# Ore City Independent School District

# Ore City Middle School

# 2023-2024 Campus Improvement Plan

**Accountability Rating: C**

# Mission Statement

To give students the academic and social tools they will need to navigate within the culture of success.

# Value Statement

Campus Core Values:

Positive Attitude
Respect and Responsibility
Invovlvement
Determination
Excellence

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

Grade 7 Math, Grade 8 Math, Algebra, Grade 7 ELAR, Grade 8 ELAR, and Grade 8 Social Studies Approaches Grade Level rating on STAAR are near to , equal to, or above the performance of the region.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Grade 6 Math: Down from previous year 76% Approaches Grade Level to 54% Approaches Grade level. (State = 74%; ESC = 75%)   **Root Cause:** 30%, 14 of 42 non advanced students consistently scored 2 + years behind in math. Screening based on IXl diagnostic.

**Problem Statement 2 (Prioritized):** Grade 8 Science STAAR down from previous year 72% Approaches Grade Level to 48% approaches Grade Level. (State= 72%; ESC=69%.) **Root Cause:** This year we had an inexperienced teacher. We also lacked a TEKS aligned curriculum resource.

**Problem Statement 3 (Prioritized):** Grade 6 ELAR STAAR down from the previous year 73% Approaches Grade Level to 65% Approaches Grade Level. (State = 75%; ESC = 76%)   **Root Cause:** 40% or 24 out of 60 of our students entered the grade with a grade 4 ELAR level or lower.

# Priority Problem Statements

**Problem Statement 1**: Grade 8 Science STAAR down from previous year 72% Approaches Grade Level to 48% approaches Grade Level. (State= 72%; ESC=69%.)

**Root Cause 1**: This year we had an inexperienced teacher. We also lacked a TEKS aligned curriculum resource.

**Problem Statement 1 Areas**: Student Achievement - Curriculum, Instruction, and Assessment


**Problem Statement 2**: Grade 6 ELAR STAAR down from the previous year 73% Approaches Grade Level to 65% Approaches Grade Level. (State = 75%; ESC = 76%)

**Root Cause 2**: 40% or 24 out of 60 of our students entered the grade with a grade 4 ELAR level or lower.

**Problem Statement 2 Areas**: Student Achievement - Curriculum, Instruction, and Assessment


**Problem Statement 3**: Decrease in net number of students marking strongly agree that they feel safe at school on the Campus Climate Survey.

**Root Cause 3**: Student demographic is 65% economically disadvantaged. Students from this background are often treated as adults or spoken to as equals outside of school. They often feel disrespected. when not treated as equals or adults. this includes when a teacher or adult raises their voice or issues redirection.

**Problem Statement 3 Areas**: Demographics - School Culture and Climate


**Problem Statement 4**: Grade 6 Math: Down from previous year 76% Approaches Grade Level to 54% Approaches Grade level. (State = 74%; ESC = 75%)

**Root Cause 4**: 30%, 14 of 42 non advanced students consistently scored 2 + years behind in math. Screening based on IXl diagnostic.

**Problem Statement 4 Areas**: 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 goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

**Student Data: Behavior and Other Indicators**

- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- T-TESS data

# Goals

**Goal 1:** To increase  STAAR Approaches and Above rate for all grades to meet the state level of performance at Approaches or Above

**Performance Objective 1:** To increase  Grade 6 Math STAAR Approaches and Above rate to meet the region performance at Approaches or Above.

**High Priority**

**Evaluation Data Sources:** EOY State testing data,

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Continue implementation of TEKS Aligned Maneuvering the Middle curriculum . | **Formative** | | |
| **Strategy's Expected Result/Impact:** Help insure that the level of instruction matches the rigor of the assessed curriculum. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration, teachers<br><br>**Title I:**<br>2.4<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br> **- Targeted Support Strategy** | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Increased number of math accelerated instruction labs. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Allow for smaller numbers in the accelerated instruction labs. Increase student growth | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration, teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- Targeted Support Strategy** | | | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** Implementation of Math Base Camp math fluency builder program by Legends of Learning during math lab classes. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase student fluency and automaticity for math facts and calculations. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Math Teachers, Administrators<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br> **- Targeted Support Strategy** | | | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Data debrief and reteach meeting after each unit test with a discussion of upcoming TEKS to be taught. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Maximize instructional time, improved data usage by teachers. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Administrators<br><br>**Title I:**<br>2.4<br> **- TEA Priorities:**<br>Improve low-performing schools<br> **- ESF Levers:**<br>Lever 5: Effective Instruction<br> **- Targeted Support Strategy** | | | |

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

**Goal 1:** To increase STAAR Approaches and Above rate for all grades to meet the state level of performance at Approaches or Above

**Performance Objective 2:** To increase Grades 7 and 8 Math STAAR Approaches and Above rate to meet the State performance at Approaches or Above.

**High Priority**

**Evaluation Data Sources:** EOY STAAR testing data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implementation of the same strategies used for Performance Objective 1 for this goal. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | |

**Goal 1:** To increase STAAR Approaches and Above rate for all grades to meet the state level of performance at Approaches or Above

**Performance Objective 3:** To increase Grade 8 Science Approaches and Above rate to meet the region performance at Approaches or Above.

**Evaluation Data Sources:** State STAAR test results.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implementation of TEKS aligned STEMScopes curriculum. | **Formative** | | |
| **Strategy's Expected Result/Impact:** To ensure that the taught curriculum and resources meet the rigor of the TEKS.  To allow for more math and writing extension Science. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, administrators | | | |
| **Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Data debrief and reteach meeting after each unit test with a discussion of upcoming TEKS to be taught. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Maximize instructional time, improved data usage by teachers. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teacher, Admin | | | |
| **Title I:**<br>2.4<br> **- TEA Priorities:**<br>Improve low-performing schools | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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**Goal 2:** Improve the culture and climate of the campus as perceived by students.

**Performance Objective 1:** To improve the net "strongly approve" rating on the student campus climate survey for the questions, "I generally feel safe at school." and "Adults at my school model the respect they expect from me."

**High Priority**

**Evaluation Data Sources:** Campus climate survey

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher trainings: Teacher Credibility as a learning impact, Classroom management, Campus classroom management plan | Formative | | |
| **Strategy's Expected Result/Impact:** To improve student perception of teacher interactions with them. | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Teachers and students | | | |
| **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** To increase the amount of teacher to parent communication positive and negative through School Status. | Formative | | |
| **Strategy's Expected Result/Impact:** To increase parent participation and improve student behavior | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Teachers and administrators. | | | |
| **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Continue implementation of TEKS Aligned Maneuvering the Middle curriculum . |
| 1 | 1 | 2 | Increased number of math accelerated instruction labs. |
| 1 | 1 | 3 | Implementation of Math Base Camp math fluency builder program by Legends of Learning during math lab classes. |
| 1 | 1 | 4 | Data debrief and reteach meeting after each unit test with a discussion of upcoming TEKS to be taught. |

# Campus Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Beau Vincent | Principal |
| Classroom Teacher | Jessica Bellew | Teacher |
| Classroom Teacher | Amy Fowler | Teacher |
| Classroom Teacher | Kim Higginbotham | Teacher |
| Classroom Teacher | Michelle Johnson | Teacher |
| Classroom Teacher | Tammy Allen | Teacher |
| Parent | Heather Frank | Parent |
| Other | Kristi Stevens | Intervention specialist |
| Administrator | Elyse Peterson | Assistant Principal |

# Addendums

| Test | Campus | Region | State |
|---|---|---|---|
| Math 6 | 56 | 75 | 74 |
| Math 7 | 68 | 63 | 69 |
| Math 8 | 68 | 72 | 74 |
| Algebra | 100 | 74 | 78 |
| ELAR 6 | 65 | 76 | 75 |
| ELAR 7 | 80 | 77 | 77 |
| ELAR 8 | 82 | 83 | 82 |
| Science | 48 | 69 | 72 |
| Social Studies | 55 | 58 | 60 |

