

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



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Comprehensive Needs Assessment

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
- Campus goals

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
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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
- TTESS data

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Improve Grade STAAR "Approaches grade level" performance in ELAR and Math.





Performance Objective 1: Grade 6 ELAR STAAR "Approaches grade level" performance will meet state performance level.

HB3 Goal

Evaluation Data Sources: Unit test Data, STAAR testing data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus focus on implementing Teacher Clarity as a learning effect.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student learning and growth.</p> <p>Staff Responsible for Monitoring: Teacher walk through and observation data.</p> <p>Lesson plans.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus focus on implementing at least 3 of the 8 qualities of authentic student engagement as defined by Schlechty.</p> <p>When 3 of the 8 components are present in the learning activity, 85 % authentic student engagement can be reached.</p> <p>Qualities of authentic student engagement: Personal response Teacher clarity Emotional/intellectual safety Affiliation (learning with others) Sense of audience Choice Novelty and variety Authenticity</p> <p>Strategy's Expected Result/Impact: Increased student engagement in the learning activity resulting in improved performance and academic growth.</p> <p>Staff Responsible for Monitoring: Teacher walk through and observation data.</p> <p>Lesson plans</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus focus on student ownership of performance data.</p> <p>Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.</p> <p>Strategy's Expected Result/Impact: Students will begin to take ownership of academic performance.</p> <p>Students will develop a growth mindset as they see improvement and reflect on their performance</p> <p>Staff Responsible for Monitoring: Examples of student data charts</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus wide emphasis on IXL use among all student. All student receive incentives for demonstrating growth in IXL overall ELAR levels.</p> <p>Strategy's Expected Result/Impact: Student learning gaps will be identified. Students will receive accelerated assistance in closing learning gaps. Documentation and tracking of student growth over time.</p> <p>Staff Responsible for Monitoring: ELAR teachers, administrators.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Three scheduled ELAR acceleration lab class utilizing targeted interventions via IXL, Book Nook and teacher input.</p> <p>Strategy's Expected Result/Impact: Individual student learning gaps will be addressed, accelerating student learning growth.</p> <p>Staff Responsible for Monitoring: Lab teacher, Administrator</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of WIN time accelerated learning for all students during pride period.</p> <p>Strategy's Expected Result/Impact: Meeting requirements for HB4545. Closing learning gaps for low students. Facilitating growth for on level and above level students.</p> <p>Staff Responsible for Monitoring: ELAR teachers, administrators.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Lowman consulting STAAR training for staff and purchase of Lowman curriculum resources.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of curriculum resources.</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, 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;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Grade STAAR "Approaches grade level" performance in ELAR and Math.

Performance Objective 2: Grade 7 ELAR STAAR "Approaches grade level" performance will meet state performance level.


HB3 Goal


Evaluation Data Sources: Unit test data, STAAR Testing data


Strategy 1 Details	Reviews			
<p>Strategy 1: Campus focus on implementing Teacher Clarity as a learning effect.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student learning and growth.</p> <p>Staff Responsible for Monitoring: Teacher walk through and observation data.</p> <p>Lesson plans.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus focus on student ownership of performance data.</p> <p>Core classes will develop methods to allow students to track performance data on both overall unit test and individual TEKS as tested.</p> <p>Strategy's Expected Result/Impact: Students will begin to take ownership of academic performance.</p> <p>Students will develop a growth mindset as they see improvement and reflect on their performance</p> <p>Staff Responsible for Monitoring: Examples of student data charts</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
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<p>Strategy 4: Campus wide emphasis on IXL use among all student. All student receive incentives for demonstrating growth in IXL overall ELAR levels.</p> <p>Strategy's Expected Result/Impact: Student learning gaps will be identified. Students will receive accelerated assistance in closing learning gaps. Documentation and tracking of student growth over time.</p> <p>Staff Responsible for Monitoring: ELAR teacher, administrator</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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	Nov	Jan	Mar	June

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Improve Grade STAAR "Approaches grade level" performance in ELAR and Math.

Performance Objective 3: Grade 6 Math STAAR "Approaches grade level" performance will meet state performance level.


