



MONTGOMERY
Independent School District

2019-2020
Annual
Report



MONTGOMERY
Independent School District

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MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

**TEXAS ACADEMIC PERFORMANCE
REPORT
(DISTRICT REPORT)**

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

District Number: **170903**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	06	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)	
										Races	(Current)	(Former)	Enrolled	Enrolled			
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	89%	57%	77%	91%	*	86%	-	100%	71%	50%	89%	87%	81%	77%
	2018	77%	79%	88%	63%	80%	91%	*	100%	*	93%	75%	73%	87%	90%	77%	62%
At Meets Grade Level or Above	2019	45%	45%	58%	43%	44%	61%	*	57%	-	65%	43%	33%	58%	58%	43%	42%
	2018	43%	44%	53%	19%	42%	57%	*	60%	*	52%	28%	45%	53%	54%	35%	21%
At Masters Grade Level	2019	27%	28%	36%	29%	30%	37%	*	43%	-	47%	23%	17%	35%	38%	21%	19%
	2018	25%	26%	35%	6%	29%	39%	*	20%	*	19%	13%	36%	36%	35%	19%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	90%	71%	84%	92%	*	100%	-	94%	71%	100%	91%	88%	84%	81%
	2018	78%	80%	88%	75%	76%	92%	*	100%	*	81%	64%	75%	90%	84%	76%	65%
At Meets Grade Level or Above	2019	49%	51%	61%	29%	51%	63%	*	86%	-	75%	49%	33%	63%	57%	42%	54%
	2018	47%	49%	56%	19%	40%	61%	*	60%	*	44%	33%	58%	56%	54%	38%	26%
At Masters Grade Level	2019	25%	26%	34%	14%	28%	35%	*	43%	-	44%	26%	0%	35%	30%	17%	23%
	2018	23%	25%	29%	6%	17%	33%	*	40%	*	22%	15%	33%	29%	28%	17%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	76%	86%	71%	71%	90%	*	100%	-	66%	73%	100%	87%	83%	71%	59%
	2018	73%	74%	86%	80%	81%	87%	-	*	-	82%	50%	100%	86%	86%	76%	76%
At Meets Grade Level or Above	2019	44%	45%	58%	7%	38%	65%	*	40%	-	41%	33%	75%	59%	56%	33%	18%
	2018	46%	47%	58%	40%	55%	58%	-	*	-	71%	25%	29%	55%	62%	39%	48%
At Masters Grade Level	2019	22%	23%	30%	7%	13%	35%	*	0%	-	19%	18%	58%	32%	26%	8%	3%
	2018	24%	25%	30%	20%	23%	30%	-	*	-	41%	8%	29%	27%	33%	14%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	87%	71%	77%	90%	*	100%	*	71%	60%	100%	89%	84%	76%	68%
	2018	78%	80%	87%	64%	82%	89%	-	*	-	88%	41%	100%	86%	89%	79%	79%
At Meets Grade Level or Above	2019	48%	51%	60%	36%	37%	66%	*	80%	*	39%	40%	100%	59%	61%	44%	24%
	2018	49%	51%	58%	36%	54%	60%	-	*	-	65%	24%	57%	56%	62%	40%	55%
At Masters Grade Level	2019	28%	32%	36%	7%	16%	41%	*	60%	*	23%	23%	75%	37%	34%	19%	6%
	2018	27%	29%	33%	18%	30%	33%	-	*	-	65%	11%	29%	35%	31%	20%	45%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	77%	50%	61%	82%	*	100%	*	59%	50%	100%	78%	74%	58%	53%
	2018	63%	61%	71%	56%	64%	72%	-	*	-	71%	28%	29%	70%	72%	54%	61%
At Meets Grade Level or Above	2019	35%	34%	43%	14%	24%	49%	*	40%	*	41%	30%	75%	43%	45%	21%	12%
	2018	39%	37%	48%	33%	45%	48%	-	*	-	65%	17%	29%	45%	52%	29%	36%
At Masters Grade Level	2019	11%	10%	13%	0%	6%	15%	*	20%	*	6%	15%	25%	13%	13%	3%	6%
	2018	11%	10%	11%	0%	12%	10%	-	*	-	18%	8%	14%	9%	14%	5%	6%

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		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	06	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)	
										Races	(Current)	(Former)	Enrolled	Enrolled			
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	95%	83%	92%	96%	-	*	-	95%	60%	100%	95%	96%	91%	84%
	2018	84%	82%	92%	76%	87%	94%	*	60%	*	80%	58%	89%	92%	91%	83%	85%
At Meets Grade Level or Above	2019	54%	52%	68%	58%	61%	69%	-	*	-	63%	28%	83%	67%	68%	52%	56%
	2018	54%	53%	68%	40%	55%	72%	*	40%	*	73%	33%	78%	70%	64%	53%	41%
At Masters Grade Level	2019	29%	29%	40%	42%	34%	40%	-	*	-	37%	7%	17%	38%	42%	23%	22%
	2018	26%	26%	34%	20%	28%	36%	*	20%	*	40%	7%	44%	36%	31%	24%	10%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	95%	83%	90%	97%	-	*	-	89%	65%	100%	97%	94%	92%	88%
	2018	91%	89%	96%	88%	95%	97%	*	100%	*	100%	72%	100%	97%	96%	93%	93%
At Meets Grade Level or Above	2019	58%	56%	68%	50%	57%	70%	-	*	-	63%	26%	67%	68%	69%	50%	53%
	2018	58%	56%	68%	44%	65%	70%	*	80%	*	67%	53%	44%	71%	64%	56%	54%
At Masters Grade Level	2019	36%	35%	46%	33%	39%	47%	-	*	-	53%	7%	17%	45%	47%	23%	31%
	2018	30%	30%	37%	24%	26%	40%	*	40%	*	33%	21%	33%	39%	33%	22%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	84%	75%	73%	86%	-	*	-	79%	44%	100%	84%	83%	74%	70%
	2018	76%	76%	84%	63%	76%	86%	*	80%	*	86%	57%	75%	85%	82%	73%	73%
At Meets Grade Level or Above	2019	49%	52%	58%	58%	42%	60%	-	*	-	68%	30%	33%	57%	60%	41%	37%
	2018	41%	42%	46%	29%	37%	49%	*	20%	*	71%	33%	38%	47%	45%	31%	22%
At Masters Grade Level	2019	24%	27%	28%	17%	19%	29%	-	*	-	42%	16%	0%	26%	32%	15%	13%
	2018	17%	18%	19%	4%	9%	21%	*	20%	*	21%	14%	13%	19%	18%	8%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	68%	80%	54%	82%	81%	*	60%	*	71%	45%	67%	84%	72%	70%	64%
	2018	69%	70%	82%	41%	76%	85%	*	*	*	65%	45%	71%	82%	83%	65%	72%
At Meets Grade Level or Above	2019	37%	39%	48%	29%	47%	49%	*	40%	*	36%	22%	42%	51%	42%	35%	23%
	2018	39%	40%	49%	24%	41%	52%	*	*	*	40%	23%	29%	50%	47%	29%	28%
At Masters Grade Level	2019	18%	19%	23%	8%	27%	23%	*	40%	*	14%	8%	33%	25%	19%	15%	13%
	2018	19%	20%	25%	6%	24%	26%	*	*	*	15%	11%	14%	24%	25%	10%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	92%	80%	89%	93%	*	80%	*	86%	66%	92%	93%	88%	84%	87%
	2018	77%	80%	89%	47%	88%	92%	*	*	*	80%	57%	93%	89%	89%	76%	87%
At Meets Grade Level or Above	2019	47%	51%	66%	44%	63%	68%	*	60%	*	64%	34%	67%	70%	58%	50%	53%
	2018	44%	49%	63%	12%	52%	67%	*	*	*	60%	25%	71%	63%	63%	41%	52%
At Masters Grade Level	2019	21%	26%	36%	8%	32%	39%	*	20%	*	50%	10%	25%	40%	29%	19%	21%
	2018	18%	23%	31%	6%	25%	33%	*	*	*	25%	9%	43%	31%	30%	14%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	86%	61%	84%	88%	*	80%	*	80%	57%	100%	87%	82%	72%	69%
	2018	74%	75%	86%	85%	78%	87%	*	100%	-	77%	44%	78%	85%	87%	75%	77%

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Meets Grade Level or Above	2019	49%	50%	61%	28%	54%	64%	*	60%	*	50%	32%	44%	65%	52%	41%	31%	
	2018	48%	49%	60%	40%	46%	63%	*	78%	-	62%	19%	78%	60%	60%	41%	40%	
At Masters Grade Level	2019	29%	31%	37%	17%	35%	39%	*	20%	*	30%	9%	11%	40%	32%	22%	23%	
	2018	29%	30%	35%	20%	26%	38%	*	56%	-	23%	11%	44%	34%	37%	20%	17%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2019	75%	73%	87%	56%	87%	89%	*	*	*	80%	50%	100%	87%	86%	76%	70%	
	2018	72%	71%	88%	67%	87%	89%	*	100%	-	80%	71%	100%	89%	87%	83%	81%	
At Meets Grade Level or Above	2019	43%	39%	58%	0%	58%	63%	*	*	*	47%	29%	100%	58%	59%	41%	55%	
	2018	40%	37%	58%	4%	49%	60%	*	100%	-	50%	31%	57%	58%	56%	47%	58%	
At Masters Grade Level	2019	17%	12%	18%	0%	13%	21%	*	*	*	7%	12%	0%	17%	19%	9%	10%	
	2018	18%	15%	23%	0%	19%	24%	*	67%	-	10%	11%	43%	23%	24%	15%	23%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2019	70%	70%	82%	50%	82%	84%	*	60%	*	65%	39%	89%	83%	79%	63%	69%	
	2018	69%	71%	82%	76%	75%	84%	*	100%	-	75%	24%	89%	82%	83%	69%	70%	
At Meets Grade Level or Above	2019	42%	41%	55%	17%	57%	57%	*	60%	*	40%	25%	33%	58%	48%	36%	58%	
	2018	43%	45%	56%	33%	43%	58%	*	78%	-	58%	24%	22%	54%	58%	37%	33%	
At Masters Grade Level	2019	18%	17%	24%	11%	22%	25%	*	20%	*	20%	7%	0%	26%	19%	11%	15%	
	2018	15%	16%	20%	24%	14%	21%	*	22%	-	8%	9%	0%	20%	19%	6%	3%	
Grade 8 Reading^																		
At Approaches Grade Level or Above	2019	86%	86%	92%	88%	88%	93%	*	100%	*	85%	49%	91%	93%	90%	85%	88%	
	2018	86%	86%	91%	85%	84%	93%	*	100%	*	89%	50%	100%	91%	91%	77%	78%	
At Meets Grade Level or Above	2019	55%	57%	66%	50%	53%	69%	*	89%	*	77%	27%	73%	67%	63%	47%	38%	
	2018	49%	51%	57%	26%	44%	61%	*	67%	*	61%	18%	57%	58%	56%	33%	22%	
At Masters Grade Level	2019	28%	30%	37%	29%	26%	40%	*	56%	*	31%	7%	36%	38%	36%	23%	15%	
	2018	27%	28%	33%	15%	21%	35%	*	33%	*	61%	7%	29%	33%	31%	17%	6%	
Grade 8 Mathematics^																		
At Approaches Grade Level or Above	2019	88%	89%	97%	91%	95%	98%	*	100%	*	93%	70%	100%	97%	96%	92%	96%	
	2018	86%	86%	93%	85%	86%	95%	*	*	*	73%	43%	100%	92%	94%	85%	83%	
At Meets Grade Level or Above	2019	57%	62%	85%	68%	79%	87%	*	100%	*	80%	48%	100%	89%	76%	71%	82%	
	2018	51%	56%	74%	52%	54%	79%	*	*	*	47%	25%	63%	76%	71%	51%	33%	
At Masters Grade Level	2019	17%	23%	44%	23%	33%	46%	*	88%	*	47%	20%	21%	46%	39%	28%	29%	
	2018	15%	21%	35%	22%	19%	39%	*	*	*	27%	7%	13%	37%	32%	15%	13%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	83%	91%	83%	84%	92%	*	100%	*	77%	58%	100%	92%	88%	82%	80%	
	2018	76%	77%	84%	65%	72%	86%	*	100%	*	76%	38%	100%	84%	82%	69%	53%	
At Meets Grade Level or Above	2019	51%	55%	64%	50%	47%	67%	*	89%	*	62%	27%	55%	66%	59%	45%	36%	
	2018	52%	54%	61%	38%	36%	66%	*	100%	*	71%	22%	71%	63%	57%	40%	11%	
At Masters Grade Level	2019	25%	29%	31%	13%	23%	33%	*	44%	*	23%	18%	18%	31%	29%	18%	12%	
	2018	28%	31%	34%	19%	20%	38%	*	33%	*	29%	9%	29%	35%	32%	13%	5%	

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	83%	75%	76%	84%	*	100%	*	77%	53%	82%	84%	79%	71%	69%
	2018	65%	67%	78%	67%	65%	80%	*	100%	*	78%	36%	86%	79%	75%	61%	58%
At Meets Grade Level or Above	2019	37%	39%	53%	42%	45%	54%	*	78%	*	46%	31%	64%	55%	48%	36%	23%
	2018	36%	38%	44%	37%	30%	46%	*	67%	*	50%	24%	43%	46%	40%	26%	16%
At Masters Grade Level	2019	21%	23%	32%	38%	24%	34%	*	33%	*	38%	9%	27%	33%	31%	19%	8%
	2018	21%	23%	26%	19%	12%	28%	*	67%	*	28%	7%	29%	27%	23%	8%	5%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	78%	55%	72%	80%	63%	100%	*	78%	37%	75%	79%	76%	59%	64%
	2018	65%	66%	78%	39%	71%	82%	40%	93%	*	67%	29%	*	81%	71%	61%	50%
At Meets Grade Level or Above	2019	50%	51%	65%	31%	55%	69%	13%	100%	*	65%	20%	67%	65%	64%	40%	27%
	2018	44%	45%	60%	16%	52%	65%	30%	86%	*	50%	15%	*	63%	55%	41%	19%
At Masters Grade Level	2019	11%	12%	15%	12%	4%	17%	0%	11%	*	30%	7%	8%	15%	15%	6%	0%
	2018	7%	8%	9%	0%	4%	10%	0%	14%	*	8%	7%	*	10%	6%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	81%	39%	76%	84%	63%	100%	*	83%	31%	*	82%	76%	66%	50%
	2018	67%	69%	81%	39%	77%	83%	33%	100%	*	92%	25%	*	82%	79%	64%	71%
At Meets Grade Level or Above	2019	49%	51%	66%	33%	59%	70%	25%	93%	*	58%	24%	*	67%	63%	51%	21%
	2018	48%	50%	69%	39%	61%	71%	17%	100%	*	92%	7%	*	71%	64%	46%	33%
At Masters Grade Level	2019	8%	8%	11%	3%	7%	13%	0%	20%	*	0%	11%	*	11%	13%	4%	0%
	2018	8%	9%	12%	6%	13%	12%	0%	40%	*	8%	4%	*	13%	10%	7%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	89%	72%	81%	91%	*	100%	*	65%	45%	91%	90%	87%	76%	84%
	2018	83%	82%	93%	86%	89%	94%	100%	100%	-	100%	57%	*	95%	89%	84%	89%
At Meets Grade Level or Above	2019	61%	57%	69%	45%	59%	72%	*	86%	*	65%	31%	64%	71%	63%	48%	47%
	2018	55%	53%	77%	55%	72%	78%	67%	100%	-	88%	26%	*	80%	68%	60%	68%
At Masters Grade Level	2019	37%	37%	49%	21%	38%	52%	*	71%	*	41%	23%	36%	52%	43%	24%	26%
	2018	32%	33%	53%	38%	46%	55%	33%	60%	-	63%	20%	*	55%	48%	32%	26%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	93%	84%	88%	95%	*	100%	*	95%	66%	100%	93%	94%	83%	78%
	2018	87%	87%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%
At Meets Grade Level or Above	2019	62%	65%	73%	45%	54%	79%	*	89%	*	75%	25%	55%	75%	70%	48%	22%
	2018	59%	62%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%
At Masters Grade Level	2019	25%	27%	26%	3%	14%	30%	*	22%	*	35%	9%	9%	27%	24%	11%	0%
	2018	24%	26%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	98%	77%	99%	98%	*	100%	*	100%	88%	-	98%	99%	96%	100%
	2018	92%	92%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%
At Meets Grade Level or Above	2019	73%	78%	89%	62%	84%	91%	*	100%	*	90%	52%	-	89%	89%	79%	43%
	2018	70%	74%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%

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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	51%	56%	15%	47%	58%	*	57%	*	90%	36%	-	58%	51%	39%	29%
	2018	40%	46%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	88%	69%	82%	90%	70%	94%	67%	79%	55%	91%	89%	85%	77%	74%
	2018	77%	77%	87%	69%	81%	89%	69%	95%	67%	83%	48%	84%	87%	85%	75%	74%
At Meets Grade Level or Above	2019	50%	51%	64%	38%	53%	67%	33%	79%	11%	57%	31%	64%	65%	60%	45%	39%
	2018	48%	49%	61%	35%	51%	64%	41%	78%	40%	62%	25%	53%	63%	59%	42%	36%
At Masters Grade Level	2019	24%	25%	32%	15%	24%	34%	8%	37%	11%	31%	14%	24%	33%	30%	17%	15%
	2018	22%	23%	29%	14%	22%	31%	15%	41%	20%	31%	11%	29%	30%	27%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	85%	60%	80%	88%	61%	93%	83%	81%	50%	82%	86%	83%	74%	70%
	2018	74%	75%	85%	63%	79%	88%	56%	92%	71%	81%	44%	79%	86%	85%	72%	72%
At Meets Grade Level or Above	2019	48%	49%	61%	34%	52%	65%	18%	78%	17%	55%	27%	59%	63%	58%	43%	32%
	2018	46%	47%	60%	29%	50%	63%	24%	75%	57%	60%	20%	51%	61%	58%	40%	33%
At Masters Grade Level	2019	21%	22%	28%	15%	21%	30%	0%	29%	17%	27%	10%	27%	28%	28%	15%	13%
	2018	19%	21%	26%	11%	20%	28%	3%	35%	14%	28%	8%	30%	26%	26%	14%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	91%	76%	86%	93%	93%	92%	100%	81%	60%	97%	92%	89%	83%	82%
	2018	81%	81%	91%	76%	86%	93%	74%	97%	*	86%	57%	93%	91%	90%	82%	82%
At Meets Grade Level or Above	2019	52%	53%	68%	42%	58%	71%	43%	79%	0%	59%	36%	79%	70%	64%	50%	52%
	2018	50%	51%	66%	41%	56%	69%	48%	82%	*	59%	31%	58%	67%	63%	48%	49%
At Masters Grade Level	2019	26%	28%	39%	15%	29%	42%	14%	54%	0%	36%	17%	30%	41%	36%	21%	21%
	2018	24%	26%	35%	19%	27%	38%	26%	47%	*	35%	14%	33%	37%	33%	20%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	68%	80%	50%	72%	83%	*	80%	*	62%	44%	95%	81%	77%	60%	60%
	2018	66%	66%	77%	70%	69%	78%	*	92%	-	72%	26%	63%	77%	77%	61%	65%
At Meets Grade Level or Above	2019	38%	38%	50%	16%	41%	53%	*	50%	*	40%	27%	57%	51%	47%	28%	32%
	2018	41%	41%	52%	33%	44%	54%	*	69%	-	62%	20%	25%	50%	55%	32%	35%
At Masters Grade Level	2019	14%	14%	19%	6%	14%	21%	*	20%	*	12%	11%	14%	20%	16%	7%	10%
	2018	13%	13%	16%	17%	13%	16%	*	23%	-	14%	9%	6%	15%	16%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	90%	82%	82%	91%	86%	100%	*	85%	57%	100%	90%	88%	80%	75%
	2018	80%	81%	87%	67%	78%	89%	85%	96%	*	86%	50%	89%	88%	83%	74%	67%
At Meets Grade Level or Above	2019	54%	57%	65%	49%	48%	69%	57%	86%	*	69%	27%	50%	67%	63%	45%	33%
	2018	51%	53%	61%	35%	46%	64%	46%	80%	*	72%	24%	61%	63%	55%	41%	23%
At Masters Grade Level	2019	25%	28%	28%	9%	19%	31%	0%	32%	*	35%	14%	11%	28%	28%	15%	10%
	2018	23%	25%	28%	9%	18%	31%	23%	44%	*	28%	11%	28%	29%	26%	13%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	90%	76%	87%	91%	86%	100%	*	87%	66%	82%	91%	87%	82%	76%
	2018	78%	80%	86%	73%	80%	88%	88%	100%	*	88%	49%	90%	88%	82%	72%	68%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	58%	70%	49%	64%	71%	71%	88%	*	65%	39%	64%	72%	65%	55%	27%
	2018	53%	56%	63%	35%	53%	65%	88%	80%	*	70%	30%	60%	66%	53%	43%	21%
At Masters Grade Level	2019	33%	37%	44%	30%	35%	45%	43%	44%	*	61%	19%	27%	45%	39%	28%	12%
	2018	31%	34%	38%	19%	27%	40%	25%	53%	*	55%	13%	30%	40%	31%	20%	7%