# Student Achievement ** BETA **
## for ORE CITY MIDDLE

Year: 2023  Language(s): English, Spanish  Test Version(s): S-STAAR,T-STAAR-Alt2  Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s  Campus Type: Middle

| Reading Totals | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 168 | 38 | 0 | 0 | 6 | 0 | 115 | 9 | 23 | 18 |
| Did Not Meet Approaches | 36 | 10 | 0 | 0 | 2 | 0 | 22 | 2 | 19 | 7 |
| Met Approaches Grade Level | 132 | 28 | 0 | 0 | 4 | 0 | 93 | 7 | 4 | 11 |
| Met Meets Grade Level | 82 | 21 | 0 | 0 | 1 | 0 | 56 | 4 | 1 | 7 |
| Met Masters Grade Level | 25 | 6 | 0 | 0 | 0 | 0 | 19 | 0 | 1 | 1 |

| Mathematics Totals | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 168 | 38 | 0 | 0 | 6 | 0 | 115 | 9 | 23 | 18 |
| Did Not Meet Approaches | 55 | 14 | 0 | 0 | 2 | 0 | 33 | 6 | 15 | 10 |
| Met Approaches Grade Level | 113 | 24 | 0 | 0 | 4 | 0 | 82 | 3 | 8 | 8 |
| Met Meets Grade Level | 51 | 11 | 0 | 0 | 0 | 0 | 38 | 2 | 2 | 3 |
| Met Masters Grade Level | 12 | 2 | 0 | 0 | 0 | 0 | 10 | 0 | 1 | 0 |

| Science Totals | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 59 | 14 | 0 | 0 | 1 | 0 | 39 | 5 | 10 | 6 |
| Did Not Meet Approaches | 31 | 7 | 0 | 0 | 1 | 0 | 19 | 4 | 8 | 3 |
| Met Approaches Grade Level | 28 | 7 | 0 | 0 | 0 | 0 | 20 | 1 | 2 | 3 |
| Met Meets Grade Level | 14 | 4 | 0 | 0 | 0 | 0 | 10 | 0 | 1 | 1 |
| Met Masters Grade Level | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 |

| Social Studies Totals | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 58 | 12 | 0 | 0 | 1 | 0 | 41 | 4 | 9 | 4 |
| Did Not Meet Approaches | 26 | 6 | 0 | 0 | 1 | 0 | 17 | 2 | 9 | 4 |
| Met Approaches Grade Level | 32 | 6 | 0 | 0 | 0 | 0 | 24 | 2 | 0 | 0 |
| Met Meets Grade Level | 12 | 1 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 |
| Met Masters Grade Level | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 |

| Writing Totals | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL |
|---|---|---|---|---|---|---|---|---|---|---|
| No Writing data is available for this report. | | | | | | | | | | |

# Student Achievement ** BETA **
## for ORE CITY MIDDLE

Year: 2023     Language(s): English, Spanish     Test Version(s): S-STAAR,T-STAAR-Alt2     Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s     Campus Type: Middle

| Aggregate (Subjects Combined) | All Students | Hispanic | Native American | Asian | African American | Islander | White | Two or More Races | Special Education | EL | Sum of All % Met | Max Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Tests | 453 | 102 | 0 | 0 | 14 | 0 | 310 | 27 | 65 | 46 | | |
| % Met Approaches | 67 | 64 | | | 57 | | 71 | 48 | 22 | 48 | | |
| % Met Meets | 35 | 36 | | | 7 | | 37 | 22 | 6 | 24 | | |
| % Met Masters | 10 | 8 | | | 0 | | 12 | 0 | 5 | 2 | | |
| Sum of Met % | 112 | 108 | | | 64 | | 120 | 70 | 33 | 74 | 112 | 300 |
| Average of Met % | | 112  divided by 300 | | | | | | | | | | 37 |

| Component | Component Score | Middle Scaled Score |
|---|---|---|
| STAAR | 37 | 69 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**
**As TEA makes changes to Accountability, these results may change.**
**The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.**
**The non-AEA cut points are used in calculating the scaled score.**

# School Progress: Part A Academic Growth ** BETA ** for ORE CITY MIDDLE

Year: 2023     Language(s): English, Spanish     Test Version(s): S-STAAR,T-STAAR-Alt2     Score Code(s): S-Scored
Calculation Option: Growth     Campus Type: Middle

| No Points | | |
|---|---|---|
| **Prior Year Outcome** | **Current Year Outcome** | **Count of Tests** |
| Did Not Meet Low | Did Not Meet Low | 17 |
| Did Not Meet High | Did Not Meet Low | 15 |
| Approaches Low | Did Not Meet Low | 6 |
| Approaches Low | Did Not Meet High | 8 |
| Approaches High | Did Not Meet Low | 0 |
| Approaches High | Did Not Meet High | 6 |
| Approaches High | Approaches Low | 12 |
| Meets | Did Not Meet Low | 0 |
| Meets | Did Not Meet High | 2 |
| Meets | Approaches Low | 1 |
| Meets | Approaches High | 9 |
| Masters | Did Not Meet Low | 0 |
| Masters | Did Not Meet High | 0 |
| Masters | Approaches Low | 0 |
| Masters | Approaches High | 2 |
| Masters | Meets | 16 |
| Developing Low | Developing Low | 0 |
| Developing High | Developing Low | 0 |
| Satisfactory | Developing Low | 0 |
| Satisfactory | Developing High | 0 |
| Accomplished | Developing Low | 0 |
| Accomplished | Developing High | 0 |
| Accomplished | Satisfactory | 0 |
| **Total with No Points** | | **94** |
| **Half Point** | | |
| **Prior Year Outcome** | **Current Year Outcome** | **Count of Tests** |
| Did Not Meet High | Did Not Meet High | 14 |
| Approaches Low | Approaches Low | 17 |
| Approaches High | Approaches High | 18 |
| Developing High | Developing High | 0 |
| **Total with Half Point** | | **49** |

# School Progress: Part A Academic Growth ** BETA **
## for ORE CITY MIDDLE

Year: 2023    Language(s): English, Spanish    Test Version(s): S-STAAR,T-STAAR-Alt2    Score Code(s): S-Scored
Calculation Option: Growth    Campus Type: Middle

| One Point | | |
|---|---|---|
| **Prior Year Outcome** | **Current Year Outcome** | **Count of Tests** |
| Did Not Meet Low | Did Not Meet High | 17 |
| Did Not Meet Low | Approaches Low | 9 |
| Did Not Meet Low | Approaches High | 3 |
| Did Not Meet Low | Meets | 0 |
| Did Not Meet Low | Masters | 0 |
| Did Not Meet High | Approaches Low | 13 |
| Did Not Meet High | Approaches High | 11 |
| Did Not Meet High | Meets | 4 |
| Did Not Meet High | Masters | 0 |
| Approaches Low | Approaches High | 14 |
| Approaches Low | Meets | 12 |
| Approaches Low | Masters | 0 |
| Approaches High | Meets | 31 |
| Approaches High | Masters | 1 |
| Meets | Meets | 28 |
| Meets | Masters | 11 |
| Masters | Masters | 24 |
| Developing Low | Developing High | 0 |
| Developing Low | Satisfactory | 0 |
| Developing Low | Accomplished | 0 |
| Developing High | Satisfactory | 0 |
| Developing High | Accomplished | 0 |
| Satisfactory | Satisfactory | 0 |
| Satisfactory | Accomplished | 0 |
| Accomplished | Accomplished | 0 |
| **Total with One Point** | | **178** |
| **Total** | | **321** |

| Accelerated Learning - No Points | | |
|---|---|---|
| **Prior Year Outcome** | **Current Year Outcome** | **Count of Tests** |
| Did Not Meet Low | Did Not Meet Low | 17 |
| Did Not Meet Low | Did Not Meet High | 17 |
| Did Not Meet High | Did Not Meet Low | 15 |
| Did Not Meet High | Did Not Meet High | 14 |
| Developing Low | Developing Low | 0 |
| Developing Low | Developing High | 0 |
| Developing High | Developing Low | 0 |
| Developing High | Developing Low | 0 |
| **Total with No Points** | | **63** |

# School Progress: Part A Academic Growth ** BETA **
# for ORE CITY MIDDLE

Year: 2023    Language(s): English, Spanish    Test Version(s): S-STAAR,T-STAAR-Alt2    Score Code(s): S-Scored
Calculation Option: Growth    Campus Type: Middle

| Accelerated Learning - One Point | | |
|---|---|---|
| **Prior Year Outcome** | **Current Year Outcome** | **Count of Tests** |
| Did Not Meet Low | Approaches Low | 9 |
| Did Not Meet Low | Approaches High | 3 |
| Did Not Meet High | Approaches Low | 13 |
| Did Not Meet High | Approaches High | 11 |
| Did Not Meet Low | Meets | 0 |
| Did Not Meet High | Meets | 4 |
| Did Not Meet Low | Masters | 0 |
| Did not Meet High | Masters | 0 |
| Developing Low | Satisfactory | 0 |
| Developing High | Satisfactory | 0 |
| Developing Low | Accomplished | 0 |
| Developing High | Accomplished | 0 |
| **Total with One Point** | | **40** |

| ((Total with Half Point x 0.5) + (Total with One Point x 1) + (Total Accelerated Learning x 0.25)) divided by Total | | | | |
|---|---|---|---|---|
| ((49 x 0.5) + (178 x 1) + (40 x 0.25)) +  / 321 | = | 212.5 / 321 | = | 66 |

| Component | Component Score | Middle Scaled Score |
|---|---|---|
| STAAR | 66 | 72 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**
**As TEA makes changes to Accountability, these results may change.**
**The non-AEA cut points are used in calculating the scaled score.**

