

Ore City Independent School District
Ore City Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ore City Elementary has seen minor fluctuations in enrollment over the last several years. The current enrollment is 440 students. Our current teacher to student ratio is as follows by class size:

Pre-Kindergarten: 1:13

Kindergarten: 1:13.25

1st Grade: 1:13.75

2nd Grade 1:20

3rd Grade 1:17.75

4th Grade 1:14.75

5th Grade 1:15

	15-16	16-17	17-18	18-19	19-20	20-21
Enrollment	449	442	466	462	463	440
At-Risk	49.7%	76%	75%	32%	36.7%	50%
ESL	10.7%	10.1%	9.2%	8.9%	8.8%	11.4%
GT	3.1%	3.8%	3.2%	2.6%	2.5%	1.6%
Dyslexia	6.2%	5.0%	3.6%	5.2%	5.8%	3.2%
Special Ed	7.8%	9.7%	9.2%	8.4%	11.2%	11.2%
ECD	65.3%	80.5%	76%	76.6%	69.1%	71%

Demographics Strengths

We have a low teacher to student ratio which allows for more meaningful and engaged instructional opportunities for students to grasp content objectives. The lower teacher to student ratio allows for the development of strong, positive teacher to student relationships on a daily basis. We are also able to maximize the effectiveness of the recruitment and retention of teachers that promote a healthy culture and climate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in number of students served by ESL. **Root Cause:** New businesses in the area have brought in multiple Hispanic families as employees.

Student Achievement

Student Achievement Summary

Grade	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Reading	78	64	88	81	76	Covid	71
4th Reading	80	72	62	61	77	Covid	59
5th Reading	87	66	72	81	80	Covid	66
3rd Math	84	65	54	79	89	Covid	40
4th Math	47	67	67	69	79	Covid	57
5th Math	74	63	82	89	86	Covid	78
4th Writing	66	61	47	47	63	Covid	59
5th Science	68	55	62	79	73	Covid	75

STAAR Scores

Student Achievement Strengths

Growth was shown in:

5th Science

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Not enough students showed at least a year's worth of growth. (Carryover from 19-20) **Root Cause:** Lack of student engagement in online platform.

Problem Statement 2: We had a low number of students reaching "Meets" or "Masters" level on STAAR grades 3-5, all tested subjects. (Carryover from 19-20) **Root Cause:** Few opportunities for students to fully engage in rigorous curriculum designed to enrich the learning experience.

School Culture and Climate

School Culture and Climate Summary

Survey results from May 2019 indicated:

- Students were not provided a survey to complete
- 100% of teachers were satisfied with the overall quality of the school
- 79.5% felt good teaching is recognized and valued by the school leadership.
- 82.1% felt leaders in the school foster a culture of collaboration.
- 100% felt the administrations values and protects instructional time.
- 87.2% felt campus leadership is supportive in helping me deal with student discipline.

CHAMPS implementation began at OCE to guide our campus in the student management system. The focus of CHAMPS is to set clear expectations, intentionally teaching expectations, procedures and routines, modeling appropriate behaviors and shifting the mindset and attention to recognizing students who are meeting the expectations rather than drawing attention toward negative behaviors.

School Culture and Climate Strengths

Our staff genuinely cares for the health and safety of each of their students and coworkers. This extends beyond the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our staff members are highly qualified. We ensure our new-to-district employees are trained in the areas important to us and are partnered with teachers who can assist in their growth and development. Additionally, OCIDS has implemented a mentor program designed for new teachers and teachers in the first two years of a new grade level assignment.

Staff Quality, Recruitment, and Retention Strengths

Staff survey results from May 2019:

- 100% are satisfied with the overall quality of our school.
- 100% feel administration values and protects instructional time.
- 94.9% feel that the principal provides a clear vision and sense of direction for the campus.
- 87.2% feel that campus leadership is supportive in helping me deal with student discipline.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCE Teachers plan and deliver instruction based on the district scope and sequence. TEKS Resource System is used for our curriculum to ensure that the TEKS are being covered to the rigor and depth necessary for student growth.

Curriculum, Instruction, and Assessment Strengths

DMAC is intended to be utilized for data disaggregation to shape our instructional and assessment practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of effective planning utilizing data **Root Cause:** Beginning stages of implementation of MTSS.