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Progress

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	64	46	47	69	*	40	-	45	59	83	68	57	49	46
	2018	63	64	58	44	55	59	-	*	-	58	58	40	59	58	49	48
Grade 4 Mathematics	2019	65	68	70	54	56	74	*	90	*	55	61	100	70	71	63	50
	2018	65	66	59	45	63	59	-	*	-	67	44	80	61	56	51	66
Grade 5 ELA/Reading	2019	81	78	83	95	79	83	-	*	-	81	78	80	83	84	80	73
	2018	80	76	78	76	81	78	*	*	*	75	67	83	80	76	77	74
Grade 5 Mathematics	2019	83	79	84	73	81	84	-	*	-	78	79	70	86	80	78	70
	2018	81	78	77	78	72	78	*	*	*	75	74	72	77	77	75	68
Grade 6 ELA/Reading	2019	42	45	45	29	56	43	*	70	*	32	46	36	47	41	41	45
	2018	47	47	49	22	56	49	*	*	-	39	56	50	49	47	45	59
Grade 6 Mathematics	2019	54	61	73	59	74	73	*	60	*	79	50	73	75	67	64	82
	2018	56	61	68	53	70	69	*	*	-	58	52	86	66	72	59	63
Grade 7 ELA/Reading	2019	77	77	78	64	77	79	*	*	-	81	64	83	79	75	72	66
	2018	76	73	75	74	68	77	*	88	-	64	71	100	75	76	69	85
Grade 7 Mathematics	2019	62	59	74	47	79	75	*	*	-	65	45	90	75	73	66	69
	2018	67	65	71	54	76	71	*	100	-	78	67	79	71	72	67	88
Grade 8 ELA/Reading	2019	77	78	78	92	76	77	*	78	-	92	61	64	78	77	72	67
	2018	79	79	80	78	82	80	*	100	*	71	74	86	81	78	79	72
Grade 8 Mathematics	2019	82	82	87	87	85	87	*	100	-	100	93	64	88	87	88	89
	2018	81	80	83	85	83	83	*	*	*	82	56	81	83	82	79	81
End of Course English II	2019	69	69	74	75	75	74	80	79	*	68	77	*	75	73	70	82
	2018	67	67	67	64	66	67	*	*	*	75	57	-	65	72	63	67
End of Course Algebra I	2019	75	71	73	54	67	76	*	83	*	69	43	80	74	70	61	61
	2018	72	69	82	64	81	82	75	100	-	87	44	*	84	75	71	81
All Grades Both Subjects	2019	69	69	74	64	71	75	81	73	80	67	63	74	75	71	67	66
	2018	69	69	71	66	71	71	60	81	42	68	60	75	71	70	66	71
All Grades ELA/Reading	2019	68	68	70	67	69	71	81	67	*	63	64	69	72	68	64	61
	2018	69	68	68	64	68	69	58	80	*	62	64	71	68	68	64	68
All Grades Mathematics	2019	70	70	77	62	74	79	81	81	*	71	61	79	78	75	70	71
	2018	70	70	74	67	74	74	63	82	*	73	55	79	75	72	67	73

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	38%	49%	32%	51%	50%	*	*	-	53%	28%	45%	32%
	2018	38%	37%	47%	44%	47%	50%	*	*	-	*	25%	40%	33%
Mathematics	2019	45%	43%	60%	42%	59%	63%	*	*	*	46%	34%	53%	41%
	2018	47%	44%	56%	54%	53%	57%	*	*	*	50%	23%	51%	50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	90%	83%	87%	91%	-	*	-	84%	42%	83%	56%
Students Requiring Accelerated Instruction														
	2019	22%	23%	10%	17%	13%	9%	-	*	-	16%	58%	17%	44%
STAAR Cumulative Met Standard														
	2019	86%	85%	95%	83%	92%	96%	-	*	-	95%	58%	91%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	*	100%	100%	-	*	-	*	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	10%	19%	*	29%	13%	-	*	-	*	*	17%	17%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	93%	75%	87%	94%	-	*	-	88%	50%	87%	63%
Students Requiring Accelerated Instruction														
	2019	17%	18%	7%	25%	13%	6%	-	*	-	12%	50%	13%	38%
STAAR Cumulative Met Standard														
	2019	90%	88%	95%	83%	89%	97%	-	*	-	89%	63%	92%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	-	*	*	-	-	*	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	27%	63%	-	*	*	-	-	*	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	88%	79%	84%	89%	*	100%	*	85%	43%	79%	*
Students Requiring Accelerated Instruction														
	2019	22%	21%	12%	21%	16%	11%	*	0%	*	15%	58%	21%	*
STAAR Cumulative Met Standard														
	2019	85%	86%	92%	88%	88%	93%	*	100%	*	85%	45%	85%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	*	100%	100%	-	-	*	*	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	13%	30%	*	0%	37%	-	-	*	*	11%	13%	*
Grade 8 Mathematics														

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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration													
2019	82%	84%	96%	86%	95%	96%	*	100%	*	93%	66%	92%	*
Students Requiring Accelerated Instruction													
2019	18%	16%	4%	14%	5%	4%	*	0%	*	7%	34%	8%	*
STAAR Cumulative Met Standard													
2019	88%	89%	97%	91%	95%	98%	*	100%	*	93%	66%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	40%	53%	*	40%	58%	-	-	*	15%	46%	*

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	88%	53%	-	-	53%	-	49%	66%	36%	100%	50%	52%
	2018	77%	77%	87%	65%	-	-	65%	-	57%	61%	52%	*	61%	61%
At Meets Grade Level or Above	2019	50%	51%	64%	24%	-	-	24%	-	16%	28%	8%	86%	19%	21%
	2018	48%	49%	61%	24%	-	-	24%	-	18%	16%	21%	*	21%	20%
At Masters Grade Level	2019	24%	25%	32%	7%	-	-	7%	-	3%	7%	0%	14%	4%	5%
	2018	22%	23%	29%	7%	-	-	7%	-	4%	4%	3%	*	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	85%	55%	-	-	55%	-	43%	74%	24%	*	47%	49%
	2018	74%	75%	85%	60%	-	-	60%	-	52%	49%	57%	*	55%	55%
At Meets Grade Level or Above	2019	48%	49%	61%	21%	-	-	21%	-	15%	30%	5%	*	17%	19%
	2018	46%	47%	60%	23%	-	-	23%	-	14%	9%	22%	*	17%	17%
At Masters Grade Level	2019	21%	22%	28%	3%	-	-	3%	-	2%	4%	0%	*	2%	2%
	2018	19%	21%	26%	5%	-	-	5%	-	5%	2%	9%	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	91%	58%	-	-	58%	-	61%	74%	50%	*	60%	61%
	2018	81%	81%	91%	74%	-	-	74%	-	72%	77%	65%	*	73%	74%
At Meets Grade Level or Above	2019	52%	53%	68%	30%	-	-	30%	-	18%	30%	8%	*	23%	26%
	2018	50%	51%	66%	33%	-	-	33%	-	33%	39%	26%	*	33%	32%
At Masters Grade Level	2019	26%	28%	39%	9%	-	-	9%	-	4%	9%	0%	*	6%	7%
	2018	24%	26%	35%	14%	-	-	14%	-	6%	10%	0%	*	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	68%	80%	50%	-	-	50%	-	24%	20%	29%	-	34%	34%
	2018	66%	66%	77%	50%	-	-	50%	-	38%	40%	*	-	44%	44%
At Meets Grade Level or Above	2019	38%	38%	50%	25%	-	-	25%	-	6%	0%	14%	-	14%	14%
	2018	41%	41%	52%	20%	-	-	20%	-	13%	0%	*	-	17%	17%
At Masters Grade Level	2019	14%	14%	19%	8%	-	-	8%	-	0%	0%	0%	-	3%	3%
	2018	13%	13%	16%	0%	-	-	0%	-	0%	0%	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	90%	33%	-	-	33%	-	55%	80%	33%	*	45%	48%
	2018	80%	81%	87%	65%	-	-	65%	-	45%	60%	14%	-	54%	54%
At Meets Grade Level or Above	2019	54%	57%	65%	11%	-	-	11%	-	27%	60%	0%	*	20%	24%
	2018	51%	53%	61%	6%	-	-	6%	-	0%	0%	0%	-	3%	3%
At Masters Grade Level	2019	25%	28%	28%	11%	-	-	11%	-	9%	20%	0%	*	10%	10%
	2018	23%	25%	28%	0%	-	-	0%	-	0%	0%	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	90%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	80%	86%	-	-	-	-	-	56%	*	33%	-	56%	56%
At Meets Grade Level or Above	2019	55%	58%	70%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	56%	63%	-	-	-	-	-	11%	*	17%	-	11%	11%
At Masters Grade Level	2019	33%	37%	44%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	34%	38%	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	74%	56%	-	-	56%	-	53%	60%	48%	*	54%	55%
	2018	69%	69%	71%	69%	-	-	69%	-	66%	70%	64%	*	67%	68%
All Grades ELA/Reading	2019	68%	68%	70%	71%	-	-	71%	-	54%	61%	50%	*	58%	59%
	2018	69%	68%	68%	74%	-	-	74%	-	66%	68%	64%	-	69%	69%
All Grades Mathematics	2019	70%	70%	77%	48%	-	-	48%	-	51%	59%	46%	*	50%	52%

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Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	74%	65%	-	-	65%	-	67%	72%	63%	*	66%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	38%	49%	43%	-	-	43%	-	25%	67%	7%	*	30%	32%
	2018	38%	37%	47%	63%	-	-	63%	-	*	*	*	-	33%	33%
Mathematics	2019	45%	43%	60%	33%	-	-	33%	-	45%	43%	*	-	41%	41%
	2018	47%	44%	56%	*	-	-	*	-	45%	*	*	*	47%	50%

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2019-20 District STAAR Participation

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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	98%	97%	100%	90%	99%	97%	97%	99%
Included in Accountability	94%	94%	94%	90%	90%	95%	88%	97%	90%	94%	89%	90%	76%
Not Included in Accountability													
Mobile	4%	4%	3%	7%	6%	3%	9%	0%	0%	5%	6%	7%	15%
Other Exclusions	1%	1%	0%	1%	1%	0%	0%	3%	0%	0%	2%	0%	8%
Not Tested	1%	1%	2%	2%	2%	2%	3%	0%	10%	1%	3%	3%	1%
Absent	1%	1%	2%	2%	2%	2%	3%	0%	10%	1%	3%	3%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	97%	99%	99%	100%	97%	95%	98%	99%
Included in Accountability	94%	94%	94%	92%	94%	94%	95%	98%	100%	94%	90%	91%	93%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	3%	3%	2%	1%	0%	3%	4%	6%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	1%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Absent	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	95.5%	95.6%	95.7%	95.4%	94.8%	96.9%	93.2%	95.4%	94.2%	94.3%	96.3%
2017-18	95.4%	95.8%	95.2%	95.5%	95.6%	95.2%	94.5%	97.1%	92.8%	95.0%	94.0%	93.9%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	0.5%	0.0%	0.9%	0.4%	0.0%	0.0%	*	0.0%	2.4%	0.3%	8.3%
2017-18	0.4%	0.2%	0.3%	1.8%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.9%	1.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.3%	0.4%	1.1%	1.0%	0.2%	0.0%	0.0%	0.0%	1.5%	0.0%	0.9%	6.9%
2017-18	1.9%	1.6%	0.7%	0.0%	1.6%	0.6%	0.0%	0.0%	*	0.0%	1.1%	1.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.4%	96.4%	95.0%	92.7%	97.1%	*	100.0%	-	93.3%	92.5%	90.4%	*
Received TxCHSE	0.5%	0.9%	0.8%	0.0%	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	0.9%	*
Continued HS	3.7%	2.8%	0.8%	5.0%	1.2%	0.6%	*	0.0%	-	0.0%	2.5%	1.8%	*
Dropped Out	5.9%	4.9%	2.0%	0.0%	6.1%	1.3%	*	0.0%	-	6.7%	5.0%	7.0%	*
Graduates and TxCHSE	90.4%	92.3%	97.2%	95.0%	92.7%	98.1%	*	100.0%	-	93.3%	92.5%	91.2%	*
Graduates, TxCHSE, and Continuers	94.1%	95.1%	98.0%	100.0%	93.9%	98.7%	*	100.0%	-	93.3%	95.0%	93.0%	*
Class of 2018													
Graduated	90.0%	91.5%	97.5%	100.0%	97.5%	97.2%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Received TxCHSE	0.4%	0.9%	0.5%	0.0%	0.0%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	3.8%	2.8%	0.5%	0.0%	1.3%	0.4%	0.0%	0.0%	*	0.0%	0.0%	2.7%	*
Dropped Out	5.7%	4.7%	1.6%	0.0%	1.3%	1.8%	0.0%	0.0%	*	0.0%	0.0%	4.5%	*
Graduates and TxCHSE	90.4%	92.4%	98.0%	100.0%	97.5%	97.8%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	94.3%	95.3%	98.4%	100.0%	98.8%	98.2%	100.0%	100.0%	*	100.0%	100.0%	95.5%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.5%	97.6%	100.0%	97.5%	97.5%	100.0%	100.0%	*	100.0%	100.0%	94.5%	*
Received TxCHSE	0.6%	1.1%	0.9%	0.0%	0.0%	1.2%	0.0%	0.0%	*	0.0%	0.0%	0.9%	*
Continued HS	1.1%	0.6%	0.2%	0.0%	1.3%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.9%	*
Dropped Out	6.1%	4.8%	1.3%	0.0%	1.3%	1.4%	0.0%	0.0%	*	0.0%	0.0%	3.7%	*
Graduates and TxCHSE	92.8%	94.6%	98.6%	100.0%	97.5%	98.6%	100.0%	100.0%	*	100.0%	100.0%	95.4%	*
Graduates, TxCHSE, and Continuers	93.9%	95.2%	98.7%	100.0%	98.8%	98.6%	100.0%	100.0%	*	100.0%	100.0%	96.3%	*
Class of 2017													
Graduated	92.0%	93.3%	94.8%	95.5%	93.2%	95.3%	100.0%	100.0%	-	66.7%	93.8%	89.4%	*
Received TxCHSE	0.6%	1.3%	1.9%	0.0%	1.4%	2.1%	0.0%	0.0%	-	0.0%	3.1%	3.8%	*
Continued HS	1.1%	0.6%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	-	0.0%	3.1%	1.0%	*
Dropped Out	6.3%	4.8%	2.9%	4.5%	5.5%	2.1%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	92.6%	94.6%	96.7%	95.5%	94.5%	97.4%	100.0%	100.0%	-	66.7%	96.9%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	95.2%	97.1%	95.5%	94.5%	97.9%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report

District Name: MONTGOMERY ISD

County Name: MONTGOMERY

District Number: 170903

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.6%	95.1%	95.5%	93.2%	95.7%	100.0%	100.0%	-	66.7%	96.9%	90.3%	*
Received TxCHSE	0.7%	1.4%	1.9%	0.0%	1.4%	2.2%	0.0%	0.0%	-	0.0%	3.1%	3.9%	*
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.7%	2.9%	4.5%	5.5%	2.2%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	93.2%	95.0%	97.1%	95.5%	94.5%	97.8%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Graduates, TxCHSE, and Continuers	93.7%	95.3%	97.1%	95.5%	94.5%	97.8%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Class of 2016													
Graduated	92.1%	92.6%	96.2%	95.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	92.4%	*
Received TxCHSE	0.8%	1.7%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.6%	5.5%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.9%	94.3%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.4%	96.2%	95.0%	91.6%	97.1%	*	100.0%	-	93.3%	92.5%	90.4%	*
Class of 2018	90.0%	91.5%	96.9%	100.0%	97.5%	96.5%	100.0%	100.0%	*	100.0%	97.5%	92.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	30.0%	*	-	-	-	-	*	-	-	-	-	*
Class of 2018	68.5%	49.4%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	3.4%	7.8%	27.8%	6.7%	7.0%	*	0.0%	-	15.4%	10.3%	15.0%	*
Class of 2018	5.0%	3.8%	10.7%	19.0%	13.0%	10.5%	0.0%	0.0%	*	0.0%	10.8%	19.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.4%	86.3%	38.9%	88.0%	87.8%	*	100.0%	-	84.6%	10.3%	71.0%	*
Class of 2018	82.0%	86.7%	83.8%	61.9%	84.4%	84.4%	100.0%	90.0%	*	88.9%	32.4%	69.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	89.8%	93.9%	66.7%	94.7%	94.8%	*	90.0%	-	100.0%	20.7%	86.0%	*
Class of 2018	86.8%	90.3%	94.3%	81.0%	96.2%	94.9%	100.0%	90.0%	*	88.9%	43.2%	87.1%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	10.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	18.9%	50.0%	*	-	40.0%	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	3.4%	7.4%	27.8%	5.3%	6.7%	*	0.0%	-	13.3%	9.4%	14.7%	-
2017-18	4.9%	3.9%	11.0%	19.0%	13.6%	10.8%	0.0%	0.0%	*	0.0%	10.5%	21.8%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.2%	86.1%	38.9%	89.3%	87.2%	*	100.0%	-	86.7%	9.4%	71.6%	-
2017-18	81.5%	86.3%	83.4%	61.9%	84.0%	83.9%	100.0%	90.0%	*	88.9%	31.6%	65.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD

County Name: MONTGOMERY

District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	88.3%	93.5%	66.7%	94.7%	93.9%	*	100.0%	-	100.0%	18.8%	86.3%	-
2017-18	85.1%	88.8%	93.9%	81.8%	97.5%	94.2%	100.0%	90.0%	*	88.9%	41.0%	85.7%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	590	100.0%	355,615	100.0%
By Ethnicity:				
African American	19	3.2%	43,953	12.4%
Hispanic	76	12.9%	180,673	50.8%
White	466	79.0%	105,577	29.7%
American Indian	4	0.7%	1,293	0.4%
Asian	9	1.5%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	16	2.7%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	46	7.8%	51,579	14.5%
Foundation H.S. Program (Endorsement)	43	7.3%	15,160	4.3%
Foundation H.S. Program (DLA)	501	84.9%	285,538	80.3%
Special Education Graduates	40	6.8%	27,598	7.8%
Economically Disadvantaged Graduates	105	17.8%	186,364	52.4%
LEP Graduates	0	0.0%	25,189	7.1%
At-Risk Graduates	136	23.1%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.6%	77.6%	60.5%	77.6%	78.5%	*	94.4%	-	62.5%	68.8%	63.8%	-
2017-18	65.5%	66.4%	79.7%	68.2%	76.5%	80.5%	90.0%	90.0%	*	77.8%	89.0%	68.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	51.7%	57.1%	15.8%	51.3%	60.1%	*	77.8%	-	37.5%	2.5%	28.6%	-
2017-18	50.0%	50.3%	59.3%	40.9%	53.1%	61.1%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.3%	67.5%	26.3%	59.2%	70.4%	*	77.8%	-	68.8%	7.5%	40.0%	-
2017-18	58.2%	61.9%	71.6%	59.1%	70.4%	72.5%	60.0%	90.0%	*	55.6%	24.4%	43.5%	*
Mathematics													
2018-19	48.6%	49.1%	55.1%	21.1%	48.7%	57.9%	*	77.8%	-	31.3%	2.5%	25.7%	-
2017-18	46.0%	47.9%	58.7%	40.9%	54.3%	60.1%	60.0%	90.0%	*	33.3%	4.9%	33.7%	*
Both Subjects													
2018-19	44.2%	47.0%	54.1%	15.8%	47.4%	57.1%	*	77.8%	-	31.3%	2.5%	25.7%	-
2017-18	42.1%	45.5%	57.7%	40.9%	51.9%	59.3%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.8%	24.9%	5.3%	17.1%	27.5%	*	33.3%	-	12.5%	0.0%	5.7%	-
2017-18	20.7%	21.2%	26.8%	9.1%	25.9%	27.9%	20.0%	20.0%	*	33.3%	0.0%	12.0%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	20.3%	19.8%	5.3%	22.4%	19.5%	*	44.4%	-	18.8%	0.0%	9.5%	-
2017-18	20.4%	19.4%	16.1%	13.6%	14.8%	16.0%	0.0%	50.0%	*	11.1%	0.0%	5.4%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	39.0%	47.0%	55.3%	48.7%	46.8%	*	55.6%	-	34.4%	67.5%	49.5%	-
2017-18	28.7%	27.1%	48.3%	47.7%	48.8%	48.0%	50.0%	45.0%	*	61.1%	89.0%	51.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	12.1%	3.7%	5.3%	2.6%	3.9%	*	11.1%	-	0.0%	0.0%	4.8%	-
2017-18	4.8%	6.2%	3.0%	0.0%	6.2%	2.8%	0.0%	0.0%	*	0.0%	2.4%	2.2%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: MONTGOMERY ISD
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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.1%	2.9%	15.8%	6.6%	1.9%	*	0.0%	-	0.0%	42.5%	9.5%	-
2017-18	1.7%	2.3%	3.0%	13.6%	1.2%	2.6%	0.0%	0.0%	*	11.1%	46.3%	9.8%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	53.0%	83.6%	89.5%	78.9%	84.5%	*	88.9%	-	68.8%	77.5%	76.2%	-
2017-18	38.7%	36.0%	84.2%	81.8%	81.5%	84.8%	80.0%	80.0%	*	88.9%	75.6%	80.4%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.7%	2.7%	0.0%	7.9%	1.9%	*	11.1%	-	0.0%	5.0%	7.6%	-
2017-18	4.3%	2.6%	2.1%	0.0%	1.2%	2.0%	0.0%	10.0%	*	11.1%	0.0%	4.3%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	1.0%	0.0%	2.6%	0.9%	*	0.0%	-	0.0%	15.0%	1.9%	-
2017-18	2.6%	2.4%	2.6%	0.0%	3.7%	2.4%	20.0%	0.0%	*	0.0%	39.0%	4.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.1%	0.2%	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	0.6%	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	2.4%	0.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	35.8%	48.3%	21.1%	44.7%	50.9%	*	44.4%	-	31.3%	7.5%	25.7%	-
2017-18	32.1%	34.9%	50.4%	27.3%	54.3%	51.3%	0.0%	60.0%	*	44.4%	19.5%	35.9%	*
Mathematics													
2018-19	24.7%	25.0%	36.8%	15.8%	34.2%	38.4%	*	55.6%	-	18.8%	2.5%	13.3%	-
2017-18	23.7%	23.8%	38.1%	22.7%	34.6%	39.7%	0.0%	60.0%	*	22.2%	4.9%	25.0%	*
Both Subjects													
2018-19	18.8%	20.6%	33.7%	10.5%	31.6%	35.4%	*	44.4%	-	18.8%	2.5%	12.4%	-
2017-18	18.1%	19.7%	36.4%	22.7%	33.3%	37.7%	0.0%	60.0%	*	22.2%	4.9%	22.8%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.7%	84.2%	89.5%	78.9%	85.2%	*	88.9%	-	75.0%	82.5%	77.1%	-
2017-18	58.4%	50.9%	86.8%	81.8%	86.4%	87.2%	80.0%	80.0%	*	88.9%	82.9%	85.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	9.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	2.0%	6.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	7.1%	8.1%	5.3%	3.9%	9.0%	*	11.1%	-	6.3%	0.0%	2.9%	-
2017-18	3.9%	5.7%	9.9%	0.0%	7.4%	11.2%	0.0%	0.0%	*	0.0%	0.0%	4.3%	*
Both Subjects													
2018-19	2.6%	4.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	0.9%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	22.7%	19.3%	6.7%	15.1%	19.4%	0.0%	55.6%	*	33.3%	n/a	9.3%	n/a
2018	25.8%	23.1%	22.8%	9.5%	25.5%	22.5%	10.0%	57.9%	*	18.5%	n/a	12.0%	n/a
English Language Arts													
2019	14.5%	10.7%	7.2%	6.7%	5.2%	7.3%	0.0%	22.2%	*	7.4%	n/a	4.1%	n/a
2018	15.3%	11.1%	9.1%	2.4%	7.5%	9.3%	0.0%	31.6%	*	7.4%	n/a	4.7%	n/a
Mathematics													
2019	7.4%	7.9%	5.3%	3.3%	5.2%	5.2%	0.0%	16.7%	*	7.4%	n/a	2.0%	n/a
2018	7.3%	7.7%	4.6%	2.4%	5.0%	4.2%	0.0%	31.6%	*	3.7%	n/a	2.1%	n/a
Science													
2019	10.4%	10.4%	9.0%	6.7%	7.6%	8.9%	0.0%	16.7%	*	18.5%	n/a	4.1%	n/a
2018	10.8%	10.2%	10.4%	7.1%	11.2%	10.2%	0.0%	26.3%	*	11.1%	n/a	6.4%	n/a
Social Studies													
2019	13.9%	12.1%	12.3%	6.7%	8.7%	12.5%	0.0%	44.4%	*	14.8%	n/a	7.3%	n/a
2018	14.5%	12.5%	16.3%	2.4%	18.0%	16.3%	0.0%	47.4%	*	11.1%	n/a	7.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	58.2%	57.0%	*	53.8%	57.7%	-	60.0%	*	55.6%	n/a	60.9%	n/a
2018	50.7%	57.8%	59.5%	*	51.2%	60.8%	*	54.5%	-	60.0%	n/a	42.9%	n/a
English Language Arts													
2019	41.2%	50.6%	66.7%	*	66.7%	65.8%	-	*	-	*	n/a	70.0%	n/a
2018	42.5%	53.2%	68.1%	*	66.7%	70.7%	-	50.0%	-	*	n/a	45.5%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	59.4%	41.8%	*	11.1%	46.2%	-	*	-	*	n/a	60.0%	n/a
2018	52.8%	59.5%	77.2%	*	50.0%	80.5%	-	83.3%	-	*	n/a	40.0%	n/a
Science													
2019	40.6%	52.5%	51.3%	*	46.2%	53.9%	-	*	*	20.0%	n/a	40.0%	n/a
2018	38.0%	50.3%	59.2%	*	50.0%	62.4%	-	40.0%	-	*	n/a	46.7%	n/a
Social Studies													
2019	46.3%	58.2%	60.4%	*	46.7%	64.0%	-	50.0%	-	*	n/a	55.6%	n/a
2018	44.6%	55.5%	47.3%	*	27.6%	50.3%	-	55.6%	-	*	n/a	29.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.1%	65.3%	47.4%	60.5%	66.3%	*	66.7%	-	68.8%	n/a	40.0%	n/a
2017-18	74.6%	61.2%	68.7%	59.1%	67.9%	69.9%	80.0%	60.0%	*	44.4%	n/a	46.3%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.2%	61.0%	22.2%	47.8%	64.7%	*	66.7%	-	45.5%	n/a	40.5%	n/a
2017-18	37.9%	51.0%	61.5%	38.5%	58.2%	61.9%	*	100.0%	-	*	n/a	50.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1088	1131	*	1106	1139	-	1192	-	1083	n/a	1075	n/a
2017-18	1036	1097	1131	1062	1075	1136	*	1340	-	*	n/a	1090	n/a
English Language Arts and Writing													
2018-19	517	549	572	*	557	576	-	584	-	563	n/a	548	n/a
2017-18	521	553	569	537	549	572	*	664	-	*	n/a	556	n/a
Mathematics													
2018-19	510	540	559	*	550	562	-	608	-	520	n/a	528	n/a
2017-18	515	545	561	525	526	564	*	676	-	*	n/a	534	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.2	23.3	18.3	21.1	23.8	*	*	-	21.7	n/a	20.7	n/a
2017-18	20.6	22.4	24.0	20.2	22.4	24.3	*	*	-	*	n/a	22.7	n/a
English Language Arts													
2018-19	20.3	22.1	23.3	17.9	20.9	24.0	*	*	-	22.4	n/a	20.1	n/a
2017-18	20.3	22.1	24.1	19.9	22.6	24.4	*	*	-	*	n/a	22.7	n/a
Mathematics													
2018-19	20.4	21.8	22.8	18.1	20.8	23.3	*	*	-	21.0	n/a	20.4	n/a
2017-18	20.6	22.2	23.6	19.9	21.7	24.0	*	*	-	*	n/a	22.2	n/a
Science													
2018-19	20.8	22.3	23.3	18.9	21.5	23.8	*	*	-	20.9	n/a	21.7	n/a
2017-18	20.9	22.6	23.6	20.2	22.2	23.9	*	*	-	*	n/a	22.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	40.3%	36.0%	12.5%	31.3%	37.6%	29.4%	56.1%	40.0%	32.3%	7.8%	21.0%	4.0%
2017-18	43.4%	40.0%	39.0%	25.3%	35.3%	40.1%	25.0%	57.9%	*	38.0%	12.9%	21.4%	5.3%
English Language Arts													
2018-19	17.8%	13.9%	16.9%	4.6%	12.1%	18.3%	5.9%	17.5%	20.0%	20.3%	0.5%	7.2%	0.0%
2017-18	17.3%	14.2%	17.1%	7.7%	16.7%	17.6%	5.0%	21.1%	*	16.3%	3.5%	7.3%	0.0%
Mathematics													
2018-19	20.4%	19.5%	17.2%	3.7%	14.6%	18.1%	18.8%	29.3%	0.0%	18.2%	0.0%	8.5%	4.3%
2017-18	20.7%	19.7%	19.7%	13.2%	17.7%	20.0%	21.1%	34.3%	*	19.1%	0.7%	9.5%	0.0%
Science													
2018-19	21.7%	21.1%	16.2%	8.5%	14.4%	16.6%	11.8%	22.5%	20.0%	20.3%	5.4%	12.4%	0.0%
2017-18	21.2%	20.8%	16.4%	13.3%	14.5%	17.0%	5.3%	25.7%	*	8.3%	6.3%	10.2%	5.9%
Social Studies													
2018-19	23.6%	19.7%	20.0%	4.6%	13.6%	21.6%	0.0%	41.5%	40.0%	15.3%	1.6%	6.8%	0.0%
2017-18	22.8%	19.8%	23.8%	7.5%	19.8%	25.1%	0.0%	45.9%	*	18.0%	2.3%	9.6%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.5%	61.4%	54.5%	58.0%	62.5%	80.0%	70.0%	*	33.3%	26.8%	41.7%	*
2016-17	54.6%	51.6%	59.0%	61.9%	54.5%	59.7%	50.0%	50.0%	-	60.0%	43.3%	31.9%	20.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.4%	75.9%	60.0%	61.4%	78.5%	*	85.7%	-	*	0.0%	64.3%	*
2016-17	59.2%	64.5%	73.6%	50.0%	58.3%	76.2%	*	*	-	*	16.7%	46.4%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	8,999	100.0%	5,479,173	100.0%	9,025	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	28	0.3%	16,848	0.3%	46	0.5%	25,883	0.5%
Pre-Kindergarten	188	2.1%	248,413	4.5%	188	2.1%	249,226	4.5%
Kindergarten	548	6.1%	383,585	7.0%	549	6.1%	384,114	7.0%
Grade 1	589	6.5%	391,175	7.1%	589	6.5%	391,449	7.1%
Grade 2	645	7.2%	388,370	7.1%	648	7.2%	388,675	7.1%
Grade 3	651	7.2%	391,565	7.1%	651	7.2%	391,795	7.1%
Grade 4	632	7.0%	399,883	7.3%	632	7.0%	400,111	7.3%
Grade 5	663	7.4%	417,272	7.6%	663	7.3%	417,444	7.6%
Grade 6	703	7.8%	422,605	7.7%	703	7.8%	422,740	7.7%
Grade 7	764	8.5%	423,421	7.7%	764	8.5%	423,545	7.7%
Grade 8	746	8.3%	411,170	7.5%	746	8.3%	411,272	7.5%
Grade 9	806	9.0%	448,929	8.2%	806	8.9%	449,122	8.2%
Grade 10	730	8.1%	406,785	7.4%	731	8.1%	407,044	7.4%
Grade 11	679	7.5%	376,894	6.9%	679	7.5%	377,208	6.9%
Grade 12	627	7.0%	352,258	6.4%	630	7.0%	354,312	6.4%
Ethnic Distribution:								
African American	272	3.0%	691,582	12.6%	273	3.0%	692,925	12.6%
Hispanic	1,440	16.0%	2,892,928	52.8%	1,441	16.0%	2,899,504	52.8%
White	6,876	76.4%	1,477,699	27.0%	6,900	76.5%	1,483,688	27.0%
American Indian	36	0.4%	19,999	0.4%	36	0.4%	20,062	0.4%
Asian	78	0.9%	250,065	4.6%	78	0.9%	250,463	4.6%
Pacific Islander	10	0.1%	8,466	0.2%	10	0.1%	8,481	0.2%
Two or More Races	287	3.2%	138,434	2.5%	287	3.2%	138,817	2.5%
Sex:								
Female	4,358	48.4%	2,673,270	48.8%	4,365	48.4%	2,678,619	48.8%
Male	4,641	51.6%	2,805,903	51.2%	4,660	51.6%	2,815,321	51.2%
Economically Disadvantaged	2,372	26.4%	3,303,974	60.3%	2,391	26.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	6,627	73.6%	2,175,199	39.7%	6,634	73.5%	2,184,330	39.8%
Section 504 Students	982	10.9%	376,734	6.9%	983	10.9%	376,956	6.9%
English Learners (EL)	201	2.2%	1,112,674	20.3%	201	2.2%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	76	0.8%	82,551	1.5%				
Students w/ Dyslexia	449	5.0%	224,619	4.1%	449	5.0%	224,741	4.1%
Foster Care	36	0.4%	17,393	0.3%	36	0.4%	17,451	0.3%
Homeless	20	0.2%	78,178	1.4%	20	0.2%	78,296	1.4%
Immigrant	39	0.4%	126,747	2.3%	39	0.4%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	1,705	18.9%	3,568,526	65.1%	1,710	18.9%	3,576,850	65.1%
Military Connected	35	0.4%	105,751	1.9%	35	0.4%	105,787	1.9%
At-Risk	2,704	30.0%	2,773,390	50.6%	2,707	30.0%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	270	3.0%	1,128,904	20.6%	270	3.0%	1,129,558	20.6%
Career & Technical Education	2,708	30.1%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	2,311	81.3%	805,496	50.8%	2,314	81.3%	806,117	50.8%
Gifted & Talented Education	633	7.0%	444,125	8.1%	633	7.0%	444,196	8.1%
Special Education	759	8.4%	577,868	10.5%	782	8.7%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	759		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	280	36.9%	245,216	42.4%				
Students with Physical Disabilities	201	26.5%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	169	22.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	802	9.4%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.6%	2.0%	5.5%
Grade 1	2.6%	2.9%	8.3%	4.9%
Grade 2	0.9%	1.6%	0.0%	2.0%
Grade 3	0.2%	0.9%	0.0%	0.8%
Grade 4	0.2%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.5%	0.5%	0.0%	0.6%
Grade 8	0.3%	0.4%	0.0%	0.6%
Grade 9	3.0%	7.8%	6.5%	13.1%