# School Progress: Part B Relative Performance ** BETA **
## for ORE CITY MIDDLE

Year: 2023    Language(s): English, Spanish    Test Version(s): S-STAAR,T-STAAR-Alt2    Score Code(s): S-Scored
Calculation Option: Achievement and ECD%    Campus Type: Middle

| Aggregate (Subjects Combined) | All Students | Sum of All % Met | Max Points |
|---|---|---|---|
| Number of Tests | 453 | | |
| % Met Approaches | 67 | | |
| % Met Meets | 35 | | |
| % Met Masters | 10 | | |
| Sum of Met % | 112 | 112 | 300 |
| Average of Met % | 112  divided by 300 | 37 | |

| Component | Middle Raw Score | Middle ECD Percentage | Middle Scaled Score |
|---|---|---|---|
| STAAR | 37 | 67.8 | 70 |

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.**
**As TEA makes changes to Accountability, these results may change.**
**The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC.**
**Please consult the Accountability Manual for including these components.**
**The non-AEA cut points are used in calculating the scaled score.**

# Closing the Gaps ** BETA **
## for ORE CITY MIDDLE

Year: 2023     Language(s): English, Spanish     Test Version(s): S-STAAR,T-STAAR-Alt2     Score Code(s): S
Calculation Option: Performance Components     Campus Type: Middle

## Academic Achievement

### STAAR Performance Status (Percentage at Meets Grade Level or Above)

| | Reading | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Test Count | Met Min Size | Actual | Interim Target | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
| All Students | 168 | Y | 49 | 44 | 53 | 72 | 178 | 45 | 3 |
| High Focus | 128 | Y | 44 | 33 | 44 | 67 | 98 | 41 | 3 |
| Lowest Performing | | | | | | | | | |
| Hispanic | 38 | Y | 55 | 35 | 46 | 68 | 40 | 38 | 3 |
| White | 115 | Y | 49 | 59 | 66 | 80 | 95 | 52 | 0 |
| Math | | | | | | | | | |
| All Students | 168 | Y | 30 | 47 | 56 | 74 | 177 | 23 | 2 |
| High Focus | 128 | Y | 26 | 36 | 47 | 68 | 97 | 21 | 2 |
| Lowest Performing | | | | | | | | | |
| Hispanic | 38 | Y | 29 | 39 | 49 | 70 | 40 | 23 | 2 |
| White | 115 | Y | 33 | 61 | 68 | 81 | 94 | 28 | 1 |
| Academic Achievement Total = Points Earned / Points Possible = 16/32 = 50.0 | | | | | | | | | |

## Academic Growth

### STAAR Growth Status (Elementary and Middle Schools)

| | Reading | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Test Count | Met Min Size | Actual | Interim Target | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
| All Students | 161 | Y | 66 | 69 | 78 | 95 | 168 | 80 | 0 |
| High Focus | 122 | Y | 66 | 65 | 75 | 95 | 92 | 84 | 3 |
| Lowest Performing | | | | | | | | | |
| Hispanic | 36 | Y | 72 | 66 | 76 | 95 | 39 | 77 | 3 |
| White | 110 | Y | 63 | 74 | 81 | 95 | 89 | 84 | 0 |
| Math | | | | | | | | | |
| All Students | 160 | Y | 66 | 66 | 76 | 95 | 166 | 49 | 3 |
| High Focus | 121 | Y | 64 | 62 | 73 | 95 | 90 | 49 | 3 |
| Lowest Performing | | | | | | | | | |
| Hispanic | 36 | Y | 67 | 63 | 74 | 95 | 39 | 46 | 3 |
| White | 109 | Y | 68 | 70 | 78 | 95 | 87 | 52 | 2 |
| Academic Growth Total = Points Earned / Points Possible = 17/32 = 53.1 | | | | | | | | | |

# Closing the Gaps ** BETA **
## for ORE CITY MIDDLE

Year: 2023   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S
Calculation Option: Performance Components   Campus Type: Middle

## Student Success

### Student Achievement Domain Score: STAAR Component Only

| | Test Count | Met Min Size | Actual | Interim Target | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 453 | Y | 37 | 47 | 57 | 77 | 475 | 39 | 0 |
| High Focus | 348 | Y | 33 | 38 | 48 | 68 | 290 | 35 | 0 |
| Lowest Performing | | | | | | | | | |
| Hispanic | 102 | Y | 36 | 41 | 51 | 71 | 113 | 35 | 1 |
| White | 310 | Y | 40 | 58 | 68 | 88 | 266 | 43 | 0 |
| Student Success Total = Points Earned / Points Possible = 1/16 = 6.3 | | | | | | | | | |

## English Learner Proficiency

### English Language Proficiency Status (Progress>=1 Level or Advanced High)

| | Test Count | Met Min Size | Actual | Interim Target | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
|---|---|---|---|---|---|---|---|---|---|
| EL Proficiency | 17 | Y | 29 | 44 | 46 | 50 | 20 | 20 | 2 |
| EL Proficiency Total = Points Earned / Points Possible = 2/4 = 50.0 | | | | | | | | | |

## Closing the Gaps Summary

| Component | Component Points | Weight | Total Points |
|---|---|---|---|
| Academic Achievement | 50 | 30% | 15 |
| Academic Growth | 53.1 | 50% | 26.6 |
| Student Success | 6.3 | 10% | 0.6 |
| English Language Proficiency | 50 | 10% | 5 |
| Closing the Gaps Raw Score (STAAR Component Only) | | | 47 |
| Closing the Gaps Scaled Score (STAAR Component Only) | | | 76 |

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**As TEA makes changes to Accountability, these results may change.**
**The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.**
**The Former Special Education, Continuously Enrolled, and Non-Continuously Enrolled Demographics are not included.**

# Ore City Middle School Student Campus Climate Survey

2022/2023

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## General

Students filled out Google form online

Total N= 1 or 85% of the 182 total enrolled at the end of MP 6

Top Box = Strongly agree

Top 2 box = Strongly agree + agree

Net top box = Strongly agree - strongly disagree

---

## Report Card

Students were asked, "Which statement best describes your report card?"

Options:

- Usually straight A's
- Usually A's and B's (Maybe 1 C)
- Usually B's and C's but no failing grades
- Generally fail 1 class
- Generally fail more than 1 class

---

## There is at least 1 adult at my school I can go to if I have a problem or need help

---

N: 6=46; 7=58; 8=51



1 Go to Adult

---
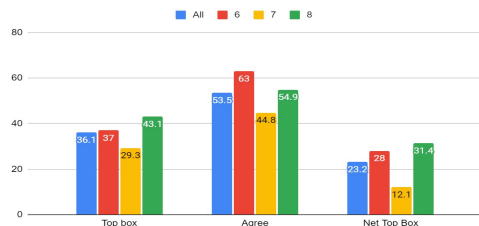
N: A=18; AB=73; BC=28; F=29; F>1=7



1 Go to Adult

I feel that the adults at my school care about my well being and best interests beyond my grades
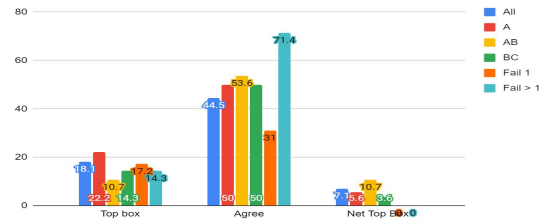
Adults Care

Adults Care

I generally feel safe at school
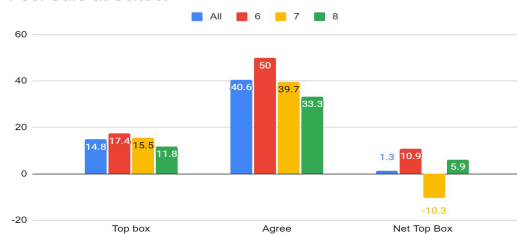
Feel Safe at School

Feel Safe at School
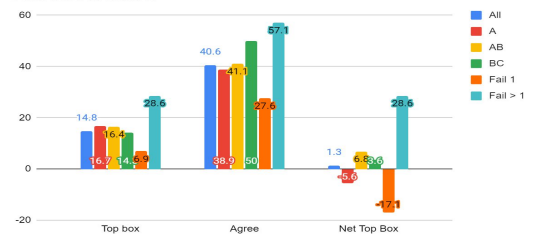
Adults at my school model the respect they expect from me
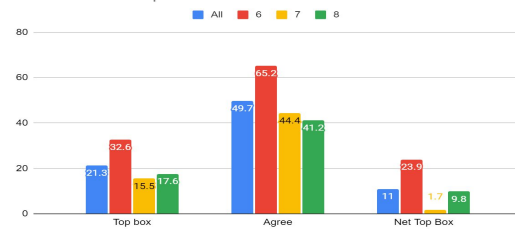
Adults Model Respect