HB3 Goal


Evaluation Data Sources: Unit test data, STAAR testing data


Strategy 1 Details	Reviews			
<p>Strategy 1: Campus focus on implementing Teacher Clarity as a learning effect.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student learning and growth.</p> <p>Staff Responsible for Monitoring: Teacher walk through and observation data.</p> <p>Lesson plans.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
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	Nov	Jan	Mar	June

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Ore City Middle School

Total SCE Funds: \$956,585.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Ore City Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Fowler	MS Teacher	1
Kimberly Agnew	MS Teacher/Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pamela Walker-Slaughter	MS Instructional Aide	ISS	1

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

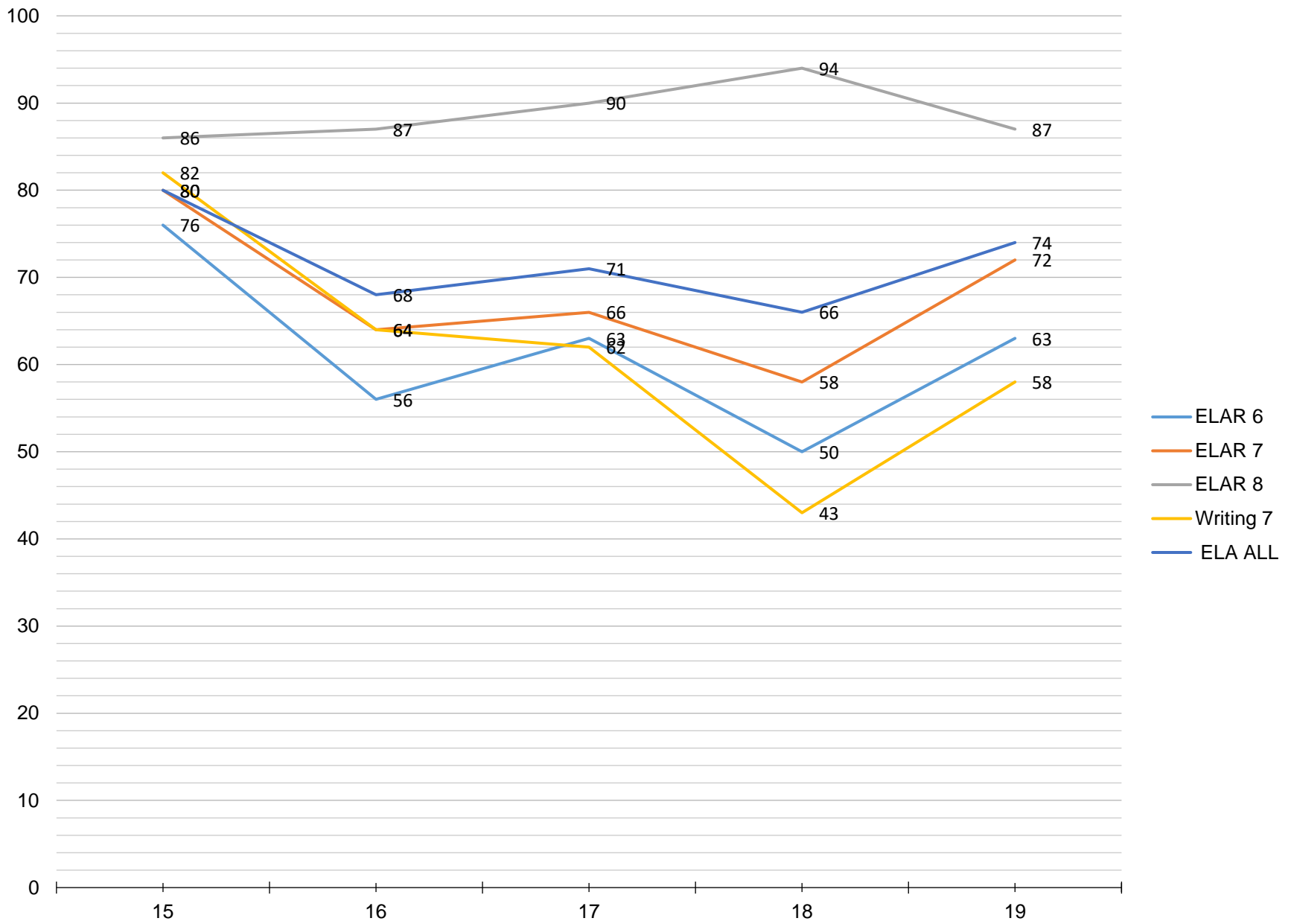
Cell: Q24

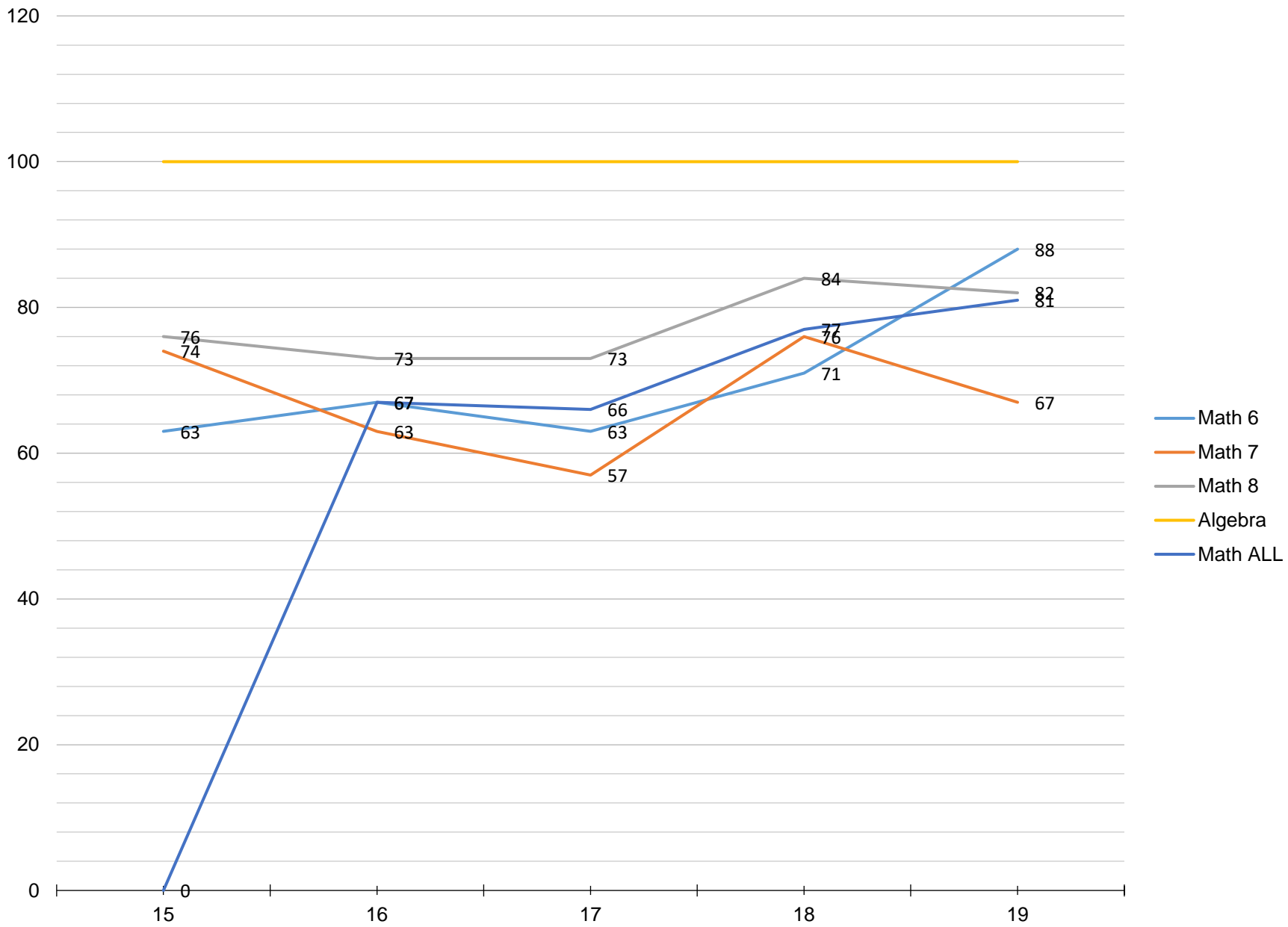
Comment:

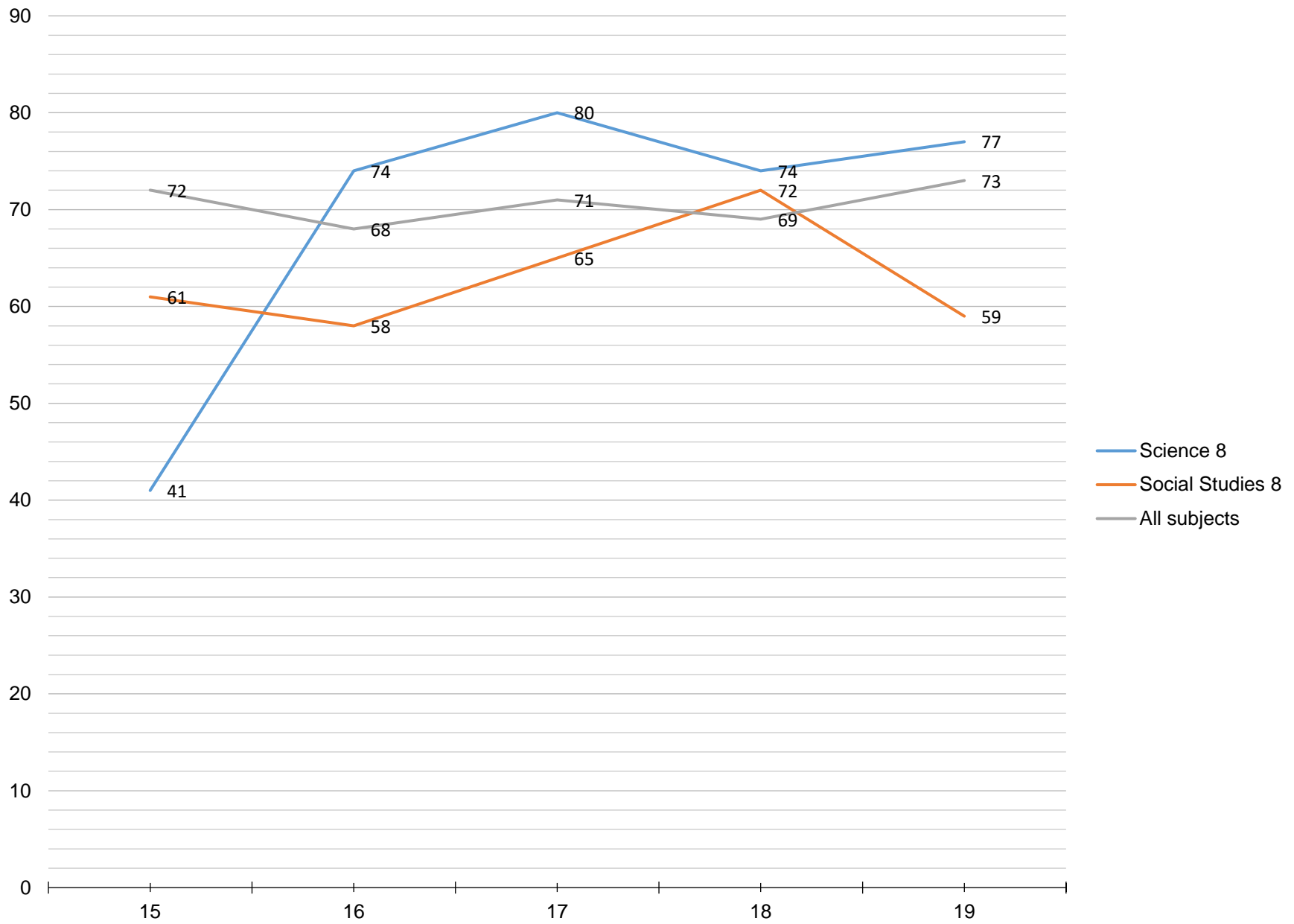
Total count first admins only

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
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)	Continuously Enrolled	Non-Continuously 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	

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



71 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
 71 out of 100

2018-19
C
 71 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



71 out of 100

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

SCHOOL PROGRESS



72 out of 100

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

CLOSING THE GAPS



68 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
- ✗ ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES

Grades Served 6-8 **Student Enrollment Details** 230 Students Enrolled **District** ORE CITY ISD **Address** P O BOX 100, ORE CITY, TX 75683



HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	71	100%
Total	71	100%



SCHOOL PROGRESS

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

Component	Score	% of grade
Academic Growth	63	
Relative Performance	72	100%
Total	72	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	14	33.3%
Academic Growth/Graduation Rate	36	55.6%
Student Achievement	10	11.1%
Total	68	100%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 041

2018 - 2019 Fall Collection, Accepted Submission

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	81	35.22%
GRADE 7	80	34.78%
GRADE 8	69	30.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	230	100.00%

TOTAL ENROLLMENT 230			
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.87%	0.87%
ASIAN	1	0.43%	0.43%
BLACK/AFRICAN AMER.	11	4.78%	4.78%
HISPANIC/LATINO	41	17.83%	17.83%
WHITE	164	71.30%	71.30%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	11	4.78%	4.78%
TOTAL	230	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	122	53.04%
FEMALE	108	46.96%
TOTAL	230	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	1	100.00%	0.43%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.43%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	205	89.13%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	25	10.87%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	230	100.00%

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	11	7.19%	4.78%
HISPANIC/LATINO	29	18.95%	12.61%
WHITE	104	67.97%	45.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	5.88%	3.91%
TOTAL	153	100.00%	66.52%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	10.00%	0.43%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	2	20.00%	0.87%
WHITE	7	70.00%	3.04%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	4.35%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 041

2018 - 2019 Fall Collection, Accepted Submission

LEA: 230903 - ORE CITY ISD
Campus: 230903041 - ORE CITY MIDDLE

TITLE I, PART A	Count	%Group	OTHER ECON DISADV	Count	%Group	%Enroll	CAREER & TECHNICAL	Count	%Group	%Enroll
"0" DOES NOT PARTICIPATE	0	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
"6" ATTENDS SCHOOL WIDE	230	100.00%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%	HISPANIC/LATINO	0	0.00%	0.00%	HISPANIC/LATINO	0	0.00%	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%	WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TOTAL	230	100.00%	TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%
TOTAL	230	100.00%	TOTAL	0	0.00%	0.00%	TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll	AT RISK	Count	%Group	%Enroll	SPECIAL EDUCATION	Count	%Group	%Enroll
HOMELESS	3	1.30%	AMER. INDIAN/ALASKAN	2	1.64%	0.87%	AMER. INDIAN/ALASKAN	1	3.33%	0.43%
UNACCOMPANIED YOUTH CODE 3	3	1.30%	ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
UNACCOMPANIED YOUTH CODE 4	0	0.00%	BLACK/AFRICAN AMER.	9	7.38%	3.91%	BLACK/AFRICAN AMER.	4	13.33%	1.74%
UNACCOMPANIED YOUTH TOTAL	3	1.30%	HISPANIC/LATINO	16	13.11%	6.96%	HISPANIC/LATINO	3	10.00%	1.30%
* Unaccompanied Youth Total Should Match Homeless Count			WHITE	90	73.77%	39.13%	WHITE	18	60.00%	7.83%
			HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
			TWO OR MORE	5	4.10%	2.17%	TWO OR MORE	4	13.33%	1.74%
			TOTAL	122	100.00%	53.04%	TOTAL	30	100.00%	13.04%

PK PROGRAM CODE	Count	%Group	PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll	SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"00" NOT APPLICABLE	0	0.00%	"1" TUITION FEES	0	0.00%	0.00%	"1" TUITION FEES	0	0.00%	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%	"2" LOCAL DIST SHARE	0	0.00%	0.00%	"2" LOCAL DIST SHARE	0	0.00%	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%	"3" STATE GRANT	0	0.00%	0.00%	"3" STATE GRANT	0	0.00%	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%	"4" FEDERAL	0	0.00%	0.00%	"4" FEDERAL	0	0.00%	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%	"9" OTHER	0	0.00%	0.00%	"9" OTHER	0	0.00%	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%	TOTAL	0	0.00%	0.00%	TOTAL	0	0.00%	0.00%
TOTAL	0	0.00%								