Student Information	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	4	0.1%	5,686	0.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.6	19.0
Grade 1	18.9	18.9
Grade 2	18.7	18.8
Grade 3	18.5	19.0
Grade 4	18.8	19.2
Grade 5	20.6	20.9
Grade 6	22.7	20.4
Secondary:		
English/Language Arts	19.5	16.4
Foreign Languages	22.4	18.7
Mathematics	21.4	17.8
Science	22.1	18.8
Social Studies	23.0	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,079.2	100.0%	734,726.4	100.0%
Professional Staff:	727.0	67.4%	468,132.4	63.7%
Teachers	598.4	55.4%	363,121.3	49.4%
Professional Support	92.0	8.5%	74,698.8	10.2%
Campus Administration (School Leadership)	28.0	2.6%	21,960.1	3.0%
Central Administration	8.6	0.8%	8,352.3	1.1%
Educational Aides:	83.3	7.7%	78,096.8	10.6%
Auxiliary Staff:	268.9	24.9%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	6.0	n/a	4,373.0	n/a
Part-time	2.0	n/a	595.0	n/a
Counselors				
Full-time	22.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	127.9	11.8%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	8.0	1.3%	39,132.5	10.8%
Hispanic	36.8	6.2%	102,099.7	28.1%
White	549.6	91.8%	209,453.0	57.7%
American Indian	1.0	0.2%	1,239.6	0.3%
Asian	2.0	0.3%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.2%	4,165.2	1.1%
Males	103.1	17.2%	86,302.4	23.8%
Females	495.3	82.8%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	5.8	1.0%	4,859.9	1.3%
Bachelors	444.6	74.3%	266,596.3	73.4%
Masters	143.0	23.9%	89,088.4	24.5%
Doctorate	5.0	0.8%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.7	2.1%	26,878.7	7.4%
1-5 Years Experience	106.8	17.8%	101,305.8	27.9%
6-10 Years Experience	115.0	19.2%	70,305.4	19.4%
11-20 Years Experience	233.1	39.0%	106,767.7	29.4%
Over 20 Years Experience	130.8	21.9%	57,863.9	15.9%
Number of Students per Teacher	15.0	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.3	6.2
Average Years Experience of Principals with District	5.1	5.3
Average Years Experience of Assistant Principals	7.2	5.3
Average Years Experience of Assistant Principals with District	5.7	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	13.8	11.1
	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$48,195	\$49,868
1-5 Years Experience	\$52,210	\$52,823
6-10 Years Experience	\$55,796	\$55,756
11-20 Years Experience	\$58,599	\$59,308
Over 20 Years Experience	\$64,594	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$58,010	\$57,091
Professional Support	\$64,376	\$67,352
Campus Administration (School Leadership)	\$83,322	\$82,512
Central Administration	\$141,670	\$108,367
Instructional Staff Percent:	68.1%	64.6%
Turnover Rate for Teachers:	12.6%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	6.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
 District Number: 170903

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	0.2%	23,626.0	6.5%
Career & Technical Education	33.6	5.6%	18,120.4	5.0%
Compensatory Education	29.2	4.9%	10,147.3	2.8%
Gifted & Talented Education	0.1	0.0%	7,053.3	1.9%
Regular Education	449.1	75.1%	257,548.7	70.9%
Special Education	85.0	14.2%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

**TEXAS ACADEMIC PERFORMANCE
REPORT
(CAMPUS REPORTS)**



MONTGOMERY
Independent School District

2019 – 20 Campus TAPR Links

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY H S**

Campus Number: **170903002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	78%	75%	58%	79%	75%	*	*	*	75%	32%	70%	75%	75%	60%	70%
	2018	65%	78%	78%	39%	71%	82%	40%	93%	*	67%	29%	*	81%	71%	61%	50%
At Meets Grade Level or Above	2019	50%	65%	62%	26%	60%	66%	*	*	*	58%	15%	60%	63%	62%	41%	30%
	2018	44%	60%	60%	16%	52%	65%	30%	86%	*	50%	15%	*	63%	55%	41%	19%
At Masters Grade Level	2019	11%	15%	13%	6%	7%	15%	*	*	*	25%	3%	0%	14%	10%	6%	0%
	2018	7%	9%	9%	0%	4%	10%	0%	14%	*	8%	7%	*	10%	6%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	81%	78%	42%	74%	81%	*	100%	*	100%	26%	*	80%	71%	62%	33%
	2018	67%	81%	81%	39%	77%	84%	33%	100%	*	92%	25%	*	83%	79%	64%	71%
At Meets Grade Level or Above	2019	49%	66%	65%	38%	60%	68%	*	88%	*	57%	19%	*	66%	59%	48%	0%
	2018	48%	69%	69%	39%	61%	71%	17%	100%	*	92%	7%	*	71%	64%	46%	33%
At Masters Grade Level	2019	8%	11%	10%	4%	10%	10%	*	13%	*	0%	0%	*	10%	9%	3%	0%
	2018	8%	12%	12%	6%	13%	12%	0%	40%	*	8%	4%	*	13%	10%	7%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	82%	65%	82%	85%	-	*	-	38%	29%	89%	83%	80%	70%	100%
	2018	83%	93%	91%	83%	87%	92%	100%	100%	-	100%	56%	*	93%	86%	82%	89%
At Meets Grade Level or Above	2019	61%	69%	55%	35%	58%	56%	-	*	-	38%	10%	56%	57%	49%	39%	50%
	2018	55%	77%	68%	46%	67%	69%	60%	100%	-	78%	24%	*	72%	59%	55%	67%
At Masters Grade Level	2019	37%	49%	26%	10%	21%	28%	-	*	-	25%	10%	22%	28%	23%	11%	17%
	2018	32%	53%	39%	29%	38%	40%	20%	33%	-	44%	17%	*	40%	35%	26%	22%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	93%	94%	79%	92%	95%	*	*	*	100%	68%	100%	94%	93%	83%	86%
	2018	87%	92%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%
At Meets Grade Level or Above	2019	62%	73%	71%	38%	58%	75%	*	*	*	70%	12%	44%	73%	64%	48%	29%
	2018	59%	73%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%
At Masters Grade Level	2019	25%	26%	22%	0%	10%	26%	*	*	*	30%	4%	11%	24%	17%	10%	0%
	2018	24%	31%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	98%	98%	82%	98%	98%	*	100%	*	100%	88%	-	98%	99%	95%	*
	2018	92%	96%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%
At Meets Grade Level or Above	2019	73%	89%	88%	64%	87%	89%	*	100%	*	88%	41%	-	88%	87%	80%	*
	2018	70%	84%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%
At Masters Grade Level	2019	45%	56%	54%	9%	48%	56%	*	50%	*	88%	24%	-	56%	46%	39%	*
	2018	40%	51%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	85%	63%	84%	87%	100%	100%	*	82%	45%	80%	86%	83%	72%	76%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	87%	87%	62%	82%	89%	65%	98%	*	92%	45%	79%	89%	81%	73%	70%
	2019	50%	64%	69%	37%	65%	72%	50%	95%	*	62%	18%	50%	71%	63%	50%	30%
	2018	48%	61%	70%	33%	62%	73%	45%	92%	*	78%	20%	64%	73%	62%	50%	36%
At Masters Grade Level	2019	24%	32%	25%	5%	18%	27%	13%	30%	*	33%	6%	10%	26%	19%	12%	6%
	2018	22%	29%	26%	11%	22%	28%	6%	38%	*	38%	11%	29%	28%	22%	16%	8%
	All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	85%	77%	51%	77%	78%	100%	100%	*	84%	30%	58%	78%	73%	61%	56%
	2018	74%	85%	80%	39%	74%	83%	38%	95%	*	79%	27%	50%	82%	74%	62%	60%
	2019	48%	61%	64%	32%	60%	67%	20%	91%	*	58%	16%	50%	65%	60%	44%	19%
At Meets Grade Level or Above	2018	46%	60%	65%	24%	56%	68%	25%	89%	*	71%	12%	50%	67%	59%	43%	26%
	2019	21%	28%	12%	5%	9%	13%	0%	9%	*	16%	2%	0%	12%	10%	5%	0%
	2018	19%	26%	10%	2%	8%	11%	0%	21%	*	8%	5%	17%	11%	8%	6%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	82%	65%	82%	85%	-	*	-	38%	29%	89%	83%	80%	70%	100%
	2018	81%	91%	91%	83%	87%	92%	100%	100%	-	100%	56%	*	93%	86%	82%	89%
	2019	52%	68%	55%	35%	58%	56%	-	*	-	38%	10%	56%	57%	49%	39%	50%
At Meets Grade Level or Above	2018	50%	66%	68%	46%	67%	69%	60%	100%	-	78%	24%	*	72%	59%	55%	67%
	2019	26%	39%	26%	10%	21%	28%	-	*	-	25%	10%	22%	28%	23%	11%	17%
	2018	24%	35%	39%	29%	38%	40%	20%	33%	-	44%	17%	*	40%	35%	26%	22%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	94%	79%	92%	95%	*	*	*	100%	68%	100%	94%	93%	83%	86%
	2018	80%	87%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%
	2019	54%	65%	71%	38%	58%	75%	*	*	*	70%	12%	44%	73%	64%	48%	29%
At Meets Grade Level or Above	2018	51%	61%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%
	2019	25%	28%	22%	0%	10%	26%	*	*	*	30%	4%	11%	24%	17%	10%	0%
	2018	23%	28%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	98%	82%	98%	98%	*	100%	*	100%	88%	-	98%	99%	95%	*
	2018	78%	86%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%
	2019	55%	70%	88%	64%	87%	89%	*	100%	*	88%	41%	-	88%	87%	80%	*
At Meets Grade Level or Above	2018	53%	63%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%
	2019	33%	44%	54%	9%	48%	56%	*	50%	*	88%	24%	-	56%	46%	39%	*
	2018	31%	38%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	74	76	86	72	76	*	71	*	86	71	*	78	70	69	*
	2018	67	67	67	64	66	67	*	*	*	75	57	-	65	72	63	67
End of Course Algebra I	2019	75	73	59	39	60	61	-	-	-	43	16	75	60	54	49	67
	2018	72	82	76	59	78	76	70	100	-	88	42	*	79	69	68	79
All Grades Both Subjects	2019	69	74	69	63	68	70	*	71	*	64	46	78	71	63	61	65
	2018	69	71	71	60	72	71	56	88	*	81	48	*	71	71	66	73
All Grades ELA/Reading	2019	68	70	76	86	72	76	*	71	*	86	71	*	78	70	69	*
	2018	69	68	67	64	66	67	*	*	*	75	57	-	65	72	63	67
All Grades Mathematics	2019	70	77	59	39	60	61	-	-	-	43	16	75	60	54	49	67
	2018	70	74	76	59	78	76	70	100	-	88	42	*	79	69	68	79