Adults Model Respect
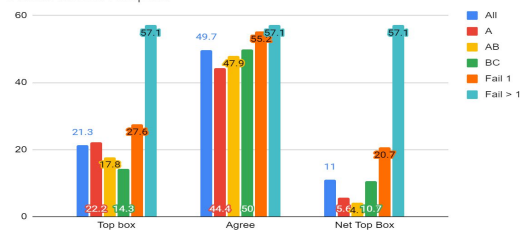
I experience at least 3 positive interactions throughout my school day from adults or friends
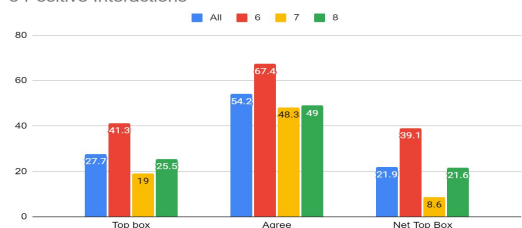
3 Positive Interactions

3 Positive Interactions
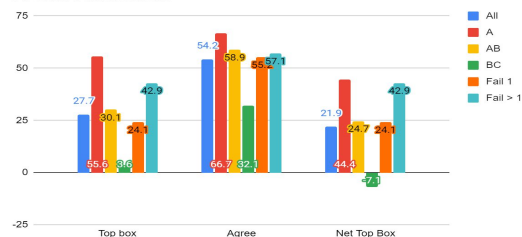
My school wants me to report issues when I think I am being treated wrongly by someone else

Adults Want Issues Reported

Adults Want Issues Reported
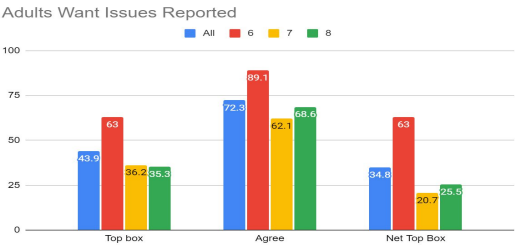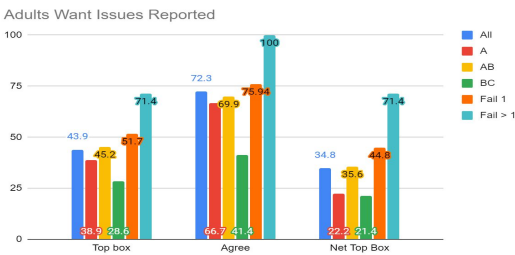
I know that if I report mistreatment of myself or someone else to an adult at school, it will be addressed

Reported Issues Addressed

Reported Issues Addressed
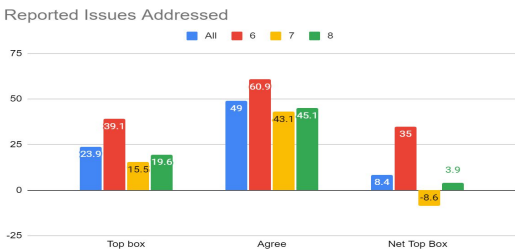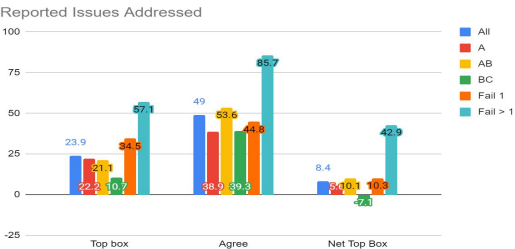
My school has clear rules and behavior expectations
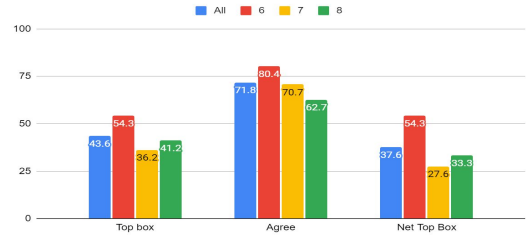
Clear Behavior Expectations

Clear Behavior Expectations
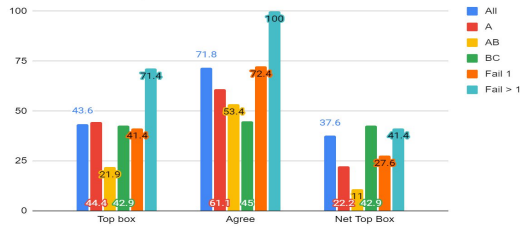
Adults at my school have high expectations for my behavior
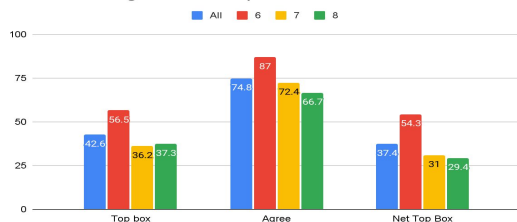
Adults Have High Behavior Expectations
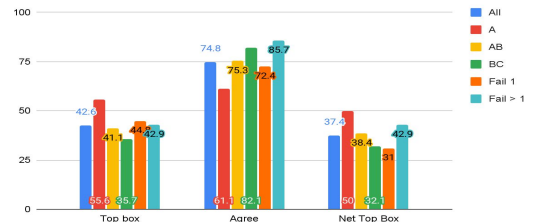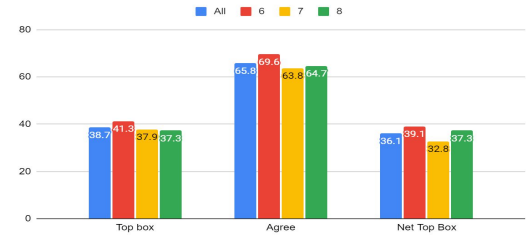
Adults Have High Behavior Expectations

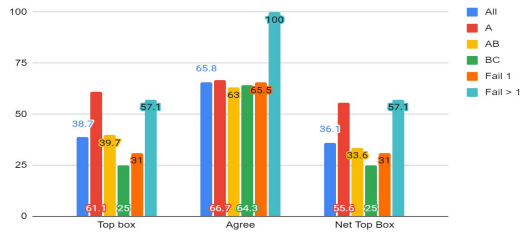Adults at my school believe I can meet high behavior expectations

Adults Believe Behavior Expectations
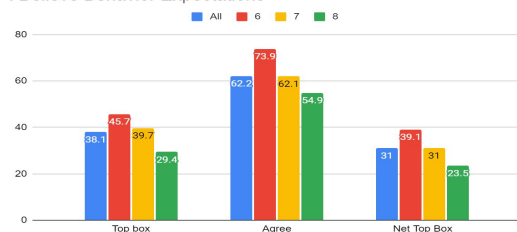
Adults Believe Behavior Expectations
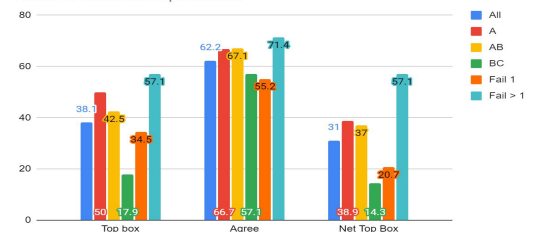


I believe I can meet high behavior expectations

I Believe Behavior Expectations
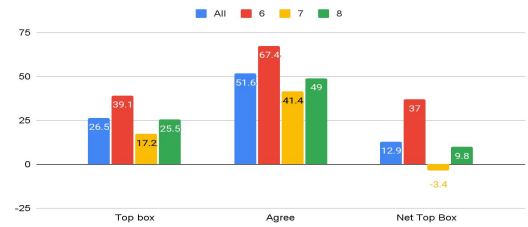
I Believe Behavior Expectations

My school enforces the rules and assigns consequence in a fair and equitable manner across the student body regardless of race, sex, or family income

Equitable Rule Enforcement

Equitable Rule Enforcement
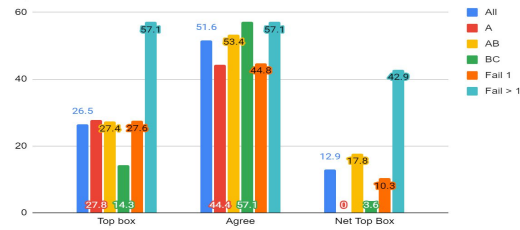
Adults at my school want to use my mistakes to teach me the right thing to do, not just assign me consequences
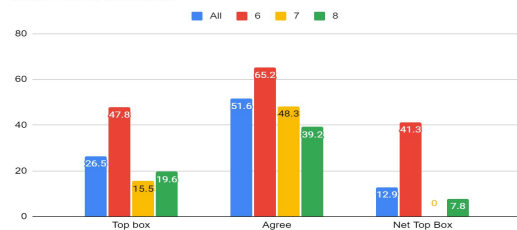
Teach from Mistakes