Parent and Community Engagement

Parent and Community Engagement Summary

OCE plans meet the teacher night, 1-1 parent meetings during the first three days of school, programs, and awards ceremonies in order to attract parents to our campus as appropriate during COVID. The counselor has implemented "Coffee with the Counselor" to help bring in parents and community resources to assist with parent education.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Difficulty finding ways to involve parents in 21-22 education. **Root Cause:** Strict policy on campus visitors due to COVID concerns and lack of accessible technology in the community for virtual events.

Technology

Technology Summary

OCE is dedicated to increasing the amount of available technologies for student use. This includes Chromebooks, student computers, and Ipad Minis.

Technology Strengths

We are currently 1:1 in grades 2-5 and have a longterm plan for cycling expired Chromebooks to ensure we have enough for online testing.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not 1-1 in Kindergarten through 5th grades. **Root Cause:** Manufacturing delays are preventing growth.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 1: On 3rd-5th grade reading STAAR, improve Meets by 10% per year for the next three years and improve Masters by 5% per year for the next three years.

Evaluation Data Sources: 3rd-5th Reading STAAR Results
 CBA Results
 Informal/formal assessments
 Reading Renaissance





Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor balanced literacy in Pre-K-2nd Grade to ensure proficiency. Implement new curriculum that has phonics incorporated.</p> <p>Strategy's Expected Result/Impact: Student growth in literacy instruction will be evidenced by an increase in the number of students reading on grade level or above</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers LLI Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional staff opportunities to attend a variety of local, regional, and state conferences/workshops featuring best practices Including the Reading Academy</p> <p>Strategy's Expected Result/Impact: Best practice in all grades/subjects is evidenced by weekly submission of quality lesson plans and small group plans to administrators.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 2: To identify students with learning difficulties and provide assistance through the use of targeted instruction and/or special programs.

Evaluation Data Sources: MTSS process
 K-1 dyslexia screener
 Reading Renaissance
 MClass
 SRSS

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate and analyze six week assessments, benchmarks, and progress monitor to identify specific target areas for grade levels and individual students.</p> <p>Strategy's Expected Result/Impact: Increase in early identification and remediation of students with learning difficulties.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize MTSS process to create individualized plans for At-Risk students. Meet regularly to review, discuss student progress and plan intervention activities.</p> <p>Strategy's Expected Result/Impact: The number of students who successfully remediate and exit the MTSS process will increase</p> <p>Staff Responsible for Monitoring: Principal Teachers MTSS Coordinator LLI Interventionist Bridges Math Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the reading and math intervention programs (e.g. Read Naturally, LLI and Bridges Math Intervention) to support all Tier 2 and Tier 3 students</p> <p>Strategy's Expected Result/Impact: Increase in early identification and remediation of students with learning difficulties.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers LLI Interventionist Bridges Math Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide differentiated instruction in order to meet the unique needs of students through the following special programs and opportunities: Special Education Reading/Math Interventions GT ESL Dyslexia</p> <p>Strategy's Expected Result/Impact: Differentiated lesson plans will be submitted weekly that meet the needs of students below, on and above grade level.</p> <p>Staff Responsible for Monitoring: Principal Teachers of Special Programs Classroom Teachers REBEL Response Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.


Performance Objective 3: Monitor and maintain written, taught, and assessed curriculum at all grade levels in all subject areas.


Evaluation Data Sources: Walk-through observations
 Planning meeting notes
 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: PK-5 teachers will participate in weekly grade-level planning meetings with leadership team and interventionists to unpack standards and plan engaging lessons for students</p> <p>Strategy's Expected Result/Impact: Alignment of lessons and objectives will be evidenced in lesson plans, walkthroughs and observations</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: To provide opportunities for student emotional and social growth through campus activities.





Evaluation Data Sources: Participation in Red Ribbon Week
 Participation in Random Acts of Kindness Week
 Behavior referrals

Strategy 1 Details	Reviews			
Strategy 1: Continue campus-wide character education programs to increase student success and self-esteem including daily character lessons, access to group and individual short term counseling. Strategy's Expected Result/Impact: Behavior referrals will decrease Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 2: To foster the development of relationships in a positive and supportive environment while promoting school spirit.