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	30%	39%	*	*	45%	-	-	-	*	*	13%	*
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	53%	60%	*	-	68%	-	-	-	*	*	50%	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,561
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	85%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	77%	87%	87%	-	-	-	-	-	61%	61%	-	-	61%	61%
At Meets Grade Level or Above	2019	50%	64%	69%	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	48%	61%	70%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	24%	32%	25%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	29%	26%	-	-	-	-	-	3%	3%	-	-	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	77%	-	-	-	-	-	29%	-	29%	-	29%	29%
	2018	74%	85%	80%	-	-	-	-	-	37%	37%	-	-	37%	37%
At Meets Grade Level or Above	2019	48%	61%	64%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	60%	65%	-	-	-	-	-	5%	5%	-	-	5%	5%
At Masters Grade Level	2019	21%	28%	12%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	26%	10%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	82%	-	-	-	-	-	*	-	*	-	*	*
	2018	81%	91%	91%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	68%	55%	-	-	-	-	-	*	-	*	-	*	*
	2018	50%	66%	68%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	39%	26%	-	-	-	-	-	*	-	*	-	*	*
	2018	24%	35%	39%	-	-	-	-	-	14%	14%	-	-	14%	14%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	94%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	87%	92%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Meets Grade Level or Above	2019	54%	65%	71%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	61%	73%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	28%	22%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	28%	31%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	98%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	96%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	70%	88%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	84%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	44%	54%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	51%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	69%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	71%	71%	-	-	-	-	-	75%	75%	-	-	75%	75%
All Grades ELA/Reading	2019	68%	70%	76%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	67%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	77%	59%	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	74%	76%	-	-	-	-	-	79%	79%	-	-	79%	79%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	99%	99%	98%	89%	100%	*	98%	94%	97%	100%
Included in Accountability	94%	94%	96%	93%	91%	97%	89%	100%	*	92%	91%	92%	50%
Not Included in Accountability													
Mobile	4%	3%	2%	6%	7%	1%	0%	0%	*	6%	4%	5%	17%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	*	0%	0%	0%	33%
Not Tested	1%	2%	2%	1%	1%	2%	11%	0%	*	2%	6%	3%	0%
Absent	1%	2%	1%	1%	1%	2%	11%	0%	*	2%	6%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	100%	99%	100%	98%	*	100%	98%	99%	98%
Included in Accountability	94%	94%	96%	91%	96%	96%	97%	98%	*	95%	93%	94%	84%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	3%	3%	0%	0%	*	5%	4%	5%	0%
Other Exclusions	1%	0%	0%	0%	1%	0%	3%	0%	*	0%	2%	0%	13%
Not Tested	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Absent	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	94.1%	93.4%	94.6%	94.0%	95.5%	96.2%	*	93.9%	92.9%	92.4%	95.8%
2017-18	95.4%	95.2%	94.2%	93.7%	94.8%	94.1%	93.9%	96.5%	*	94.9%	92.5%	92.1%	94.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	0.3%	1.3%	0.8%	0.1%	0.0%	0.0%	*	2.2%	0.0%	0.7%	0.0%
2017-18	1.9%	0.7%	0.7%	0.0%	1.6%	0.6%	0.0%	0.0%	*	0.0%	1.1%	1.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	96.7%	95.0%	92.7%	97.5%	*	100.0%	-	93.3%	92.3%	92.0%	*
Received TxCHSE	0.5%	0.8%	0.8%	0.0%	0.0%	1.1%	*	0.0%	-	0.0%	0.0%	0.9%	*
Continued HS	3.7%	0.8%	0.7%	5.0%	1.2%	0.4%	*	0.0%	-	0.0%	2.6%	0.9%	*
Dropped Out	5.9%	2.0%	1.8%	0.0%	6.1%	1.1%	*	0.0%	-	6.7%	5.1%	6.3%	*
Graduates and TxCHSE	90.4%	97.2%	97.5%	95.0%	92.7%	98.5%	*	100.0%	-	93.3%	92.3%	92.9%	*
Graduates, TxCHSE, and Continuers	94.1%	98.0%	98.2%	100.0%	93.9%	98.9%	*	100.0%	-	93.3%	94.9%	93.8%	*
Class of 2018													
Graduated	90.0%	97.5%	97.5%	100.0%	97.5%	97.2%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Received TxCHSE	0.4%	0.5%	0.5%	0.0%	0.0%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	3.8%	0.5%	0.5%	0.0%	1.3%	0.4%	0.0%	0.0%	*	0.0%	0.0%	2.7%	*
Dropped Out	5.7%	1.6%	1.6%	0.0%	1.3%	1.8%	0.0%	0.0%	*	0.0%	0.0%	4.5%	*
Graduates and TxCHSE	90.4%	98.0%	98.0%	100.0%	97.5%	97.8%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	94.3%	98.4%	98.4%	100.0%	98.8%	98.2%	100.0%	100.0%	*	100.0%	100.0%	95.5%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	97.6%	100.0%	97.5%	97.4%	100.0%	100.0%	*	100.0%	100.0%	94.5%	*
Received TxCHSE	0.6%	0.9%	0.9%	0.0%	0.0%	1.2%	0.0%	0.0%	*	0.0%	0.0%	0.9%	*
Continued HS	1.1%	0.2%	0.2%	0.0%	1.3%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.9%	*
Dropped Out	6.1%	1.3%	1.3%	0.0%	1.3%	1.4%	0.0%	0.0%	*	0.0%	0.0%	3.7%	*
Graduates and TxCHSE	92.8%	98.6%	98.6%	100.0%	97.5%	98.6%	100.0%	100.0%	*	100.0%	100.0%	95.4%	*
Graduates, TxCHSE, and Continuers	93.9%	98.7%	98.7%	100.0%	98.8%	98.6%	100.0%	100.0%	*	100.0%	100.0%	96.3%	*
Class of 2017													
Graduated	92.0%	94.8%	94.8%	95.5%	93.2%	95.3%	100.0%	100.0%	-	66.7%	93.8%	89.4%	*
Received TxCHSE	0.6%	1.9%	1.9%	0.0%	1.4%	2.1%	0.0%	0.0%	-	0.0%	3.1%	3.8%	*
Continued HS	1.1%	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	-	0.0%	3.1%	1.0%	*
Dropped Out	6.3%	2.9%	2.9%	4.5%	5.5%	2.1%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	92.6%	96.7%	96.7%	95.5%	94.5%	97.4%	100.0%	100.0%	-	66.7%	96.9%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	97.1%	97.1%	95.5%	94.5%	97.9%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	95.1%	95.5%	93.2%	95.7%	100.0%	100.0%	-	66.7%	96.9%	90.3%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	1.9%	0.0%	1.4%	2.2%	0.0%	0.0%	-	0.0%	3.1%	3.9%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	2.9%	2.9%	4.5%	5.5%	2.2%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	93.2%	97.1%	97.1%	95.5%	94.5%	97.8%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Graduates, TxCHSE, and Continuers	93.7%	97.1%	97.1%	95.5%	94.5%	97.8%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Class of 2016													
Graduated	92.1%	96.2%	96.2%	95.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	92.4%	*
Received TxCHSE	0.8%	2.0%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.6%	1.8%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.9%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Graduates, TxCHSE, and Continuers	93.4%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	96.5%	95.0%	91.6%	97.5%	*	100.0%	-	93.3%	92.3%	92.0%	*
Class of 2018	90.0%	96.9%	97.0%	100.0%	97.5%	96.7%	100.0%	100.0%	*	100.0%	100.0%	92.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	-	-	-	-	*	-	-	-	-	*
Class of 2018	68.5%	*	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	7.8%	27.8%	6.7%	7.0%	*	0.0%	-	15.4%	10.7%	15.0%	*
Class of 2018	5.0%	10.7%	10.7%	19.0%	13.0%	10.5%	0.0%	0.0%	*	0.0%	10.8%	19.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	86.5%	38.9%	88.0%	88.0%	*	100.0%	-	84.6%	10.7%	71.0%	*
Class of 2018	82.0%	83.8%	83.8%	61.9%	84.4%	84.4%	100.0%	90.0%	*	88.9%	32.4%	69.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	94.1%	66.7%	94.7%	95.0%	*	90.0%	-	100.0%	21.4%	86.0%	*
Class of 2018	86.8%	94.3%	94.3%	81.0%	96.2%	94.9%	100.0%	90.0%	*	88.9%	43.2%	87.1%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	50.0%	*	-	40.0%	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	7.4%	27.8%	5.3%	6.8%	*	0.0%	-	13.3%	10.0%	14.7%	-
2017-18	4.9%	11.0%	11.0%	19.0%	13.6%	10.8%	0.0%	0.0%	*	0.0%	10.5%	21.8%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	86.4%	38.9%	89.3%	87.6%	*	100.0%	-	86.7%	10.0%	71.6%	-
2017-18	81.5%	83.4%	83.4%	61.9%	84.0%	83.9%	100.0%	90.0%	*	88.9%	31.6%	65.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	93.8%	66.7%	94.7%	94.3%	*	100.0%	-	100.0%	20.0%	86.3%	-
2017-18	85.1%	93.9%	93.9%	81.8%	97.5%	94.2%	100.0%	90.0%	*	88.9%	41.0%	85.7%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	588	100.0%	590	355,615
By Ethnicity:				
African American	19	3.2%	19	43,953
Hispanic	76	12.9%	76	180,673
White	464	78.9%	466	105,577
American Indian	4	0.7%	4	1,293
Asian	9	1.5%	9	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	16	2.7%	16	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	44	7.5%	46	51,579
Foundation H.S. Program (Endorsement)	43	7.3%	43	15,160
Foundation H.S. Program (DLA)	501	85.2%	501	285,538
Special Education Graduates	38	6.5%	40	27,598
Economically Disadvantaged Graduates	105	17.9%	105	186,364
LEP Graduates	0	0.0%	0	25,189
At-Risk Graduates	135	23.0%	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	77.7%	60.5%	77.6%	78.7%	*	94.4%	-	62.5%	69.7%	63.8%	-
2017-18	65.5%	79.7%	79.7%	68.2%	76.5%	80.5%	90.0%	90.0%	*	77.8%	89.0%	68.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	57.3%	15.8%	51.3%	60.3%	*	77.8%	-	37.5%	2.6%	28.6%	-
2017-18	50.0%	59.3%	59.3%	40.9%	53.1%	61.1%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	67.7%	26.3%	59.2%	70.7%	*	77.8%	-	68.8%	7.9%	40.0%	-
2017-18	58.2%	71.6%	71.6%	59.1%	70.4%	72.5%	60.0%	90.0%	*	55.6%	24.4%	43.5%	*
Mathematics													
2018-19	48.6%	55.1%	55.3%	21.1%	48.7%	58.2%	*	77.8%	-	31.3%	2.6%	25.7%	-
2017-18	46.0%	58.7%	58.7%	40.9%	54.3%	60.1%	60.0%	90.0%	*	33.3%	4.9%	33.7%	*
Both Subjects													
2018-19	44.2%	54.1%	54.3%	15.8%	47.4%	57.3%	*	77.8%	-	31.3%	2.6%	25.7%	-
2017-18	42.1%	57.7%	57.7%	40.9%	51.9%	59.3%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	25.0%	5.3%	17.1%	27.6%	*	33.3%	-	12.5%	0.0%	5.7%	-
2017-18	20.7%	26.8%	26.8%	9.1%	25.9%	27.9%	20.0%	20.0%	*	33.3%	0.0%	12.0%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	19.9%	5.3%	22.4%	19.6%	*	44.4%	-	18.8%	0.0%	9.5%	-
2017-18	20.4%	16.1%	16.1%	13.6%	14.8%	16.0%	0.0%	50.0%	*	11.1%	0.0%	5.4%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	47.0%	55.3%	48.7%	46.8%	*	55.6%	-	34.4%	68.4%	49.5%	-
2017-18	28.7%	48.3%	48.3%	47.7%	48.8%	48.0%	50.0%	45.0%	*	61.1%	89.0%	51.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	3.7%	5.3%	2.6%	3.9%	*	11.1%	-	0.0%	0.0%	4.8%	-
2017-18	4.8%	3.0%	3.0%	0.0%	6.2%	2.8%	0.0%	0.0%	*	0.0%	2.4%	2.2%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	2.7%	15.8%	6.6%	1.7%	*	0.0%	-	0.0%	42.1%	9.5%	-
2017-18	1.7%	3.0%	3.0%	13.6%	1.2%	2.6%	0.0%	0.0%	*	11.1%	46.3%	9.8%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	83.8%	89.5%	78.9%	84.9%	*	88.9%	-	68.8%	81.6%	76.2%	-
2017-18	38.7%	84.2%	84.2%	81.8%	81.5%	84.8%	80.0%	80.0%	*	88.9%	75.6%	80.4%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	2.7%	0.0%	7.9%	1.9%	*	11.1%	-	0.0%	5.3%	7.6%	-
2017-18	4.3%	2.1%	2.1%	0.0%	1.2%	2.0%	0.0%	10.0%	*	11.1%	0.0%	4.3%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	1.0%	0.0%	2.6%	0.9%	*	0.0%	-	0.0%	15.8%	1.9%	-
2017-18	2.6%	2.6%	2.6%	0.0%	3.7%	2.4%	20.0%	0.0%	*	0.0%	39.0%	4.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	0.2%	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	0.6%	0.2%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	2.4%	0.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 1,561
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	48.5%	21.1%	44.7%	51.1%	*	44.4%	-	31.3%	7.9%	25.7%	-
2017-18	32.1%	50.4%	50.4%	27.3%	54.3%	51.3%	0.0%	60.0%	*	44.4%	19.5%	35.9%	*
Mathematics													
2018-19	24.7%	36.8%	36.9%	15.8%	34.2%	38.6%	*	55.6%	-	18.8%	2.6%	13.3%	-
2017-18	23.7%	38.1%	38.1%	22.7%	34.6%	39.7%	0.0%	60.0%	*	22.2%	4.9%	25.0%	*
Both Subjects													
2018-19	18.8%	33.7%	33.8%	10.5%	31.6%	35.6%	*	44.4%	-	18.8%	2.6%	12.4%	-
2017-18	18.1%	36.4%	36.4%	22.7%	33.3%	37.7%	0.0%	60.0%	*	22.2%	4.9%	22.8%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	84.2%	89.5%	78.9%	85.1%	*	88.9%	-	75.0%	81.6%	77.1%	-
2017-18	58.4%	86.8%	86.8%	81.8%	86.4%	87.2%	80.0%	80.0%	*	88.9%	82.9%	85.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	8.1%	8.2%	5.3%	3.9%	9.1%	*	11.1%	-	6.3%	0.0%	2.9%	-
2017-18	3.9%	9.9%	9.9%	0.0%	7.4%	11.2%	0.0%	0.0%	*	0.0%	0.0%	4.3%	*
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	20.4%	7.1%	17.4%	20.5%	0.0%	60.0%	*	29.2%	n/a	9.6%	n/a
2018	25.8%	22.8%	22.8%	9.5%	25.5%	22.5%	10.0%	57.9%	*	18.5%	n/a	12.0%	n/a
English Language Arts													
2019	14.5%	7.2%	7.2%	7.1%	6.1%	7.2%	0.0%	20.0%	*	8.3%	n/a	3.6%	n/a
2018	15.3%	9.1%	9.1%	2.4%	7.5%	9.3%	0.0%	31.6%	*	7.4%	n/a	4.7%	n/a
Mathematics													
2019	7.4%	5.3%	6.5%	3.6%	6.8%	6.5%	0.0%	13.3%	*	8.3%	n/a	2.0%	n/a
2018	7.3%	4.6%	4.6%	2.4%	5.0%	4.2%	0.0%	31.6%	*	3.7%	n/a	2.1%	n/a
Science													
2019	10.4%	9.0%	9.0%	7.1%	7.6%	9.1%	0.0%	13.3%	*	12.5%	n/a	3.0%	n/a
2018	10.8%	10.4%	10.4%	7.1%	11.2%	10.2%	0.0%	26.3%	*	11.1%	n/a	6.4%	n/a
Social Studies													
2019	13.9%	12.3%	12.9%	7.1%	9.8%	13.0%	0.0%	46.7%	*	16.7%	n/a	7.6%	n/a
2018	14.5%	16.3%	16.3%	2.4%	18.0%	16.3%	0.0%	47.4%	*	11.1%	n/a	7.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	58.5%	*	52.2%	59.4%	-	55.6%	*	71.4%	n/a	57.9%	n/a
2018	50.7%	59.5%	59.5%	*	51.2%	60.8%	*	54.5%	-	60.0%	n/a	42.9%	n/a
English Language Arts													
2019	41.2%	66.7%	71.2%	*	62.5%	72.4%	-	*	-	*	n/a	71.4%	n/a
2018	42.5%	68.1%	68.1%	*	66.7%	70.7%	-	50.0%	-	*	n/a	45.5%	n/a
Mathematics													
2019	52.2%	41.8%	40.9%	*	11.1%	46.2%	-	*	-	*	n/a	*	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	77.2%	*	50.0%	80.5%	-	83.3%	-	*	n/a	40.0%	n/a
2019 Science	40.6%	51.3%	54.9%	*	50.0%	57.5%	-	*	*	*	n/a	33.3%	n/a
2018 Social Studies	38.0%	59.2%	59.2%	*	50.0%	62.4%	-	40.0%	-	*	n/a	46.7%	n/a
2019 Social Studies	46.3%	60.4%	58.8%	*	46.2%	62.9%	-	42.9%	-	*	n/a	53.3%	n/a
2018 Social Studies	44.6%	47.3%	47.3%	*	27.6%	50.3%	-	55.6%	-	*	n/a	29.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	65.5%	47.4%	60.5%	66.6%	*	66.7%	-	68.8%	n/a	40.0%	n/a
2017-18	74.6%	68.7%	68.7%	59.1%	67.9%	69.9%	80.0%	60.0%	*	44.4%	n/a	46.3%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	61.0%	22.2%	47.8%	64.7%	*	66.7%	-	45.5%	n/a	40.5%	n/a
2017-18	37.9%	61.5%	61.5%	38.5%	58.2%	61.9%	*	100.0%	-	*	n/a	50.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	1131	*	1106	1139	-	1192	-	1083	n/a	1075	n/a
2017-18	1036	1131	1131	1062	1075	1136	*	1340	-	*	n/a	1090	n/a
English Language Arts and Writing													
2018-19	517	572	572	*	557	576	-	584	-	563	n/a	548	n/a
2017-18	521	569	569	537	549	572	*	664	-	*	n/a	556	n/a
Mathematics													
2018-19	510	559	559	*	550	562	-	608	-	520	n/a	528	n/a
2017-18	515	561	561	525	526	564	*	676	-	*	n/a	534	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	23.3	18.3	21.1	23.8	*	*	-	21.7	n/a	20.7	n/a
2017-18	20.6	24.0	24.0	20.2	22.4	24.3	*	*	-	*	n/a	22.7	n/a
English Language Arts													
2018-19	20.3	23.3	23.3	17.9	20.9	24.0	*	*	-	22.4	n/a	20.1	n/a
2017-18	20.3	24.1	24.1	19.9	22.6	24.4	*	*	-	*	n/a	22.7	n/a
Mathematics													
2018-19	20.4	22.8	22.8	18.1	20.8	23.3	*	*	-	21.0	n/a	20.4	n/a
2017-18	20.6	23.6	23.6	19.9	21.7	24.0	*	*	-	*	n/a	22.2	n/a
Science													
2018-19	20.8	23.3	23.3	18.9	21.5	23.8	*	*	-	20.9	n/a	21.7	n/a
2017-18	20.9	23.6	23.6	20.2	22.2	23.9	*	*	-	*	n/a	22.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	43.9%	15.3%	38.6%	46.2%	44.4%	68.0%	*	35.6%	13.5%	25.7%	0.0%
2017-18	43.4%	39.0%	39.0%	25.3%	35.3%	40.1%	25.0%	57.9%	*	38.0%	12.9%	21.4%	5.3%
English Language Arts													
2018-19	17.8%	16.9%	22.1%	5.6%	16.9%	23.8%	11.1%	25.0%	*	25.6%	1.0%	9.2%	0.0%
2017-18	17.3%	17.1%	17.1%	7.7%	16.7%	17.6%	5.0%	21.1%	*	16.3%	3.5%	7.3%	0.0%
Mathematics													
2018-19	20.4%	17.2%	22.1%	4.6%	20.1%	22.9%	37.5%	40.0%	*	23.1%	0.0%	10.8%	0.0%
2017-18	20.7%	19.7%	19.7%	13.2%	17.7%	20.0%	21.1%	34.3%	*	19.1%	0.7%	9.5%	0.0%
Science													
2018-19	21.7%	16.2%	21.1%	10.6%	18.2%	21.9%	11.1%	33.3%	*	23.3%	10.5%	16.1%	0.0%
2017-18	21.2%	16.4%	16.4%	13.3%	14.5%	17.0%	5.3%	25.7%	*	8.3%	6.3%	10.2%	5.9%
Social Studies													
2018-19	23.6%	20.0%	23.1%	5.6%	15.9%	25.1%	0.0%	52.0%	*	14.0%	3.0%	6.9%	0.0%
2017-18	22.8%	23.8%	23.8%	7.5%	19.8%	25.1%	0.0%	45.9%	*	18.0%	2.3%	9.6%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	61.4%	54.5%	58.0%	62.5%	80.0%	70.0%	*	33.3%	26.8%	41.7%	*
2016-17	54.6%	59.0%	59.0%	61.9%	54.5%	59.7%	50.0%	50.0%	-	60.0%	43.3%	31.9%	20.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	75.9%	60.0%	61.4%	78.5%	*	85.7%	-	*	0.0%	64.3%	*
2016-17	59.2%	73.6%	73.6%	50.0%	58.3%	76.2%	*	*	-	*	16.7%	46.4%	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,561	100.0%	8,999	5,479,173	1,564	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.1%	4.5%
Kindergarten	0	0.0%	6.1%	7.0%	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	415	26.6%	9.0%	8.2%	415	26.5%	8.9%	8.2%
Grade 10	378	24.2%	8.1%	7.4%	378	24.2%	8.1%	7.4%
Grade 11	363	23.3%	7.5%	6.9%	363	23.2%	7.5%	6.9%
Grade 12	405	25.9%	7.0%	6.4%	408	26.1%	7.0%	6.4%
Ethnic Distribution:								
African American	68	4.4%	3.0%	12.6%	68	4.3%	3.0%	12.6%
Hispanic	219	14.0%	16.0%	52.8%	219	14.0%	16.0%	52.8%
White	1,205	77.2%	76.4%	27.0%	1,208	77.2%	76.5%	27.0%
American Indian	8	0.5%	0.4%	0.4%	8	0.5%	0.4%	0.4%
Asian	15	1.0%	0.9%	4.6%	15	1.0%	0.9%	4.6%
Pacific Islander	4	0.3%	0.1%	0.2%	4	0.3%	0.1%	0.2%
Two or More Races	42	2.7%	3.2%	2.5%	42	2.7%	3.2%	2.5%
Sex:								
Female	783	50.2%	48.4%	48.8%	784	50.1%	48.4%	48.8%
Male	778	49.8%	51.6%	51.2%	780	49.9%	51.6%	51.2%
Economically Disadvantaged	342	21.9%	26.4%	60.3%	343	21.9%	26.5%	60.2%
Non-Educationally Disadvantaged	1,219	78.1%	73.6%	39.7%	1,221	78.1%	73.5%	39.8%
Section 504 Students	225	14.4%	10.9%	6.9%	226	14.5%	10.9%	6.9%
English Learners (EL)	7	0.4%	2.2%	20.3%	7	0.4%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	34	1.8%	0.8%	1.5%				
Students w/ Dyslexia	67	4.3%	5.0%	4.1%	67	4.3%	5.0%	4.1%
Foster Care	2	0.1%	0.4%	0.3%	2	0.1%	0.4%	0.3%
Homeless	4	0.3%	0.2%	1.4%	4	0.3%	0.2%	1.4%
Immigrant	3	0.2%	0.4%	2.3%	3	0.2%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	3	0.2%	18.9%	65.1%	3	0.2%	18.9%	65.1%
Military Connected	4	0.3%	0.4%	1.9%	4	0.3%	0.4%	1.9%
At-Risk	503	32.2%	30.0%	50.6%	505	32.3%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	7	0.4%	3.0%	20.6%	7	0.4%	3.0%	20.6%
Career & Technical Education	1,473	94.4%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	1,290	82.6%	81.3%	50.8%	1,292	82.6%	81.3%	50.8%
Gifted & Talented Education	135	8.6%	7.0%	8.1%	135	8.6%	7.0%	8.1%
Special Education	97	6.2%	8.4%	10.5%	97	6.2%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	97							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	54.6%	36.9%	42.4%				
Students with Physical Disabilities	5	5.2%	26.5%	21.4%				
Students with Autism	14	14.4%	**	13.8%				
Students with Behavioral Disabilities	25	25.8%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	132	7.2%	9.4%	15.3%				
By Ethnicity:								
African American	9	0.5%						
Hispanic	26	1.4%						
White	88	4.8%						
American Indian	0	0.0%						
Asian	2	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	7	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	124	10.4%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.0%	5.5%
Grade 1	-	2.6%	2.9%	-	8.3%	4.9%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	2.8%	3.0%	7.8%	4.2%	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.6	19.0
Grade 1	-	18.9	18.9
Grade 2	-	18.7	18.8
Grade 3	-	18.5	19.0
Grade 4	-	18.8	19.2
Grade 5	-	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	17.8	19.5	16.4
Foreign Languages	24.7	22.4	18.7
Mathematics	19.9	21.4	17.8
Science	22.3	22.1	18.8
Social Studies	23.1	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	126.3	100.0%	100.0%	100.0%
Professional Staff:	123.3	97.6%	67.4%	63.7%
Teachers	108.6	86.0%	55.4%	49.4%
Professional Support	9.7	7.7%	8.5%	10.2%
Campus Administration (School Leadership)	5.0	4.0%	2.6%	3.0%
Educational Aides:	3.0	2.4%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	4.0	n/a	22.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	9.9	7.8%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	0.9%	1.3%	10.8%
Hispanic	6.9	6.3%	6.2%	28.1%
White	99.8	91.8%	91.8%	57.7%
American Indian	1.0	0.9%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	42.7	39.3%	17.2%	23.8%
Females	65.9	60.7%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.4	3.1%	1.0%	1.3%
Bachelors	72.6	66.9%	74.3%	73.4%
Masters	30.7	28.2%	23.9%	24.5%
Doctorate	2.0	1.8%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.6	1.5%	2.1%	7.4%
1-5 Years Experience	12.0	11.0%	17.8%	27.9%
6-10 Years Experience	17.9	16.4%	19.2%	19.4%
11-20 Years Experience	44.8	41.3%	39.0%	29.4%
Over 20 Years Experience	32.3	29.8%	21.9%	15.9%
Number of Students per Teacher	14.4	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.3	6.2
Average Years Experience of Principals with District	2.0	5.1	5.3
Average Years Experience of Assistant Principals	9.3	7.2	5.3
Average Years Experience of Assistant Principals with District	7.5	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	15.9	13.8	11.1
Average Years Experience of Teachers with District:	7.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,180	\$48,195	\$49,868
1-5 Years Experience	\$52,115	\$52,210	\$52,823
6-10 Years Experience	\$57,795	\$55,796	\$55,756
11-20 Years Experience	\$59,525	\$58,599	\$59,308
Over 20 Years Experience	\$65,359	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,847	\$58,010	\$57,091
Professional Support	\$69,183	\$64,376	\$67,352
Campus Administration (School Leadership)	\$83,833	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	2.0	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY H S
 Campus Number: 170903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,561
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	20.7	19.1%	5.6%	5.0%
Compensatory Education	2.1	2.0%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	73.9	68.0%	75.1%	70.9%
Special Education	11.9	10.9%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY CO J J A E P**

Campus Number: **170903003**

2020 Accountability Rating: **Not Rated**

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 5
Grade Span: 05 - 12
School Type: Elementary/Secondary

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 5
Grade Span: 05 - 12
School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 5
Grade Span: 05 - 12
School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 5
Grade Span: 05 - 12
(Current EL Students)

There is no data for this campus.