Teach from Mistakes
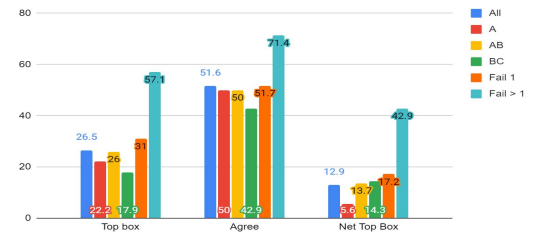
My core class teachers have clear learning intentions and success criteria for each day's lesson
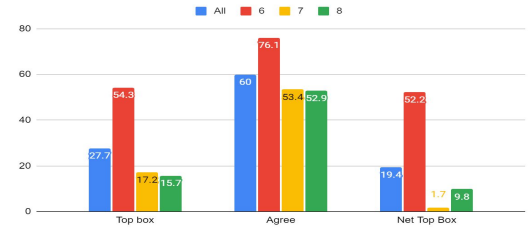
Clear LI and SC

Clear LI and SC
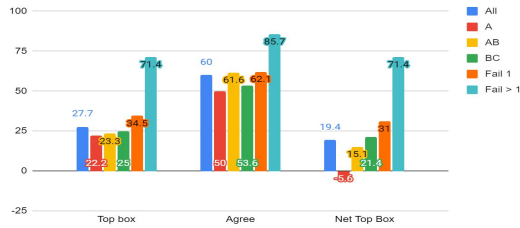
Learning intentions and success criteria have helped me in class this year
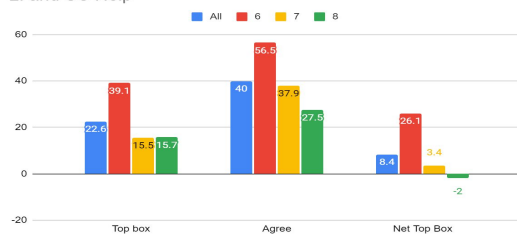
LI and SC Help

LI and SC Help
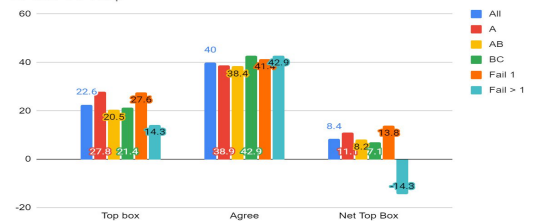
Adults at my school have high academic expectations for me
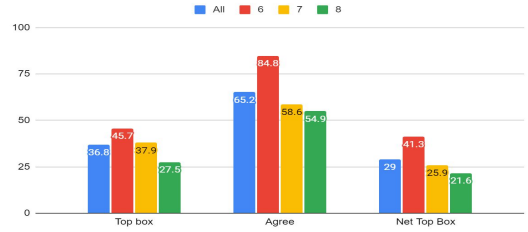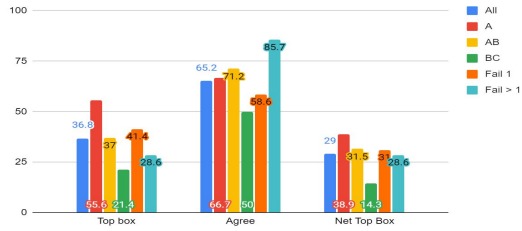
High Academic Expectations

High Academic Expectations

Adults at my school believe I can meet high academic expectations
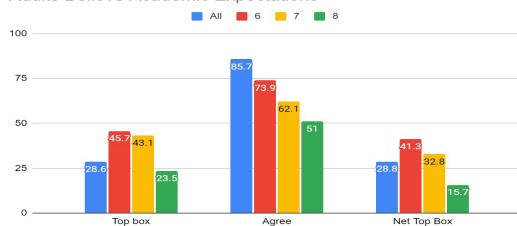
Adults Believe Academic Expectations
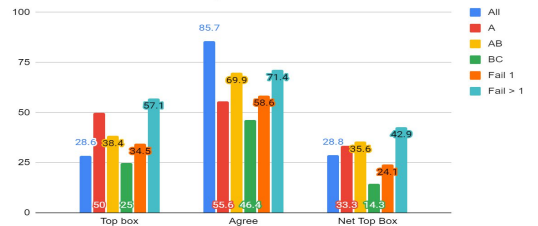
Adults Believe Academic Expectations

I believe I can meet high academic expectations
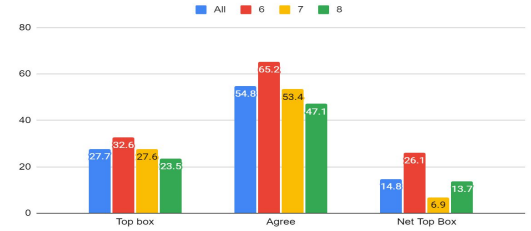
I Believe Academic Expectations

I Believe Academic Expectations
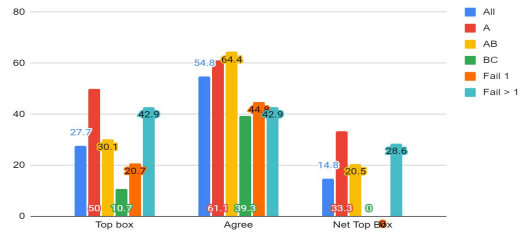
Adults at my school are willing to help me
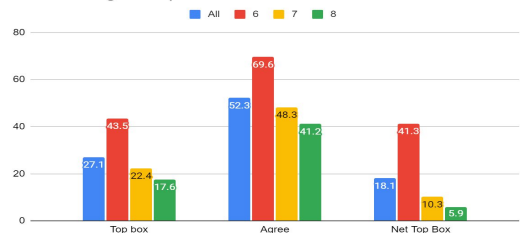
Adults Willing to Help

Adults Willing to Help
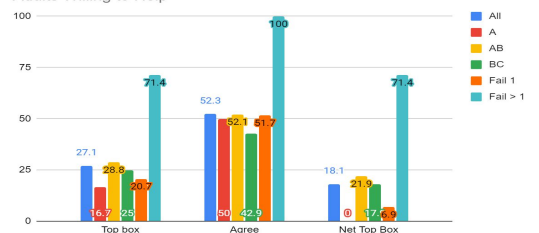
## What changes could be made to help you to learn better in class?

---

## 6th What changes could be made to help you to learn better in class?

I don't know

better attitudes not only from teachers but students as well

I don't know.

Don't have high expectatoins for me, it stresses me out and when I'm stressed I fail

if they teach me more better and i need a touter

I don't know

having all my resources.

kids to stop blurting out.

a little bit more help

Nothing

Teachers listening to my questions and helping me instead of yelling at me.

Making things more fun

I don't know.

not to be on chromebooks becuase using chrome book and internet i think people will get good grades if they use paper its way eser.

to be able to keep yourself entertained and still do your class work.

Nothing

dont talk to my frends

more notes.

If home could change.

chnage seating

Nothing

---

## 6th What changes could be made to help you to learn better in class?

None

nothing really, i think its ok they way it is

no changes

to have better air c in class.

Maybe if lessons were more interesting? Things such as build your own cat, when we were studying genetics. Things like that were a lot more engaging than if she just had us do papers the entire lesson.

To have not as much of the boys i do in my classes

I don't know.

non-talkative students (mostly the boys)

Im not sure.

Idk

None the classrooms good.

I do not know.

Idk

No changes must needed to be made.

no changes because i pay intention in class.

To let me walk to the board and let me see what is written down.

something to fidgetes that don"t make noise

Teachers give more respect.

---

## 6th What changes could be made to help you to learn better in class?

therapy , help , headphone because i have D.T and i cant read because of ADHD

Help me learn more English because sometimes I don't understand much English.

git rid of some kids

Maybe I could study and pracice my stuff that i learn in class.

if I cold have something that I can hug or put my head down on.

every thing is just fine

taking my medicon every day and not forgeting,

---

## 7th What changes could be made to help you to learn better in class?

more games

The teachers listen to what the student has to say instead of going to conclusion

Idk

less videos

Make learning fun

calculators definetly

calculators on all math test

make class more engaging

I would like it if the teachers would actually do something about the annoying kids such as

less computer work more of them like really teaching the class

Make sure that everyone actually learns what to do

some changes that could be made to help me learn better in class are, more one on one teaching and maybe more fun activities

Alot

I could get it read to me because i cant understand if i read it.

Mack the explanations of something a bit clearer

we have more time to spend with our teacher and talk

have better teachers

activities that require you to move instead of just sit at a desk

---

## 7th What changes could be made to help you to learn better in class?

Not playing ,

Make the other kids in the class stop talking and being annoying

more fun things

I'm not sure.

Maybe having more group activities so i can understand what is different between what me and a friend are thinking.

If the teachers actually help the students here.

Make it more fun.

fun activities and games that have to do with the themes

If they did one on one if i was struggling.

nothing really

If other students are disturbing the class or other students, DON"T INGORE THEM DO SOMETHING ABOUT IT.

nothing really

extra criculer

Phones!!!!!!!!!!!!!!!!!!!!!!!!

For the teachers to help me understand better in more than one way than just getting mad when I don't understand in the one way they taught me.

