*	0	*	14	3
# at Masters GL Standard	7	*	1	6	*	*	-	*	6	-	*	0	*	6	1
Total Tests	64	*	9	46	*	*	-	*	39	-	*	6	*	45	19