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	*	*	-	*	-	-	-	-	*	*	-
Included in Accountability	94%	94%	*	*	-	*	-	-	-	-	*	*	-
Not Included in Accountability													
Mobile	4%	4%	*	*	-	*	-	-	-	-	*	*	-
Other Exclusions	1%	0%	*	*	-	*	-	-	-	-	*	*	-
Not Tested	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Absent	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Other	0%	0%	*	*	-	*	-	-	-	-	*	*	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	*	*	-	*	-	-	-	*	-	*	-
2017-18	95.4%	95.2%	*	*	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	*	*	-	-	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	*	*	-	*	-	-	-	*	-	*	-
2017-18	1.9%	0.7%	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	5	100.0%	8,999	5,479,173	5	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.1%	4.5%
Kindergarten	0	0.0%	6.1%	7.0%	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	1	20.0%	7.4%	7.6%	1	20.0%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	1	20.0%	8.5%	7.7%	1	20.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	2	40.0%	9.0%	8.2%	2	40.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	1	20.0%	7.0%	6.4%	1	20.0%	7.0%	6.4%
Ethnic Distribution:								
African American	0	0.0%	3.0%	12.6%	0	0.0%	3.0%	12.6%
Hispanic	1	20.0%	16.0%	52.8%	1	20.0%	16.0%	52.8%
White	4	80.0%	76.4%	27.0%	4	80.0%	76.5%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.9%	4.6%	0	0.0%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	3.2%	2.5%	0	0.0%	3.2%	2.5%
Sex:								
Female	1	20.0%	48.4%	48.8%	1	20.0%	48.4%	48.8%
Male	4	80.0%	51.6%	51.2%	4	80.0%	51.6%	51.2%
Economically Disadvantaged	3	60.0%	26.4%	60.3%	3	60.0%	26.5%	60.2%
Non-Educationally Disadvantaged	2	40.0%	73.6%	39.7%	2	40.0%	73.5%	39.8%
Section 504 Students	0	0.0%	10.9%	6.9%	0	0.0%	10.9%	6.9%
English Learners (EL)	0	0.0%	2.2%	20.3%	0	0.0%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	25.0%	0.8%	1.5%				
Students w/ Dyslexia	0	0.0%	5.0%	4.1%	0	0.0%	5.0%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	0	0.0%	0.4%	2.3%	0	0.0%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	18.9%	65.1%	0	0.0%	18.9%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	3	60.0%	30.0%	50.6%	3	60.0%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	3.0%	20.6%	0	0.0%	3.0%	20.6%
Career & Technical Education	1	20.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	1	33.3%	81.3%	50.8%	1	33.3%	81.3%	50.8%
Gifted & Talented Education	0	0.0%	7.0%	8.1%	0	0.0%	7.0%	8.1%
Special Education	1	20.0%	8.4%	10.5%	1	20.0%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	36.9%	42.4%				
Students with Physical Disabilities	**	**	26.5%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	*	*	22.3%	20.8%				
Students with Non-Categorical Early Childhood	**	**	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	4	100.0%	9.4%	15.3%				
By Ethnicity:								
African American	1	25.0%						
Hispanic	0	0.0%						
White	2	50.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	25.0%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.0%	5.5%
Grade 1	-	2.6%	2.9%	-	8.3%	4.9%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	0.0%	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.6	19.0
Grade 1	-	18.9	18.9
Grade 2	-	18.7	18.8
Grade 3	-	18.5	19.0
Grade 4	-	18.8	19.2
Grade 5	-	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	67.4%	63.7%
Teachers	-	-	55.4%	49.4%
Professional Support	-	-	8.5%	10.2%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	6.0	4,373.0
Part-time	-	n/a	2.0	595.0
Counselors				
Full-time	-	n/a	22.0	12,901.0
Part-time	-	n/a	0.0	1,103.0
Total Minority Staff:	-	-	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	-	-	1.3%	10.8%
Hispanic	-	-	6.2%	28.1%
White	-	-	91.8%	57.7%
American Indian	-	-	0.2%	0.3%
Asian	-	-	0.3%	1.8%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	0.2%	1.1%
Males	-	-	17.2%	23.8%
Females	-	-	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	1.0%	1.3%
Bachelors	-	-	74.3%	73.4%
Masters	-	-	23.9%	24.5%
Doctorate	-	-	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	2.1%	7.4%
1-5 Years Experience	-	-	17.8%	27.9%
6-10 Years Experience	-	-	19.2%	19.4%
11-20 Years Experience	-	-	39.0%	29.4%
Over 20 Years Experience	-	-	21.9%	15.9%
Number of Students per Teacher	-	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.3	6.2
Average Years Experience of Principals with District	-	5.1	5.3
Average Years Experience of Assistant Principals	-	7.2	5.3
Average Years Experience of Assistant Principals with District	-	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	-	13.8	11.1
Average Years Experience of Teachers with District:	-	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,195	\$49,868
1-5 Years Experience	-	\$52,210	\$52,823
6-10 Years Experience	-	\$55,796	\$55,756
11-20 Years Experience	-	\$58,599	\$59,308
Over 20 Years Experience	-	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	-	\$58,010	\$57,091
Professional Support	-	\$64,376	\$67,352
Campus Administration (School Leadership)	-	\$83,322	\$82,512
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):	-	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY CO J J A E P
 Campus Number: 170903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 5
 Grade Span: 05 - 12
 School Type: Elementary/Secondary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	0.2%	6.5%
Career & Technical Education	-	-	5.6%	5.0%
Compensatory Education	-	-	4.9%	2.8%
Gifted & Talented Education	-	-	0.0%	1.9%
Regular Education	-	-	75.1%	70.9%
Special Education	-	-	14.2%	9.3%
Other	-	-	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LAKE CREEK H S**

Campus Number: **170903004**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	78%	82%	45%	64%	87%	40%	100%	*	82%	41%	*	83%	77%	59%	58%
At Meets Grade Level or Above	2019	50%	65%	68%	45%	49%	73%	0%	100%	*	73%	24%	*	68%	67%	37%	25%
At Masters Grade Level	2019	11%	15%	18%	27%	2%	21%	0%	17%	*	36%	11%	*	17%	20%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	81%	85%	29%	77%	89%	50%	100%	-	60%	38%	*	85%	84%	73%	63%
At Meets Grade Level or Above	2019	49%	66%	68%	14%	57%	72%	33%	100%	-	60%	31%	*	68%	70%	56%	38%
At Masters Grade Level	2019	8%	11%	13%	0%	4%	16%	0%	17%	-	0%	23%	*	11%	18%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	86%	80%	72%	89%	*	*	*	83%	50%	*	85%	87%	76%	67%
At Meets Grade Level or Above	2019	61%	69%	55%	40%	40%	58%	*	*	*	83%	39%	*	54%	56%	41%	22%
At Masters Grade Level	2019	37%	49%	32%	0%	21%	36%	*	*	*	33%	26%	*	31%	35%	21%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	93%	93%	100%	84%	96%	*	100%	*	90%	66%	*	93%	94%	83%	73%
At Meets Grade Level or Above	2019	62%	73%	77%	71%	50%	83%	*	86%	*	80%	34%	*	76%	77%	48%	18%
At Masters Grade Level	2019	25%	26%	31%	14%	18%	35%	*	14%	*	40%	13%	*	30%	32%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	98%	98%	*	100%	98%	*	*	-	*	88%	-	98%	98%	98%	*
At Meets Grade Level or Above	2019	73%	89%	91%	*	80%	94%	*	*	-	*	75%	-	91%	90%	77%	*
At Masters Grade Level	2019	45%	56%	60%	*	46%	62%	*	*	-	*	63%	-	61%	57%	40%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	88%	59%	78%	92%	61%	100%	*	82%	51%	100%	88%	87%	75%	67%
At Meets Grade Level or Above	2019	50%	64%	71%	44%	54%	76%	33%	91%	*	76%	34%	100%	71%	71%	50%	26%
At Masters Grade Level	2019	24%	32%	28%	16%	15%	32%	6%	22%	*	35%	20%	33%	27%	31%	14%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	83%	39%	71%	88%	45%	100%	*	75%	40%	*	84%	80%	66%	60%
At Meets Grade Level or Above	2019	48%	61%	68%	33%	53%	73%	18%	100%	*	69%	26%	*	68%	68%	47%	30%
At Masters Grade Level	2019	21%	28%	16%	17%	3%	18%	0%	17%	*	25%	15%	*	14%	19%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	86%	80%	72%	89%	*	*	*	83%	50%	*	85%	87%	76%	67%
At Meets Grade Level or Above	2019	52%	68%	55%	40%	40%	58%	*	*	*	83%	39%	*	54%	56%	41%	22%
At Masters Grade Level	2019	26%	39%	32%	0%	21%	36%	*	*	*	33%	26%	*	31%	35%	21%	0%

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	93%	100%	84%	96%	*	100%	*	90%	66%	*	93%	94%	83%	73%
At Meets Grade Level or Above	2019	54%	65%	77%	71%	50%	83%	*	86%	*	80%	34%	*	76%	77%	48%	18%
At Masters Grade Level	2019	25%	28%	31%	14%	18%	35%	*	14%	*	40%	13%	*	30%	32%	13%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	98%	*	100%	98%	*	*	-	*	88%	-	98%	98%	98%	*
At Meets Grade Level or Above	2019	55%	70%	91%	*	80%	94%	*	*	-	*	75%	-	91%	90%	77%	*
At Masters Grade Level	2019	33%	44%	60%	*	46%	62%	*	*	-	*	63%	-	61%	57%	40%	*

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	74	71	42	78	71	*	83	-	*	80	*	70	75	71	93
	2018	67	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	73	64	*	54	66	*	*	*	83	53	*	63	68	61	38
	2018	72	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	74	68	55	67	69	67	78	*	65	65	*	67	71	67	63
	2018	69	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	70	71	42	78	71	*	83	-	*	80	*	70	75	71	93
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	77	64	*	54	66	*	*	*	83	53	*	63	68	61	38
	2018	70	74	-	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	13%	30%	13%	-	0%	14%	-	-	*	-	13%	14%	*
2019													
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	50%	53%	38%	*	40%	29%	-	-	-	-	20%	40%	*
2019													

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,278
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	88%	-	-	-	-	-	17%	-	17%	*	17%	33%
	2018	77%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	64%	71%	-	-	-	-	-	0%	-	0%	*	0%	20%
	2018	48%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	32%	28%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	29%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	83%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	61%	68%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	46%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	28%	16%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	86%	-	-	-	-	-	*	-	*	*	*	*
	2018	81%	91%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	68%	55%	-	-	-	-	-	*	-	*	*	*	*
	2018	50%	66%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	39%	32%	-	-	-	-	-	*	-	*	*	*	*
	2018	24%	35%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	93%	-	-	-	-	-	*	-	*	*	*	*
	2018	80%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	77%	-	-	-	-	-	*	-	*	*	*	*
	2018	51%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	31%	-	-	-	-	-	*	-	*	*	*	*
	2018	23%	28%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	98%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	70%	91%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	44%	60%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	68%	-	-	-	-	-	*	-	*	*	*	60%
	2018	69%	71%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	70%	71%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	77%	64%	-	-	-	-	-	*	-	*	*	*	*
	2018	70%	74%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	94%	93%	91%	94%	93%	100%	82%	*	100%	90%	90%	45%
Not Included in Accountability													
Mobile	4%	3%	5%	9%	5%	6%	0%	4%	*	0%	7%	9%	27%
Other Exclusions	1%	0%	1%	0%	1%	0%	0%	14%	*	0%	2%	0%	27%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	1%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.3%	95.4%	95.3%	95.3%	94.1%	97.3%	*	94.4%	93.0%	93.5%	93.3%
2017-18	95.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	0.4%	0.0%	1.3%	0.3%	0.0%	0.0%	*	0.0%	0.0%	1.3%	11.8%
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	*	-	-	*	-	-	-	-	*	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	*	-	-	*	-	-	-	-	*	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	*	-	-	*	-	-	-	-	*	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	2	100.0%	590	355,615
By Ethnicity:				
African American	0	0.0%	19	43,953
Hispanic	0	0.0%	76	180,673
White	2	100.0%	466	105,577
American Indian	0	0.0%	4	1,293
Asian	0	0.0%	9	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	16	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	2	100.0%	46	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	43	15,160
Foundation H.S. Program (DLA)	0	0.0%	501	285,538
Special Education Graduates	2	100.0%	40	27,598
Economically Disadvantaged Graduates	0	0.0%	105	186,364
LEP Graduates	0	0.0%	0	25,189
At-Risk Graduates	1	50.0%	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	*	-	-	*	-	-	-	-	*	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	*	-	-	*	-	-	-	-	*	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	*	-	-	*	-	-	-	-	*	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	*	-	-	*	-	-	-	-	*	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	*	-	-	*	-	-	-	-	*	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	*	-	-	*	-	-	-	-	*	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	*	-	-	*	-	-	-	-	*	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	*	-	-	*	-	-	-	-	*	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	*	-	-	*	-	-	-	-	*	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	*	-	-	*	-	-	-	-	*	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	*	-	-	*	-	-	-	-	*	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	*	-	-	*	-	-	-	-	*	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
Campus Name: LAKE CREEK H S
Campus Number: 170903004

Total Students: 1,278
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	*	-	-	*	-	-	-	-	*	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	*	-	-	*	-	-	-	-	*	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	*	-	-	*	-	-	-	-	*	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	*	-	-	*	-	-	-	-	*	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	*	-	-	*	-	-	-	-	*	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	*	-	-	*	-	-	-	-	*	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	14.4%	*	7.5%	15.1%	*	*	*	*	n/a	8.2%	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	7.0%	*	2.5%	7.8%	*	*	*	*	n/a	6.1%	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	0.4%	*	0.0%	0.0%	*	*	*	*	n/a	2.0%	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	9.1%	*	7.5%	8.3%	*	*	*	*	n/a	8.2%	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	9.5%	*	5.0%	10.4%	*	*	*	*	n/a	6.1%	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	48.6%	-	*	48.3%	-	*	-	*	n/a	*	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	47.1%	-	*	40.0%	-	*	-	-	n/a	*	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	*	-	-	-	-	*	-	-	n/a	*	n/a

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	36.4%	-	*	37.5%	-	*	-	*	n/a	*	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	69.6%	-	*	70.0%	-	*	-	-	n/a	*	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	*	-	-	*	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	20.6%	0.0%	18.7%	21.1%	12.5%	37.5%	*	23.5%	1.1%	12.0%	6.3%
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	6.9%	0.0%	3.7%	7.7%	0.0%	6.3%	*	6.3%	0.0%	3.3%	0.0%
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	8.4%	0.0%	5.2%	9.2%	0.0%	12.5%	*	6.3%	0.0%	4.4%	7.1%
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	7.0%	0.0%	8.2%	6.8%	12.5%	6.3%	*	12.5%	0.0%	5.5%	0.0%
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	13.9%	0.0%	9.6%	14.9%	0.0%	25.0%	*	18.8%	0.0%	6.6%	0.0%
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	1,278	100.0%	8,999	5,479,173	1,279	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.1%	4.5%
Kindergarten	0	0.0%	6.1%	7.0%	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	389	30.4%	9.0%	8.2%	389	30.4%	8.9%	8.2%
Grade 10	352	27.5%	8.1%	7.4%	353	27.6%	8.1%	7.4%
Grade 11	316	24.7%	7.5%	6.9%	316	24.7%	7.5%	6.9%
Grade 12	221	17.3%	7.0%	6.4%	221	17.3%	7.0%	6.4%
Ethnic Distribution:								
African American	26	2.0%	3.0%	12.6%	26	2.0%	3.0%	12.6%
Hispanic	195	15.3%	16.0%	52.8%	195	15.2%	16.0%	52.8%
White	1,005	78.6%	76.4%	27.0%	1,006	78.7%	76.5%	27.0%
American Indian	8	0.6%	0.4%	0.4%	8	0.6%	0.4%	0.4%
Asian	19	1.5%	0.9%	4.6%	19	1.5%	0.9%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	24	1.9%	3.2%	2.5%	24	1.9%	3.2%	2.5%
Sex:								
Female	598	46.8%	48.4%	48.8%	598	46.8%	48.4%	48.8%
Male	680	53.2%	51.6%	51.2%	681	53.2%	51.6%	51.2%
Economically Disadvantaged	264	20.7%	26.4%	60.3%	264	20.6%	26.5%	60.2%
Non-Educationally Disadvantaged	1,014	79.3%	73.6%	39.7%	1,015	79.4%	73.5%	39.8%
Section 504 Students	151	11.8%	10.9%	6.9%	151	11.8%	10.9%	6.9%
English Learners (EL)	10	0.8%	2.2%	20.3%	10	0.8%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	22	2.3%	0.8%	1.5%				
Students w/ Dyslexia	56	4.4%	5.0%	4.1%	56	4.4%	5.0%	4.1%
Foster Care	4	0.3%	0.4%	0.3%	4	0.3%	0.4%	0.3%
Homeless	4	0.3%	0.2%	1.4%	4	0.3%	0.2%	1.4%
Immigrant	2	0.2%	0.4%	2.3%	2	0.2%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	2	0.2%	18.9%	65.1%	2	0.2%	18.9%	65.1%
Military Connected	1	0.1%	0.4%	1.9%	1	0.1%	0.4%	1.9%
At-Risk	420	32.9%	30.0%	50.6%	421	32.9%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	10	0.8%	3.0%	20.6%	10	0.8%	3.0%	20.6%
Career & Technical Education	1,234	96.6%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	1,020	79.8%	81.3%	50.8%	1,021	79.8%	81.3%	50.8%
Gifted & Talented Education	89	7.0%	7.0%	8.1%	89	7.0%	7.0%	8.1%
Special Education	105	8.2%	8.4%	10.5%	106	8.3%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	105							
By Type of Primary Disability								
Students with Intellectual Disabilities	47	44.8%	36.9%	42.4%				
Students with Physical Disabilities	7	6.7%	26.5%	21.4%				
Students with Autism	13	12.4%	**	13.8%				
Students with Behavioral Disabilities	38	36.2%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	110	11.3%	9.4%	15.3%				
By Ethnicity:								
African American	1	0.1%						
Hispanic	20	2.1%						
White	82	8.4%						
American Indian	2	0.2%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	94	10.4%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.0%	5.5%
Grade 1	-	2.6%	2.9%	-	8.3%	4.9%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	3.2%	3.0%	7.8%	7.9%	6.5%	13.1%