To have more notes about the class

Learn it step by step and In a fun understanding way

Less IXL and more notes.

## 7th What changes could be made to help you to learn better in class?

when i ask questions dont ignore me and make me do it by myself teacher should actually help me

The teachers explaining things the way we need it explained

A change that should be made is i think i should get more examples of how to do the work.

make learning fun because if it's how they are teaching now everyone will be bored and want to just cheat cause they wouldent be listening. but if learning was fun everyone would want to learn

to asine Chromebooks to students to do work at home

stop acting dum and listen in class

Strickter rules on what you say

Fun things that will lure me into learning, such as projects

ldk

more labs

farther desks

Explain the Unit better

tounderstand everything better

listen more in class in focus

i have no idea

that i could sit by myself and that i stay quiet and that i don't want to talk to people about anything and that i just don't like to talk to people around me.

idk

## 7th What changes could be made to help you to learn better in class?

make xxxxx not tell us to go on IXL or do a packet

Xxxxx has not tought us anything they just gives us ixls on monday and says due friday and passes out packets and just sits there does not answer questions we have on assignments and if we talk they tells us to shut up or else they will give us right ups

## 8th What changes could be made to help you to learn better in class?

more online activities

have more hands on experience's

if people would be more quiet

More people being quiet

people need to stop talking.

Nothing

mental breaks

Involvement

i dont know

nothing

make it funner

Alowed more phone time and have more teachers respecting us and hopfuly it will rub off on others just as i try to respect teachers and some students

Respect the students as much as the teachers respect their peers

Changes that could be made to help you to learn better would be going slower and not rushing through the lesson.

to actually explain what the question is asking ab

funner classes

Respect please. I will give you the respect you deserve once I get the respect I deserve. I am a kid, but I'm still human.

## 8th What changes could be made to help you to learn better in class?

people not interuping and playing in class as much

No change could be made to help me learn better in class.

One change that could be made is the teachers need to be more understanding with not sum or the students but all of the students.

no work after the star test

People not yelling at eachother/ arguing. Some time for our brains to rest

Get better teachers the teachers here dont really care about your well being and like to punish you for the smallest mistakes. I also believe there shouldnt be a bathroom limit.

More fun lessons

more hands on

Nothing

get more teachers like xxxxx, helpfull and good at teaching

students behaviors, teachers behaviors

Nicer teachers.

Get nicer and more fun learning teachers

listening to music to focus hands on activity's or projects to help understand

to pay attention better

I wouldn't make any changes.

## 8th What changes could be made to help you to learn better in class?

Better teachers and class mates that are willing to learn.

i don't know really

Not being called names or having unfair mistreatment from teachers putting others in trouble for which it is myself or others to blame the consequence upon not that student who was barely involved in the conflict at all

nicer teachers

If we are allowed to maybe listen to music on Youtube or something from our computers with headphones while doing work then it would help me focus and relax. Less stress.

The teacher teaching us and not giving us a packet and tell us to do it

The teachers

I think personally, that if certain teachers were more understanding and tried to really help us understand, then I most likely would be able to understand the harder subjects and skills.

If we had the lights off more and could use are phones

i dont know

no loud noises like screaming and all of that

the kids knowing how to act.

If the teachers could teach slower because i can't comprehend when they go fast.

nahing

## 8th What changes could be made to help you to learn better in class?

to get more help in are work for school

nicer teachers

energetic and prepared

N/A

# What qualities and actions do you feel make a great teacher?

---

being a visule techer and not just giveing packets like xxxxx does and people don't learn that way and also being nice and play games and xxxxxxxx dose this thang called you matter and we get to tell her how we fill that day and what we did over the week end she is just a very good teach you should never fire her and if we need to tlak about somthing xxxxxxxx is there for she has helped me a lot.

CALM

respect that is actual respect and not just what they think respect is

Kind, strict, respectful, willing to help, fun

Encouraging

when they go slow and make sure you know what your doing

Just to be your self and not try so hard to fit in with the wrong people.

nice caring making sure you learn.

respect, , helps when I don't understand , treats every kid the same

i dont know

Be good and don't do bad things

Someone who listens and cares about their students and tries to help when they are falling behind.

Nice,explanatory,rewarding,fun.

---

Is helpful and respects what your wishes and respects your privacy and respects you in general.

xxxxx is my fav teacher shes very nice and u can talk to her bout anything.

not that strict but still strict funny playful and academically ready for anything not scared to do something for a child in need.

nice and happy

somebody that is nice and help and dont yell a lot.

frendly nice

All these teachers at this school are amazing the way they are.

they trwat you right they make sure that other people dont take the learning from you they rspect ues they treat us the way we want to be treated

Nice

lisning to you and not just giveing you and packet of work to do.

kind, funny, really easy for people to understand her/him, and fast at teaching

Careing about how others fell and listing to what others have to say.

respectful kind

idk

---

Someone who doesn't death stare me until I want to scream, who doesn't judge me for my academic performance, who makes class easy and interesting, someone who is open and friendly and kind. Someone who will give us permission to talk in class but to make sure to get the assignment done.

Idk i just go into class and listen to what they tell me and do.

Not really strict, funny, caring, loving.

making sure the students feel save at home and school.

When a teacher says im doing good.

Kindness and the respect of others.

Respect the student, help them on things that confuse the, go through a paper with the students when its a new topic then send them on their own, and does not put hands on a student.

Being kind and helping other student if they have trouble.

I dont really know what qualities and actions make a great teacher.

A teacher that would be good is a nice and a patient teacher, i think that their actions depend how students treat them.

Respect,kindness and proper authority.

nice , caring , love , TREAT ALL STUDENTS THE SAME ,understandable , giving

Respect students, help a student when he needs help, and be good.

---

a hard patient country teacher

Maybe if they werent so mean but not so nice and if they could explain everyhting better to me if i dont understand

nice, never gives up on students, to encourage students to do there best, go back and explain how it works if a student doesn't get something, and helps students when they have trouble.

i dont know

---

Idk

to be more funny

Instructive helpful

idk

respect and kindness

A fun teacher and not so stricted.

doesnt get mad when you ask questions

helping and not giving us constant test

helping us more

makes class interesting

kind and full hearted

Understandment, non-judgemental, and they would help me out-go my achivements

when there mean,trust worthy,and explain things really good

Help and provide students with necessary knowledge

all i really look for in a teacher is a nice person

people like xxxxxx everyone loves/respects her

They listen to me and understand me and they are nice to me.

Understanding,trustworthy,making something clearer than it was.

are calm respects me and i respect them and helpful

## 7th What qualities and actions do you feel make a great teacher?

xxxx is the best

someone who listens and does their best to help you

good mood and at least try to 1 on1 teach me

Being respectful to the teachers and actually teaching us

nice teachers

Being kind

Kindness.

Helping the students, giving advice, support.

Some one who makes you understand the subject easier.

those that are necessary for them other people cannot change other people

Not being too STRICT.

Helpful, caring, and respectful

nice and smart

If they actually teach us right unlike xxxxxx

Be honest , respectful

good

---

## 7th What qualities and actions do you feel make a great teacher?

They are understanding. They don't just really help me with school, but understand when something is wrong. They don't yell at you when you do or get something wrong. They help you understand why you were wrong, and what you can do to fix it.

their teaching

One that is nice and not creepy and on that is not rude for the littlest reasons

some one who reaches out to you if you are struggling

Kindness, respect, and trust

The teachers being nice and helpful.

Kindness, honest

a nice teacher

nice sarcastic and joking and the teacher will mach the subject there teaching

teacher who can teach me i guess

give me free 100

Someone that can help right my wrongs instead of just punishment

Nice

they can teach well and doesn't give us a lot of ixl's

---

## 7th What qualities and actions do you feel make a great teacher?

able to teach

a cool one

Being nice at all times

being respectfull and having more fun in some activitys

them being nice

nice good at what the do

i have no idea

idk

that the teachers that i have are the best and that they are really nice to me and that they can be mean sometimes and that is when you are bad and that they love to have fun with there students.

---

## 8th What qualities and actions do you feel make a great teacher?

The way a teacher teaches a lesson and how patient they are with kids

able to have fun and learn hard at the same time

nice,kind,caring,not that strict

kind, fun, and determent

Repsect?

i dont know

being nice and fun

people that care

nice

being respect full and being nice

fun nice and cool

Always lessoning, respectful, aware, better comunication, more fun stuff.

XXXXXX (specific teacher named)

When they don't yell every day and give a life speech/ talking about their person problems instead of teaching class.

being nice

helps understand what did now

---

## 8th What qualities and actions do you feel make a great teacher?

Respect, kindness, and being able to teach all types of people well.

Being able to explain what they are teaching and not being harsh about something you dont understand

The respect they want from us should also come from themListen to us when we have a question and not make us feel dumb Kindness Structure

A teacher that is very understanding and a teacher who pays attention to the student and listens to the student.

not yelling at students

nice funny and not boring

Be like xxxxxxxxx, make things funner, but still get the work done. Do fun activities while working at some points.