Evaluation Data Sources: Ring Leaders
 Spirit shirt Fridays
 Woot Woot Cart
 Positive Office Referrals
 Parent Contact Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a positive environment by recognizing students' achievements in grade level awards celebrations: attendance, honor roll, citizenship(REBEL PRIDE)</p> <p>Strategy's Expected Result/Impact: The number of students awarded will increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote school pride, unity and spirit by wearing school shirts, participating in school spirit events and activities.</p> <p>Strategy's Expected Result/Impact: The participation of students will increase.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote positive relationship between the school and community by making positive parent contacts.</p> <p>Strategy's Expected Result/Impact: Fewer negative parent interactions/calls.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Ore City Elementary School will promote a positive and safe environment to enhance intellectual growth, personal development, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 3: To increase student daily average attendance to 93% or above.

Evaluation Data Sources: Skyward attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement: student/parent/principal/assistant principal conferencing for students with attendance issues. Strategy's Expected Result/Impact: Student attendance rate will increase Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement attendance incentive activities in each classroom, grade level and campus wide. Strategy's Expected Result/Impact: Student attendance rate will increase. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Office Staff Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Ore City Elementary School teachers, staff, and students will utilize technology in a variety of ways to enhance learning, communication, and management.

Performance Objective 1: To utilize technology to improve communication.

Evaluation Data Sources: GroupMe

Campus Facebook page

Seesaw

Google Classroom

Smore

Google Meet

Zoom

Clever


Strategy 1 Details	Reviews			
<p>Strategy 1: Begin sending Campus Newsletters - staff and parents Counselor Blog Publish monthly calendar of events on website and Facebook Publish lunch menu on website and Facebook Skyward Parent Portal Remind/Facebook/SeeSaw/Google Classroom</p> <p>Strategy's Expected Result/Impact: Will be evidenced by increased viewing and interaction on various sites and news letters</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue and increase the use of the elementary school website.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal Computer Aide</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue the "OCE Network" by sending e-mail/GroupMe to teachers for recognition, information for the upcoming week, calendar, and inspirational messages.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June


Teachers
Office Staff
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.5

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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Ore City Elementary School teachers, staff, and students will utilize technology in a variety of ways to enhance learning, communication, and management.

Performance Objective 2: To utilize technology to enhance instruction and provide an engaging learning experience.





Evaluation Data Sources: Chromebooks
 Ipad minis
 Renaissance
 Education Galaxy
 IXL

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the use of technology in conjunction with TEKS-RS units, Education Galaxy PK-5</p> <p>Strategy's Expected Result/Impact: Increase the implementation of technology in weekly lesson plans and through Google Classroom and SeeSaw.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support for teachers:</p> <p>Skyward TEKS RS Curriculum DMAC (TEKScore, State Assessment, TAG) Technology Intergration: Google/Email/Apps</p> <p>Strategy's Expected Result/Impact: Maintain documentation of professional development activities and utilize technology support</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Ore City Elementary School will work to retain state certified administrators, faculty, and staff members who reflect the values of the community, serve as positive role models, exhibit excellence and commitment to maintaining high expectations for student performance.

Performance Objective 1: To provide state certified personnel, training, and instruction for the purpose of improving student achievement.

Evaluation Data Sources: T-TESS appraisals/Walkthroughs
 Professional Development - Region 7
 Teacher Incentive Allotment
 Mentor Program

Strategy 1 Details	Reviews			
<p>Strategy 1: Interview and hire qualified teachers and paraprofessionals using the following district activities to obtain quality applications. Post job opportunities on school website, ESC 7 and other websites. Strategy's Expected Result/Impact: Retain qualified staff for multiple years. Staff Responsible for Monitoring: Principal Assistant Principal Central Office Staff Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that first year teachers new to the profession and/or district are assigned a mentor teacher. Strategy's Expected Result/Impact: Retention of first year teachers Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and opportunity for teachers to participate in Teacher Incentive Allotment. Strategy's Expected Result/Impact: Retention of highly qualified staff for 5+ years. Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Director TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Ore City Elementary

Total SCE Funds: \$956,585.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Ore City Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Autumn Pena	Elementary Teacher	1
Cynthia Goen	Elementary Teacher	1
Dibbrell Gilbreath	Elementary Teacher	1
Evelyn Thiessen	Elementary Teacher	1
Pamela Hendricks	Elementary Teacher	1
Shannon Pruett	Elementary Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Drennan	Elementary Interventionist	Intervention	1
Frances Sewell	Elementary Library Aide	Library	1
Lisa Copeland	Elementary Instructional Aide	Computer Lab	1
Melissa Odum	Elementary Instructional Aide		1
Suzanne Heflin	Elementary Teacher	Classroom Teacher	1