District Name: MONTGOMERY ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.6	19.0
Grade 1	-	18.9	18.9
Grade 2	-	18.7	18.8
Grade 3	-	18.5	19.0
Grade 4	-	18.8	19.2
Grade 5	-	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	18.6	19.5	16.4
Foreign Languages	23.6	22.4	18.7
Mathematics	22.2	21.4	17.8
Science	21.6	22.1	18.8
Social Studies	23.6	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	105.2	100.0%	100.0%	100.0%
Professional Staff:	96.2	91.4%	67.4%	63.7%
Teachers	81.5	77.5%	55.4%	49.4%
Professional Support	9.7	9.2%	8.5%	10.2%
Campus Administration (School Leadership)	5.0	4.8%	2.6%	3.0%
Educational Aides:	9.0	8.6%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	5.0	n/a	22.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	11.6	11.0%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.2%	1.3%	10.8%
Hispanic	8.6	10.6%	6.2%	28.1%
White	71.9	88.2%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	33.0	40.4%	17.2%	23.8%
Females	48.5	59.6%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.2%	1.0%	1.3%
Bachelors	59.8	73.4%	74.3%	73.4%
Masters	20.6	25.3%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.2	1.5%	2.1%	7.4%
1-5 Years Experience	16.7	20.5%	17.8%	27.9%
6-10 Years Experience	12.8	15.7%	19.2%	19.4%
11-20 Years Experience	31.2	38.3%	39.0%	29.4%
Over 20 Years Experience	19.6	24.0%	21.9%	15.9%
Number of Students per Teacher	15.7	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.3	6.2
Average Years Experience of Principals with District	11.0	5.1	5.3
Average Years Experience of Assistant Principals	10.3	7.2	5.3
Average Years Experience of Assistant Principals with District	6.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.5	13.8	11.1
Average Years Experience of Teachers with District:	5.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,880	\$48,195	\$49,868
1-5 Years Experience	\$52,575	\$52,210	\$52,823
6-10 Years Experience	\$55,020	\$55,796	\$55,756
11-20 Years Experience	\$58,571	\$58,599	\$59,308
Over 20 Years Experience	\$65,020	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,264	\$58,010	\$57,091
Professional Support	\$66,455	\$64,376	\$67,352
Campus Administration (School Leadership)	\$91,005	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	1.8	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,278
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	12.9	15.8%	5.6%	5.0%
Compensatory Education	0.4	0.5%	4.9%	2.8%
Gifted & Talented Education	0.1	0.1%	0.0%	1.9%
Regular Education	50.8	62.4%	75.1%	70.9%
Special Education	17.3	21.2%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY J H**

Campus Number: **170903042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,117
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	80%	75%	52%	79%	76%	*	*	*	67%	35%	33%	80%	64%	63%	65%
	2018	69%	82%	76%	36%	74%	80%	*	*	*	50%	17%	60%	76%	76%	56%	67%
At Meets Grade Level or Above	2019	37%	48%	43%	24%	43%	46%	*	*	*	0%	15%	17%	49%	31%	29%	24%
	2018	39%	49%	48%	14%	44%	50%	*	*	*	50%	0%	40%	47%	49%	25%	33%
At Masters Grade Level	2019	18%	23%	19%	5%	28%	19%	*	*	*	0%	4%	0%	22%	13%	13%	18%
	2018	19%	25%	22%	0%	30%	22%	*	*	*	17%	0%	20%	21%	25%	9%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	92%	90%	77%	91%	91%	*	*	*	83%	52%	80%	91%	86%	84%	94%
	2018	77%	89%	86%	36%	88%	89%	*	*	*	100%	39%	80%	86%	86%	70%	88%
At Meets Grade Level or Above	2019	47%	66%	64%	41%	66%	65%	*	*	*	50%	24%	40%	68%	55%	48%	63%
	2018	44%	63%	56%	7%	48%	60%	*	*	*	67%	6%	40%	56%	57%	31%	47%
At Masters Grade Level	2019	21%	36%	35%	5%	34%	38%	*	*	*	33%	12%	0%	40%	26%	19%	31%
	2018	18%	31%	23%	0%	25%	25%	*	*	*	0%	0%	20%	22%	26%	9%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	86%	83%	60%	80%	85%	*	*	*	75%	40%	*	85%	79%	71%	64%
	2018	74%	86%	84%	75%	74%	86%	*	*	-	63%	31%	*	81%	89%	74%	73%
At Meets Grade Level or Above	2019	49%	61%	56%	30%	50%	59%	*	*	*	63%	20%	*	59%	49%	37%	21%
	2018	48%	60%	59%	42%	43%	62%	*	*	-	50%	6%	*	58%	61%	33%	40%
At Masters Grade Level	2019	29%	37%	36%	20%	39%	36%	*	*	*	38%	10%	*	37%	32%	18%	21%
	2018	29%	35%	33%	17%	30%	34%	*	*	-	25%	6%	*	32%	33%	18%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	86%	40%	94%	88%	*	*	*	86%	39%	*	87%	84%	73%	80%
	2018	72%	88%	86%	67%	79%	88%	*	*	-	67%	59%	*	87%	84%	75%	71%
At Meets Grade Level or Above	2019	43%	58%	56%	0%	64%	59%	*	*	*	43%	28%	*	55%	57%	36%	60%
	2018	40%	58%	50%	44%	32%	54%	*	*	-	17%	18%	*	51%	49%	33%	43%
At Masters Grade Level	2019	17%	18%	18%	0%	15%	20%	*	*	*	14%	11%	*	16%	23%	4%	10%
	2018	18%	23%	21%	0%	18%	22%	*	*	-	0%	0%	*	20%	22%	13%	21%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	82%	79%	40%	76%	83%	*	*	*	75%	26%	*	81%	76%	54%	71%
	2018	69%	82%	79%	67%	67%	82%	*	*	-	63%	6%	*	78%	82%	63%	63%
At Meets Grade Level or Above	2019	42%	55%	53%	10%	63%	54%	*	*	*	50%	21%	*	55%	48%	33%	64%
	2018	43%	56%	55%	33%	41%	58%	*	*	-	50%	6%	*	53%	62%	38%	50%
At Masters Grade Level	2019	18%	24%	21%	0%	26%	20%	*	*	*	25%	5%	*	22%	17%	13%	14%
	2018	15%	20%	22%	25%	15%	24%	*	*	-	0%	6%	*	21%	26%	8%	6%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	92%	86%	89%	93%	*	*	*	88%	47%	83%	92%	92%	86%	92%
	2018	86%	91%	91%	80%	93%	91%	*	*	-	88%	35%	100%	90%	93%	79%	100%
At Meets Grade Level or Above	2019	55%	66%	67%	57%	60%	69%	*	*	*	75%	13%	50%	69%	62%	53%	46%
	2018	49%	57%	54%	10%	48%	58%	*	*	-	63%	13%	40%	55%	51%	36%	25%
At Masters Grade Level	2019	28%	37%	35%	36%	29%	37%	*	*	*	25%	0%	0%	36%	33%	25%	15%
	2018	27%	33%	30%	5%	19%	32%	*	*	-	63%	4%	20%	31%	25%	18%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	97%	97%	92%	96%	98%	*	*	*	88%	71%	100%	97%	97%	92%	100%
	2018	86%	93%	93%	82%	91%	95%	-	-	-	75%	36%	100%	91%	97%	84%	100%
At Meets Grade Level or Above	2019	57%	85%	87%	67%	82%	89%	*	*	*	75%	53%	100%	89%	79%	75%	87%
	2018	51%	74%	74%	50%	54%	80%	-	-	-	50%	18%	40%	75%	73%	52%	33%
At Masters Grade Level	2019	17%	44%	50%	25%	49%	51%	*	*	*	25%	18%	0%	51%	46%	34%	33%
	2018	15%	35%	35%	18%	20%	39%	-	-	-	25%	5%	0%	36%	34%	16%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	91%	88%	79%	82%	90%	*	*	*	75%	47%	100%	90%	86%	78%	85%
	2018	76%	84%	84%	63%	78%	86%	*	*	-	75%	29%	100%	85%	81%	70%	67%
At Meets Grade Level or Above	2019	51%	64%	66%	64%	51%	69%	*	*	*	63%	7%	33%	68%	62%	51%	31%
	2018	52%	61%	61%	32%	34%	67%	*	*	-	63%	10%	60%	62%	59%	42%	0%
At Masters Grade Level	2019	25%	31%	35%	14%	27%	38%	*	*	*	25%	7%	0%	35%	34%	18%	15%
	2018	28%	34%	35%	11%	17%	39%	*	*	-	38%	10%	20%	38%	29%	18%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	83%	86%	79%	82%	87%	*	*	*	75%	53%	83%	86%	84%	75%	77%
	2018	65%	78%	79%	65%	71%	82%	*	*	-	75%	27%	80%	80%	77%	66%	67%
At Meets Grade Level or Above	2019	37%	53%	53%	36%	45%	55%	*	*	*	38%	13%	50%	55%	47%	32%	23%
	2018	36%	44%	47%	30%	34%	50%	*	*	-	63%	14%	20%	51%	37%	32%	22%
At Masters Grade Level	2019	21%	32%	32%	36%	18%	34%	*	*	*	25%	0%	17%	32%	30%	17%	8%
	2018	21%	26%	28%	10%	12%	31%	*	*	-	50%	9%	0%	29%	25%	12%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	*
	2018	83%	93%	100%	*	100%	100%	*	*	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2019	61%	69%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	*
	2018	55%	77%	97%	*	100%	97%	*	*	-	*	*	-	97%	100%	100%	-
At Masters Grade Level	2019	37%	49%	90%	*	100%	89%	-	-	-	*	-	-	93%	81%	64%	*
	2018	32%	53%	82%	*	78%	82%	*	*	-	*	*	-	80%	88%	86%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	87%	69%	86%	88%	67%	81%	56%	79%	45%	84%	88%	83%	75%	81%
	2018	77%	87%	85%	65%	80%	87%	69%	88%	*	74%	31%	86%	85%	86%	71%	76%
At Meets Grade Level or Above	2019	50%	64%	62%	39%	59%	64%	42%	62%	0%	53%	22%	50%	65%	55%	45%	47%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	61%	58%	29%	44%	61%	69%	81%	*	55%	11%	36%	58%	57%	37%	36%
	2019	24%	32%	34%	16%	32%	35%	25%	35%	0%	25%	8%	2%	36%	29%	19%	20%
	2018	22%	29%	30%	10%	22%	32%	38%	56%	*	29%	5%	11%	30%	29%	15%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	83%	64%	83%	85%	*	88%	*	77%	39%	67%	86%	77%	73%	73%
	2018	74%	85%	84%	65%	80%	86%	60%	83%	*	68%	28%	75%	83%	86%	69%	76%
At Meets Grade Level or Above	2019	48%	61%	56%	36%	51%	58%	*	50%	*	50%	16%	33%	60%	46%	39%	30%
	2018	46%	60%	54%	20%	45%	57%	60%	67%	*	55%	7%	42%	54%	54%	31%	34%
At Masters Grade Level	2019	21%	28%	30%	18%	32%	31%	*	25%	*	23%	5%	0%	32%	25%	18%	18%
	2018	19%	26%	28%	7%	27%	29%	20%	67%	*	36%	4%	17%	28%	28%	15%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	74%	94%	93%	*	75%	*	86%	53%	93%	93%	90%	84%	93%
	2018	81%	91%	90%	65%	88%	92%	60%	80%	*	83%	45%	92%	90%	90%	78%	86%
At Meets Grade Level or Above	2019	52%	68%	73%	41%	74%	76%	*	75%	*	59%	33%	79%	76%	66%	55%	72%
	2018	50%	66%	65%	37%	50%	69%	60%	80%	*	52%	16%	33%	66%	63%	43%	42%
At Masters Grade Level	2019	26%	39%	42%	13%	40%	44%	*	50%	*	27%	13%	0%	44%	36%	21%	30%
	2018	24%	35%	33%	9%	25%	35%	40%	40%	*	22%	3%	8%	33%	32%	17%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	79%	40%	76%	83%	*	*	*	75%	26%	*	81%	76%	54%	71%
	2018	66%	77%	79%	67%	67%	82%	*	*	-	63%	6%	*	78%	82%	63%	63%
At Meets Grade Level or Above	2019	38%	50%	53%	10%	63%	54%	*	*	*	50%	21%	*	55%	48%	33%	64%
	2018	41%	52%	55%	33%	41%	58%	*	*	-	50%	6%	*	53%	62%	38%	50%
At Masters Grade Level	2019	14%	19%	21%	0%	26%	20%	*	*	*	25%	5%	*	22%	17%	13%	14%
	2018	13%	16%	22%	25%	15%	24%	*	*	-	0%	6%	*	21%	26%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	88%	79%	82%	90%	*	*	*	75%	47%	100%	90%	86%	78%	85%
	2018	80%	87%	84%	63%	78%	86%	*	*	-	75%	29%	100%	85%	81%	70%	67%
At Meets Grade Level or Above	2019	54%	65%	66%	64%	51%	69%	*	*	*	63%	7%	33%	68%	62%	51%	31%
	2018	51%	61%	61%	32%	34%	67%	*	*	-	63%	10%	60%	62%	59%	42%	0%
At Masters Grade Level	2019	25%	28%	35%	14%	27%	38%	*	*	*	25%	7%	0%	35%	34%	18%	15%
	2018	23%	28%	35%	11%	17%	39%	*	*	-	38%	10%	20%	38%	29%	18%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	86%	79%	82%	87%	*	*	*	75%	53%	83%	86%	84%	75%	77%
	2018	78%	86%	79%	65%	71%	82%	*	*	-	75%	27%	80%	80%	77%	66%	67%
At Meets Grade Level or Above	2019	55%	70%	53%	36%	45%	55%	*	*	*	38%	13%	50%	55%	47%	32%	23%
	2018	53%	63%	47%	30%	34%	50%	*	*	-	63%	14%	20%	51%	37%	32%	22%
At Masters Grade Level	2019	33%	44%	32%	36%	18%	34%	*	*	*	25%	0%	17%	32%	30%	17%	8%
	2018	31%	38%	28%	10%	12%	31%	*	*	-	50%	9%	0%	29%	25%	12%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	38	22	51	38	*	*	*	17	42	0	41	32	34	41
	2018	47	49	46	14	58	45	*	*	-	40	50	60	46	46	40	69
Grade 6 Mathematics	2019	54	73	70	58	71	71	*	*	*	67	52	*	73	64	60	88
	2018	56	68	62	46	63	64	*	*	-	30	36	70	59	69	50	56
Grade 7 ELA/Reading	2019	77	78	76	70	72	78	*	*	-	64	60	*	78	71	66	54
	2018	76	75	73	59	64	75	*	*	-	50	59	*	73	72	67	73
Grade 7 Mathematics	2019	62	74	77	35	79	80	*	*	-	58	39	*	77	77	64	70
	2018	67	71	65	56	66	65	*	*	-	67	56	*	66	64	59	79
Grade 8 ELA/Reading	2019	77	78	79	93	81	79	*	*	-	86	77	50	79	80	76	77
	2018	79	80	78	73	78	79	*	*	-	75	67	80	80	75	79	69
Grade 8 Mathematics	2019	82	87	94	90	98	93	*	*	-	100	91	83	94	95	90	97
	2018	81	83	87	81	90	87	-	-	-	83	53	90	86	90	84	96
End of Course Algebra I	2019	75	73	95	*	100	95	-	-	-	*	-	-	96	91	82	*
	2018	72	82	90	*	100	89	*	*	-	*	*	-	90	88	93	-
All Grades Both Subjects	2019	69	74	74	60	76	74	88	65	*	67	57	54	75	69	65	72
	2018	69	71	70	58	71	71	60	86	-	63	54	72	70	70	64	73
All Grades ELA/Reading	2019	68	70	65	57	68	65	*	50	*	58	56	39	67	60	58	56
	2018	69	68	66	51	66	67	60	*	-	58	59	73	67	63	62	71
All Grades Mathematics	2019	70	77	82	62	84	83	*	83	*	76	58	69	84	79	72	87
	2018	70	74	74	65	75	75	60	*	-	68	49	71	73	77	66	74