There sweet and care about your well being and not shove 50 work papers all at you at once and expect you to do them all. Also taking actually bad kids who threaten and bully you seriously and as a joke.

being helpful and knows how to teach

teachers that actually understand you

having respect for students

having respect for students, being friends with the students, and having fun days to take off from the daily frustration of work

---

## 8th What qualities and actions do you feel make a great teacher?

Nice.

They don't juge you for what you know,

listening helping understand 1 on 1 time for help

more ethuastic and more energetic

Someone that is willing to help you with anything and you have fun in there class.

When they teach us step by step.

actually being nice to kids

Have a like a relationship with the students

honesty you never know what a kid goes home and experience at home and they come to school in a feeling bad mood and there not that motivated and the teacher will get mad at them for that so think about what someone else is going thought before you get mad at them

being kind and understanding knowing their students and how to help each one through good learning and being helpful with whatever it may take to get them to learn what they need, to being prizes or rewards for getting things right and not neglecting us when we get things wrong just pushing us to our potential without hurting us emotionally or physically

# 8th What qualities and actions do you feel make a great teacher?

Caring, a good listener, respectful, open minded, honest, and kindness, but of course not too kind.

Helping a student and teaching better.

Trustworthy, loyal, understanding, and friendly. ( this kinda sounds like i am describing a dog)

Respect being honest with us

funny and willing to talk to you

listing to your student when they talk.

not being lame

teachers like xxxxx

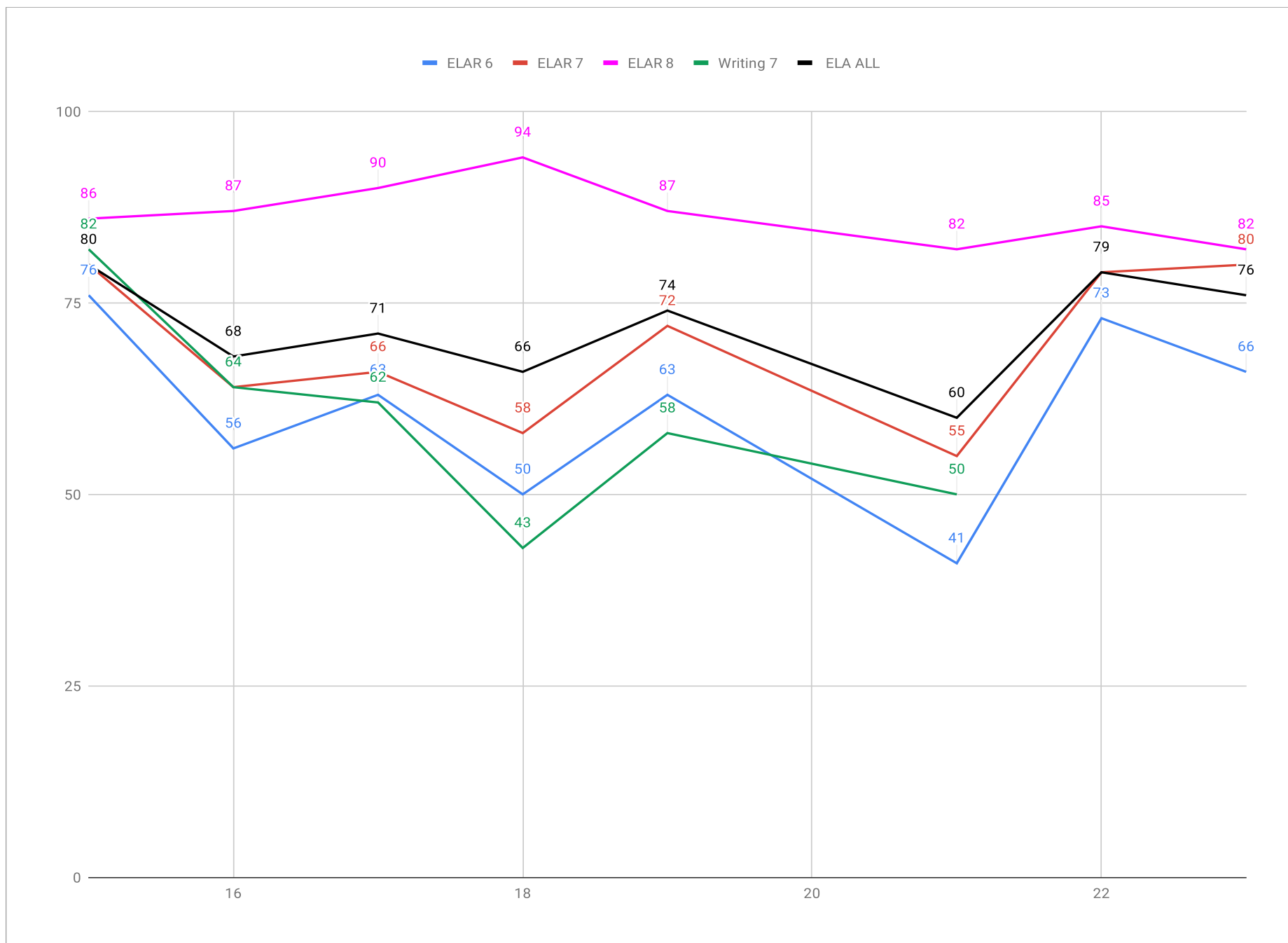If they are nice, know how to teach, and go step by step.

the teacher are nice to use and they help use with are work

ready to teach

A teacher who knows how to teach

| | 2015 | | | Progress | | 2016 | | | Progress | | 2017 | | | Progress | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Phase in [1] | PSR [2] | 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 [3] | 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 [4] | | | Progress [5] | | 2019 [6] | | | Progress [7] | | 2021 [8] | | | Progress [9] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | %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 | 41 | 15 | 9 | | |
| Math 6 | 71 | 21 | 4 | 31 | 2 | 88 | 41 | 15 | 20 | 2 | 50 | 4 | 4 | | |
| ELAR 7 | 58 | 28 | 18 | 18 | 18 | 72 | 33 | 12 | 34 | 18 | 55 | 36 | 17 | | |
| Math 7 | 76 | 21 | 7 | 40 | 7 | 67 | 23 | 1 | 32 | 4 | 60 | 19 | 2 | | |
| Writing 7 | 43 | 25 | 1 | | | 58 | 13 | 3 | | | 50 | 28 | 2 | | |
| ELAR 8 | 87,94 | 48,48 | 26,26 | 22 | 17 | 70, 87 | 39,40 | 18, 18 [1 | 22 | 19 | 82 | 44 | 28 | | |
| Math 8 | 63,84 | 12,14 | 0,0 | 31 | 0 | 70,82 | 22,22 | 2,2 | 31 | 2 | 67 | 33 | 14 | | |
| Science 8 | 74 | 37 | 9 | | | 77 | 32 | 6 | | | 78 | 44 | 23 | | |
| Social Studies 8 | 72 | 35 | 20 | | | 59 | 26 | 10 | | | 49 | 18 | 4 | | |
| Algebra | 100 | 100 | 91 | 11 | 11 | 100 | 100 | 88 | 8 | 7 | 100 | 88 | 56 | | |
| All subjects | 69 | 29 | 12 | | | 73 | | | | | 61 | 29 | 13 | | |
| >= 2 subjects | | | | | | | | | | | | | | | |
| All Reading | 66 | 28 | 16 | | | 74 | 37 | 18 | | | 60 | 32 | 18 | | |
| All Math | 77 | 25 | 10 | | | 81 | 33 | 10 | | | 63 | 26 | 11 | | |

| | 2022 [11] | | | Progress [12] | | 2023 [13] | | | Progress [14] | | 2024 [15] | | | Progress [16] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | %Appr | %Meets | %Mast | #Meets | #Exceeds | %Appr | %Meets | %Mast | #expect | #Exceeds | %Appr | %Meets | %Mast | #expect | #Exceeds |
| All Writing | 43 | | | | | 58 | 34 | 6 | | | 50 | 28 | 2 | | |
| All Science | 77 | 40 | 10 | | | 77 | 34 | 6 | | | 78 | 44 | 23 | | |
| All SS | 72 | 35 | 20 | | | 59 | 27 | 11 | | | 49 | 18 | 4 | | |
| ELAR 6 | 73 | 34 | 11 | | | 66 | 43 | 11 | | | | | | | |
| Math 6 | 64 | 15 | 0 | | | 54 | 21 | 4 | | | | | | | |
| ELAR 7 | 79 | 43 | 32 | | | 80 | 49 | 11 | | | | | | | |
| Math 7 | 48 | 18 | 5 | | | 69 | 28 | 5 | | | | | | | |
| Writing 7 | | | | | | | | | | | | | | | |
| ELAR 8 | 85 | 58 | 37 | | | 82 | 52 | 22 | | | | | | | |
| Math 8 | 61 | 14 | 2 | | | 68 | 30 | 7 | | | | | | | |
| Science 8 | 72 | 33 | 10 | | | 48 | 23 | 3 | | | | | | | |
| Social Studies 8 | 53 | 19 | 10 | | | 55 | 20 | 8 | | | | | | | |
| Algebra | 100 | 100 | 79 | | | 100 | 80 | 30 | | | | | | | |
| All subjects | 68 | 32 | 16 | | | 69 | 38 | 11 | | | | | | | |
| >= 2 subjects | | | | | | | | | | | | | | | |
| All Reading | | | | | | | | | | | | | | | |
| All Math | | | | | | | | | | | | | | | |
| All Writing | | | | | | | | | | | | | | | |
| All Science | | | | | | | | | | | | | | | |
| All SS | | | | | | | | | | | | | | | |