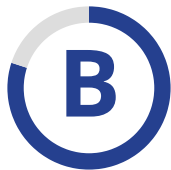
Addendums

Grades Served EE-5 **Student Enrollment Details** 463 Students Enrolled **District** ORE CITY ISD

Address 7001 US HWY 259 N, ORE CITY, TX 75683

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



80 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Met Standard
87 out of 100

2018-19
B
80 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

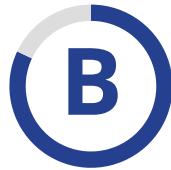
STUDENT ACHIEVEMENT



76 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



82 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



75 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ✗ ACADEMIC ACHIEVEMENT IN SCIENCE
- ✗ TOP 25%: COMPARATIVE ACADEMIC GROWTH
- ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS
- ✗ POST-SECONDARY READINESS

- ✗ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- ✗ TOP 25%: COMPARATIVE CLOSING THE GAPS

Grades Served EE-5 **Student Enrollment Details** 463 Students Enrolled **District** ORE CITY ISD

Address 7001 US HWY 259 N, ORE CITY, TX 75683



HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	76	100%
Total	76	100%



SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	74	
Relative Performance	82	100%
Total	82	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	57	30.0%
Academic Growth/Graduation Rate	70	50.0%
English Language Proficiency	100	10.0%
Student Achievement	56	10.0%
Total	75	100%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 102

2018 - 2019 Fall Collection, Accepted Submission

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	5	1.08%
PRE-KINDERGARTEN	47	10.15%
KINDERGARTEN	76	16.41%
GRADE 1	64	13.82%
GRADE 2	52	11.23%
GRADE 3	69	14.90%
GRADE 4	71	15.33%
GRADE 5	79	17.06%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	463	100.00%

TOTAL ENROLLMENT			
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.43%	0.43%
ASIAN	2	0.43%	0.43%
BLACK/AFRICAN AMER.	17	3.67%	3.67%
HISPANIC/LATINO	89	19.22%	19.22%
WHITE	326	70.41%	70.41%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	27	5.83%	5.83%
TOTAL	463	100.00%	100.00%

BILINGUAL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	235	50.76%
FEMALE	228	49.24%
TOTAL	463	100.00%

MIGRANTS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	41	100.00%	8.86%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	41	100.00%	8.86%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	383	82.72%
"2" ELIGIBLE FOR HALF DAY	37	7.99%
"3" TRANSFER FOR FULL DAY	34	7.34%
"4" INELIGIBLE FOR FULL DAY	7	1.51%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	2	0.43%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	463	100.00%

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.31%	0.22%
ASIAN	1	0.31%	0.22%
BLACK/AFRICAN AMER.	14	4.38%	3.02%
HISPANIC/LATINO	65	20.31%	14.04%
WHITE	221	69.06%	47.73%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	18	5.63%	3.89%
TOTAL	320	100.00%	69.11%

GIFTED & TALENTED			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	8.33%	0.22%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	8.33%	0.22%
WHITE	9	75.00%	1.94%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	8.33%	0.22%
TOTAL	12	100.00%	2.59%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-Level Data
Campuses: 102

2018 - 2019 Fall Collection, Accepted Submission

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	463	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	463	100.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	7.14%	0.22%
HISPANIC/LATINO	1	7.14%	0.22%
WHITE	12	85.71%	2.59%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	14	100.00%	3.02%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	5	1.08%
UNACCOMPANIED YOUTH CODE 3	5	1.08%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	5	1.08%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.59%	0.22%
BLACK/AFRICAN AMER.	4	2.35%	0.86%
HISPANIC/LATINO	55	32.35%	11.88%
WHITE	101	59.41%	21.81%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	5.29%	1.94%
TOTAL	170	100.00%	36.72%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	1.92%	0.22%
BLACK/AFRICAN AMER.	1	1.92%	0.22%
HISPANIC/LATINO	6	11.54%	1.30%
WHITE	41	78.85%	8.86%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	5.77%	0.65%
TOTAL	52	100.00%	11.23%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	40	85.11%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	7	14.89%
TOTAL	47	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	27	57.45%	5.83%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	20	42.55%	4.32%
"9" OTHER	0	0.00%	0.00%
TOTAL	47	100.00%	10.15%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	7	100.00%	1.51%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	7	100.00%	1.51%