| | 15 | 16 | 17 | 18 | 19 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|
| ELAR 6 | 76 | 56 | 63 | 50 | 63 | 41 | 73 | 66 |
| ELAR 7 | 80 | 64 | 66 | 58 | 72 | 55 | 79 | 80 |
| ELAR 8 | 86 | 87 | 90 | 94 | 87 | 82 | 85 | 82 |
| Writing 7 | 82 | 64 | 62 | 43 | 58 | 50 | | |
| ELA ALL | 80 | 68 | 71 | 66 | 74 | 60 | 79 | 76 |
| | 15 | 16 | 17 | 18 | 19 | 21 | 22 | 23 |
| Math 6 | 63 | 67 | 63 | 71 | 88 | 50 | 73 | 66 |
| Math 7 | 74 | 63 | 57 | 76 | 67 | 60 | 48 | 69 |
| Math 8 | 76 | 73 | 73 | 84 | 82 | 66 | 61 | 68 |
| Algebra | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Math ALL | | 67 | 66 | 77 | 81 | 63 | 70.5 | 75.75 |
| | 15 | 16 | 17 | 18 | 19 | 21 | 22 | 23 |
| Science 8 | 41 | 74 | 80 | 74 | 77 | 78 | 72 | 48 |
| Social Studies 8 | 61 | 58 | 65 | 72 | 59 | 46 | 53 | 55 |
| All subjects | 72 | 68 | 71 | 69 | 73 | 61 | 68 | 69 |
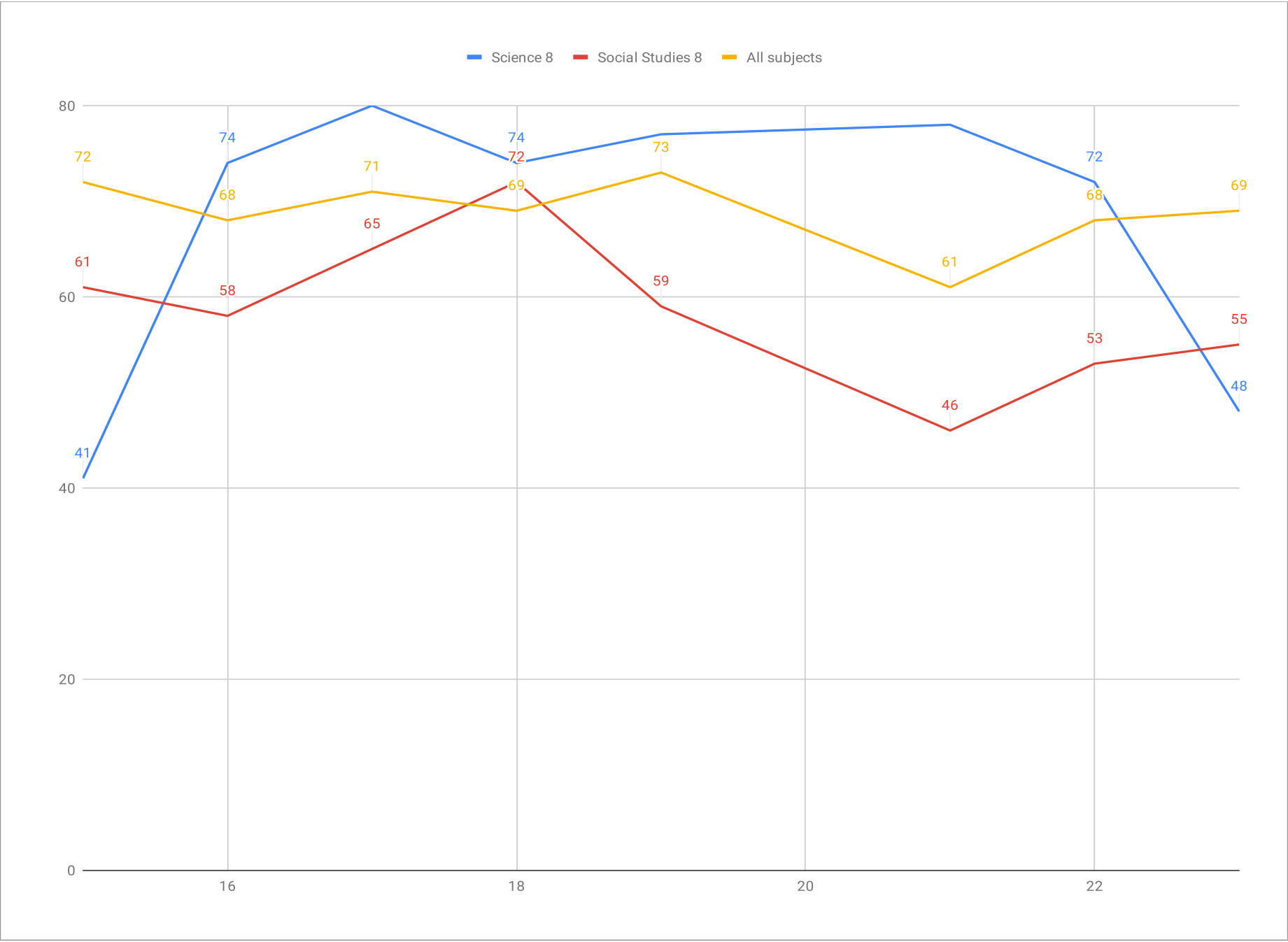
[1] Phase - in satisfactory or above

[2] Post secondary readiness or above

[3] Algebra only

[4] % Grade 8=1st admin, 2nd admin

[5]

Total count first admins only

[6] % Grade 8=1st admin, 2nd admin

[7]

Total count first admins only

[8] % Grade 8=1st admin, 2nd admin

[9]

Total count first admins only

[10] 1 more student reach masters 2nd admin

[11] % Grade 8=1st admin, 2nd admin

[12]

Total count first admins only

[13] % Grade 8=1st admin, 2nd admin

[14]

Total count first admins only

[15] % Grade 8=1st admin, 2nd admin

[16]

Total count first admins only

# RETEACH Analysis Tool

Grade: _____ Content: _____

Standard: _____

_____

_____

| **Knowledge**<br>What students need to know... | **Skills**<br>What students need to be able to do/show... |
| --- | --- |
| After reviewing the SE | After reviewing the SE |
| | |

| After reviewing released STAAR / TEKS Resource Items | After reviewing released STAAR / TEKS Resource Items |
| --- | --- |
| | |

| Success criteria I initially gave the students |
| --- |
| |

Why did they miss it ?

| High Performing | Medium Performing | Low Performing |
| --- | --- | --- |
| | | |

| Key Procedural Error | Key Conceptual Error |
|---|---|
|  |  |

Student mastery would improve if… _____

_____

| Missing Success Criteria<br>What success criteria do I need to add for the reteach and the future? |
|---|
|  |

| | |
|---|---|
| Option 1<br>Guided<br>Discourse<br>(some students<br>struggle;<br>trending error) | **Guided Student Discourse**<br><br>- What **strategy / skill / thinking MUST** students understand via the discourse?<br>- Start from exemplar student work (show-call)<br>Post / Display / Chart an exemplar student response<br>- Call on students / **Identify** the student **thinking**<br>  - What did this student *do*?<br>- Stamp the understanding:<br>What are the **key things** to remember when…<br>Name the **strategy** / conceptual understanding.<br>Have students **restate** in their own words. |
| Option 2<br>Modeling<br>(most students<br>are struggling.) | **Show the Students How**<br><br>- **Model precisely** the thinking when moving through a specific task:<br>Narrow the **focus** to precisely the thinking students are struggling with.<br>Model **replicable** thinking steps students can follow.<br>Model **how to** activate one's content knowledge/skills that have been learned in previous lessons.<br>- Vary tone and cadence to reflect the thinking and remove "teacher" voice.<br>- Give students a clear listening / note-taking task that fosters active listening.<br>- Debrief: What did I *do* in my model?<br>  What are the key things to remember when you are doing the same thing? |

| Team Re-Teach Plan: | Date for Reteach: | Approach: | Resources/Notes: |
|---|---|---|---|
| | | | |