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	42%	36%	48%	42%	*	*	-	50%	23%	33%	20%
	2018	38%	47%	40%	45%	41%	41%	*	*	-	*	18%	40%	*
Mathematics	2019	45%	60%	61%	33%	83%	61%	*	*	*	*	23%	49%	*
	2018	47%	56%	57%	50%	65%	56%	-	-	-	*	*	53%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	19%	20%	*	*	20%	-	-	-	*	*	0%	*
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	63%	*	-	-	*	-	-	*	-	*	-	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	88%	87%	71%	84%	88%	*	*	*	88%	47%	79%	-
Students Requiring Accelerated Instruction														
	2019	22%	12%	13%	29%	16%	12%	*	*	*	13%	53%	21%	-
STAAR Cumulative Met Standard														
	2019	85%	92%	92%	86%	89%	93%	*	*	*	88%	47%	86%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	*	*	100%	-	-	-	*	*	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	96%	96%	92%	96%	96%	*	*	*	88%	71%	92%	-
Students Requiring Accelerated Instruction														
	2019	18%	4%	4%	8%	4%	4%	*	*	*	13%	29%	8%	-
STAAR Cumulative Met Standard														
	2019	88%	97%	97%	92%	96%	98%	*	*	*	88%	71%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	*	-	100%	-	-	-	*	*	100%	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,117
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	37%	-	37%	*	37%	43%
	2018	77%	87%	85%	-	-	-	-	-	69%	-	69%	*	69%	70%
At Meets Grade Level or Above	2019	50%	64%	62%	-	-	-	-	-	5%	-	5%	*	5%	10%
	2018	48%	61%	58%	-	-	-	-	-	28%	-	28%	*	28%	27%
At Masters Grade Level	2019	24%	32%	34%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	29%	30%	-	-	-	-	-	3%	-	3%	*	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	83%	-	-	-	-	-	13%	-	13%	*	13%	22%
	2018	74%	85%	84%	-	-	-	-	-	62%	-	62%	-	62%	62%
At Meets Grade Level or Above	2019	48%	61%	56%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	46%	60%	54%	-	-	-	-	-	31%	-	31%	-	31%	31%
At Masters Grade Level	2019	21%	28%	30%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	26%	28%	-	-	-	-	-	8%	-	8%	-	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	-	57%	-	57%	*	57%	63%
	2018	81%	91%	90%	-	-	-	-	-	85%	-	85%	*	85%	86%
At Meets Grade Level or Above	2019	52%	68%	73%	-	-	-	-	-	0%	-	0%	*	0%	13%
	2018	50%	66%	65%	-	-	-	-	-	31%	-	31%	*	31%	29%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	35%	33%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	79%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	77%	79%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	50%	53%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	21%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	16%	22%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	88%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	84%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	65%	66%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	61%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	28%	35%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	35%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	86%	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	86%	79%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	70%	53%	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	63%	47%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	44%	32%	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	38%	28%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	74%	-	-	-	-	-	36%	-	36%	*	36%	44%
	2018	69%	71%	70%	-	-	-	-	-	67%	-	67%	*	67%	68%
All Grades ELA/Reading	2019	68%	70%	65%	-	-	-	-	-	29%	-	29%	*	29%	38%
	2018	69%	68%	66%	-	-	-	-	-	68%	-	68%	-	68%	68%
All Grades Mathematics	2019	70%	77%	82%	-	-	-	-	-	43%	-	43%	*	43%	50%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,117
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	2018	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	74%	74%	-	-	-	-	-	65%	-	65%	*	65%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	42%	-	-	-	-	-	*	-	*	*	*	20%
	2018	38%	47%	40%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	60%	61%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	56%	57%	-	-	-	-	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	99%	98%	97%	100%	100%	100%	97%	96%	96%	97%
Included in Accountability	94%	94%	94%	93%	91%	95%	86%	100%	100%	88%	88%	89%	70%
Not Included in Accountability													
Mobile	4%	3%	2%	6%	5%	2%	14%	0%	0%	9%	5%	6%	27%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	0%	0%	4%	1%	0%
Not Tested	1%	2%	3%	1%	2%	3%	0%	0%	0%	3%	4%	4%	3%
Absent	1%	2%	3%	1%	2%	3%	0%	0%	0%	1%	3%	4%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	97%	98%	97%	100%	94%	*	91%	92%	96%	97%
Included in Accountability	94%	94%	92%	90%	96%	92%	100%	94%	*	91%	88%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	4%	7%	1%	5%	0%	0%	*	0%	4%	7%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	3%	3%	2%	3%	0%	6%	*	9%	8%	4%	3%
Absent	1%	2%	3%	3%	2%	3%	0%	6%	*	8%	8%	4%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.6%	96.8%	96.0%	95.5%	*	96.3%	*	95.3%	93.5%	94.4%	97.4%
2017-18	95.4%	95.2%	95.3%	96.2%	95.2%	95.4%	95.8%	97.1%	*	93.4%	94.1%	94.0%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	0.3%	0.0%	0.0%	0.3%	*	0.0%	*	0.0%	2.0%	0.0%	0.0%
2017-18	0.4%	0.3%	0.4%	2.5%	0.0%	0.3%	*	*	-	0.0%	0.0%	0.9%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
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 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,117	100.0%	8,999	5,479,173	1,117	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.1%	4.5%
Kindergarten	0	0.0%	6.1%	7.0%	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	341	30.5%	7.8%	7.7%	341	30.5%	7.8%	7.7%
Grade 7	402	36.0%	8.5%	7.7%	402	36.0%	8.5%	7.7%
Grade 8	374	33.5%	8.3%	7.5%	374	33.5%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	49	4.4%	3.0%	12.6%	49	4.4%	3.0%	12.6%
Hispanic	140	12.5%	16.0%	52.8%	140	12.5%	16.0%	52.8%
White	882	79.0%	76.4%	27.0%	882	79.0%	76.5%	27.0%
American Indian	4	0.4%	0.4%	0.4%	4	0.4%	0.4%	0.4%
Asian	9	0.8%	0.9%	4.6%	9	0.8%	0.9%	4.6%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	31	2.8%	3.2%	2.5%	31	2.8%	3.2%	2.5%
Sex:								
Female	556	49.8%	48.4%	48.8%	556	49.8%	48.4%	48.8%
Male	561	50.2%	51.6%	51.2%	561	50.2%	51.6%	51.2%
Economically Disadvantaged	296	26.5%	26.4%	60.3%	296	26.5%	26.5%	60.2%
Non-Educationally Disadvantaged	821	73.5%	73.6%	39.7%	821	73.5%	73.5%	39.8%
Section 504 Students	151	13.5%	10.9%	6.9%	151	13.5%	10.9%	6.9%
English Learners (EL)	14	1.3%	2.2%	20.3%	14	1.3%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	11	0.9%	0.8%	1.5%				
Students w/ Dyslexia	68	6.1%	5.0%	4.1%	68	6.1%	5.0%	4.1%
Foster Care	4	0.4%	0.4%	0.3%	4	0.4%	0.4%	0.3%
Homeless	1	0.1%	0.2%	1.4%	1	0.1%	0.2%	1.4%
Immigrant	5	0.4%	0.4%	2.3%	5	0.4%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.1%	18.9%	65.1%	1	0.1%	18.9%	65.1%
Military Connected	4	0.4%	0.4%	1.9%	4	0.4%	0.4%	1.9%
At-Risk	443	39.7%	30.0%	50.6%	443	39.7%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	14	1.3%	3.0%	20.6%	14	1.3%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	108	9.7%	7.0%	8.1%	108	9.7%	7.0%	8.1%
Special Education	86	7.7%	8.4%	10.5%	86	7.7%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	41	47.7%	36.9%	42.4%				
Students with Physical Disabilities	12	14.0%	26.5%	21.4%				
Students with Autism	13	15.1%	**	13.8%				
Students with Behavioral Disabilities	20	23.3%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	94	7.8%	9.4%	15.3%				
By Ethnicity:								
African American	7	0.6%						
Hispanic	19	1.6%						
White	61	5.1%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	1	0.1%						
Two or More Races	5	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	69	9.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.0%	5.5%
Grade 1	-	2.6%	2.9%	-	8.3%	4.9%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.6%	0.5%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.6	19.0
Grade 1	-	18.9	18.9
Grade 2	-	18.7	18.8
Grade 3	-	18.5	19.0
Grade 4	-	18.8	19.2
Grade 5	-	20.6	20.9
Grade 6	21.3	22.7	20.4
Secondary:			
English/Language Arts	21.9	19.5	16.4
Foreign Languages	18.9	22.4	18.7
Mathematics	21.3	21.4	17.8
Science	21.0	22.1	18.8
Social Studies	20.4	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.5	100.0%	100.0%	100.0%
Professional Staff:	80.5	92.0%	67.4%	63.7%
Teachers	72.9	83.3%	55.4%	49.4%
Professional Support	4.6	5.3%	8.5%	10.2%
Campus Administration (School Leadership)	3.0	3.4%	2.6%	3.0%
Educational Aides:	7.0	8.0%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	1.0	n/a	2.0	595.0
Counselors				
Full-time	2.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.1	3.6%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.4%	1.3%	10.8%
Hispanic	1.1	1.6%	6.2%	28.1%
White	69.7	95.7%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.4%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	14.9	20.4%	17.2%	23.8%
Females	58.0	79.6%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.5	0.6%	1.0%	1.3%
Bachelors	48.0	65.9%	74.3%	73.4%
Masters	22.4	30.7%	23.9%	24.5%
Doctorate	2.0	2.7%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	1.2%	2.1%	7.4%
1-5 Years Experience	15.0	20.6%	17.8%	27.9%
6-10 Years Experience	12.1	16.7%	19.2%	19.4%
11-20 Years Experience	30.6	42.0%	39.0%	29.4%
Over 20 Years Experience	14.2	19.5%	21.9%	15.9%
Number of Students per Teacher	15.3	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.3	6.2
Average Years Experience of Principals with District	6.0	5.1	5.3
Average Years Experience of Assistant Principals	6.5	7.2	5.3
Average Years Experience of Assistant Principals with District	5.5	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.5	13.8	11.1
Average Years Experience of Teachers with District:	6.9	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$33,333	\$48,195	\$49,868
1-5 Years Experience	\$52,287	\$52,210	\$52,823
6-10 Years Experience	\$56,284	\$55,796	\$55,756
11-20 Years Experience	\$57,626	\$58,599	\$59,308
Over 20 Years Experience	\$65,422	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,526	\$58,010	\$57,091
Professional Support	\$62,793	\$64,376	\$67,352
Campus Administration (School Leadership)	\$81,663	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY J H
 Campus Number: 170903042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,117
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	0.5	0.7%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	58.5	80.3%	75.1%	70.9%
Special Education	13.9	19.0%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **OAK HILLS J H**

Campus Number: **170903043**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: MONTGOMERY ISD
Campus Name: OAK HILLS J H
Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,095
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	80%	85%	*	85%	87%	*	*	-	75%	56%	100%	87%	81%	78%	64%
	2018	69%	82%	89%	*	81%	91%	*	*	-	71%	65%	78%	88%	89%	77%	86%
At Meets Grade Level or Above	2019	37%	48%	53%	*	51%	54%	*	*	-	63%	28%	67%	53%	55%	42%	23%
	2018	39%	49%	52%	*	38%	55%	*	*	-	36%	38%	22%	54%	46%	34%	14%
At Masters Grade Level	2019	18%	23%	28%	*	27%	28%	*	*	-	25%	12%	67%	28%	27%	17%	9%
	2018	19%	25%	28%	*	17%	30%	*	*	-	14%	19%	11%	29%	26%	11%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	92%	94%	*	88%	95%	*	*	-	88%	80%	100%	95%	90%	84%	82%
	2018	77%	89%	93%	*	88%	95%	*	*	-	71%	69%	100%	93%	93%	86%	83%
At Meets Grade Level or Above	2019	47%	66%	69%	*	61%	71%	*	*	-	75%	44%	86%	72%	62%	53%	45%
	2018	44%	63%	71%	*	55%	75%	*	*	-	57%	38%	89%	71%	70%	56%	67%
At Masters Grade Level	2019	21%	36%	38%	*	30%	40%	*	*	-	63%	8%	43%	41%	32%	20%	14%
	2018	18%	31%	39%	*	23%	42%	*	*	-	36%	15%	56%	41%	36%	21%	17%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	86%	89%	63%	88%	90%	*	*	-	83%	71%	100%	90%	86%	74%	75%
	2018	74%	86%	89%	100%	83%	89%	*	100%	-	100%	55%	86%	90%	86%	79%	80%
At Meets Grade Level or Above	2019	49%	61%	66%	25%	57%	70%	*	*	-	42%	42%	50%	70%	56%	48%	42%
	2018	48%	60%	62%	38%	49%	66%	*	83%	-	80%	30%	86%	64%	59%	50%	40%
At Masters Grade Level	2019	29%	37%	39%	13%	31%	43%	*	*	-	25%	8%	17%	42%	33%	28%	25%
	2018	29%	35%	38%	25%	21%	42%	*	50%	-	20%	15%	57%	37%	41%	21%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	88%	83%	82%	91%	*	-	-	75%	58%	*	88%	87%	81%	60%
	2018	72%	88%	92%	80%	94%	91%	*	*	-	*	83%	100%	92%	91%	92%	92%
At Meets Grade Level or Above	2019	43%	58%	61%	0%	53%	67%	*	-	-	50%	29%	*	61%	62%	49%	50%
	2018	40%	58%	67%	60%	66%	67%	*	*	-	*	44%	80%	70%	63%	62%	75%
At Masters Grade Level	2019	17%	18%	18%	0%	11%	22%	*	-	-	0%	13%	*	20%	15%	17%	10%
	2018	18%	23%	26%	0%	20%	27%	*	*	-	*	22%	60%	26%	25%	17%	25%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	82%	85%	63%	88%	86%	*	*	-	58%	48%	83%	86%	83%	73%	67%
	2018	69%	82%	85%	88%	82%	86%	*	100%	-	*	41%	86%	86%	85%	74%	79%
At Meets Grade Level or Above	2019	42%	55%	57%	25%	52%	60%	*	*	-	33%	28%	33%	61%	48%	39%	50%
	2018	43%	56%	56%	38%	44%	59%	*	67%	-	*	41%	29%	56%	56%	35%	14%
At Masters Grade Level	2019	18%	24%	28%	25%	18%	31%	*	*	-	17%	8%	0%	31%	21%	10%	17%
	2018	15%	20%	17%	25%	13%	17%	*	17%	-	*	12%	0%	18%	13%	4%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	92%	89%	88%	93%	*	100%	-	80%	50%	100%	94%	89%	85%	85%
	2018	86%	91%	92%	100%	75%	95%	*	100%	*	90%	61%	*	94%	89%	75%	60%
At Meets Grade Level or Above	2019	55%	66%	65%	44%	46%	69%	*	100%	-	80%	33%	100%	66%	64%	42%	31%
	2018	49%	57%	61%	71%	40%	66%	*	60%	*	60%	21%	*	62%	60%	29%	20%
At Masters Grade Level	2019	28%	37%	39%	22%	24%	42%	*	67%	-	40%	10%	80%	39%	40%	23%	15%
	2018	27%	33%	36%	43%	23%	38%	*	20%	*	60%	9%	*	37%	35%	16%	10%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	97%	97%	89%	94%	97%	*	*	-	100%	69%	100%	97%	96%	92%	92%
	2018	86%	93%	92%	100%	80%	95%	*	*	*	71%	47%	*	93%	90%	85%	67%
At Meets Grade Level or Above	2019	57%	85%	83%	67%	76%	85%	*	*	-	86%	45%	100%	88%	74%	67%	77%
	2018	51%	74%	75%	60%	55%	79%	*	*	*	43%	29%	*	77%	69%	50%	33%
At Masters Grade Level	2019	17%	44%	39%	22%	18%	41%	*	*	-	71%	21%	38%	40%	34%	22%	23%
	2018	15%	35%	36%	40%	18%	39%	*	*	*	29%	9%	*	39%	29%	14%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	91%	93%	89%	85%	94%	*	100%	-	80%	63%	100%	94%	91%	86%	75%
	2018	76%	84%	84%	71%	66%	87%	*	100%	*	78%	44%	*	85%	83%	67%	40%
At Meets Grade Level or Above	2019	51%	64%	62%	33%	44%	65%	*	100%	-	60%	37%	80%	64%	57%	39%	42%
	2018	52%	61%	62%	57%	37%	65%	*	100%	*	78%	29%	*	65%	56%	37%	20%
At Masters Grade Level	2019	25%	31%	26%	11%	19%	28%	*	50%	-	20%	23%	40%	27%	25%	18%	8%
	2018	28%	34%	34%	43%	23%	36%	*	20%	*	22%	9%	*	32%	36%	6%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	83%	80%	67%	71%	82%	*	100%	-	80%	53%	80%	83%	74%	66%	62%
	2018	65%	78%	76%	71%	58%	78%	*	100%	*	80%	42%	*	77%	73%	55%	50%
At Meets Grade Level or Above	2019	37%	53%	53%	44%	45%	54%	*	83%	-	60%	40%	80%	55%	50%	40%	23%
	2018	36%	44%	40%	57%	25%	41%	*	60%	*	40%	30%	*	39%	42%	17%	10%
At Masters Grade Level	2019	21%	32%	34%	44%	29%	34%	*	33%	-	60%	13%	40%	34%	32%	22%	8%
	2018	21%	26%	23%	43%	11%	24%	*	60%	*	10%	6%	*	24%	21%	3%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	*
	2018	83%	93%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	69%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	*
	2018	55%	77%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	*
At Masters Grade Level	2019	37%	49%	96%	*	100%	95%	-	*	-	*	*	*	95%	100%	91%	*
	2018	32%	53%	96%	*	100%	96%	-	*	-	*	*	*	97%	93%	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	90%	79%	86%	91%	73%	91%	-	79%	61%	96%	91%	87%	80%	74%
	2018	77%	87%	88%	88%	79%	90%	73%	100%	*	81%	55%	91%	89%	87%	77%	71%
At Meets Grade Level or Above	2019	50%	64%	65%	41%	55%	68%	27%	86%	-	58%	37%	76%	68%	60%	47%	42%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	61%	62%	56%	47%	65%	23%	79%	*	59%	33%	68%	63%	59%	41%	33%
	2019	24%	32%	35%	24%	25%	38%	0%	54%	-	35%	14%	39%	37%	31%	21%	15%
	2018	22%	29%	33%	37%	20%	35%	14%	43%	*	30%	12%	40%	34%	31%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	89%	75%	87%	90%	80%	82%	-	80%	58%	100%	91%	85%	79%	72%
	2018	74%	85%	90%	94%	80%	91%	86%	100%	*	83%	61%	83%	90%	88%	77%	75%
At Meets Grade Level or Above	2019	48%	61%	62%	40%	51%	65%	20%	82%	-	56%	34%	71%	63%	59%	43%	30%
	2018	46%	60%	59%	56%	43%	62%	0%	69%	*	52%	29%	56%	60%	55%	38%	28%
At Masters Grade Level	2019	21%	28%	36%	20%	27%	38%	0%	55%	-	28%	10%	53%	37%	33%	22%	15%
	2018	19%	26%	34%	33%	20%	37%	0%	38%	*	31%	14%	33%	34%	34%	16%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	94%	90%	89%	96%	80%	91%	-	88%	70%	100%	95%	92%	87%	81%
	2018	81%	91%	93%	94%	87%	95%	71%	100%	*	79%	63%	100%	94%	92%	88%	81%
At Meets Grade Level or Above	2019	52%	68%	77%	50%	66%	80%	40%	82%	-	72%	41%	94%	80%	69%	59%	57%
	2018	50%	66%	74%	65%	61%	78%	29%	92%	*	66%	37%	89%	76%	71%	56%	58%
At Masters Grade Level	2019	26%	39%	42%	25%	27%	45%	0%	73%	-	48%	16%	39%	45%	34%	23%	19%
	2018	24%	35%	41%	41%	25%	44%	14%	62%	*	38%	15%	56%	44%	36%	18%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	85%	63%	88%	86%	*	*	-	58%	48%	83%	86%	83%	73%	67%
	2018	66%	77%	85%	88%	82%	86%	*	100%	-	*	41%	86%	86%	85%	74%	79%
At Meets Grade Level or Above	2019	38%	50%	57%	25%	52%	60%	*	*	-	33%	28%	33%	61%	48%	39%	50%
	2018	41%	52%	56%	38%	44%	59%	*	67%	-	*	41%	29%	56%	56%	35%	14%
At Masters Grade Level	2019	14%	19%	28%	25%	18%	31%	*	*	-	17%	8%	0%	31%	21%	10%	17%
	2018	13%	16%	17%	25%	13%	17%	*	17%	-	*	12%	0%	18%	13%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	93%	89%	85%	94%	*	100%	-	80%	63%	100%	94%	91%	86%	75%
	2018	80%	87%	84%	71%	66%	87%	*	100%	*	78%	44%	*	85%	83%	67%	40%
At Meets Grade Level or Above	2019	54%	65%	62%	33%	44%	65%	*	100%	-	60%	37%	80%	64%	57%	39%	42%
	2018	51%	61%	62%	57%	37%	65%	*	100%	*	78%	29%	*	65%	56%	37%	20%
At Masters Grade Level	2019	25%	28%	26%	11%	19%	28%	*	50%	-	20%	23%	40%	27%	25%	18%	8%
	2018	23%	28%	34%	43%	23%	36%	*	20%	*	22%	9%	*	32%	36%	6%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	80%	67%	71%	82%	*	100%	-	80%	53%	80%	83%	74%	66%	62%
	2018	78%	86%	76%	71%	58%	78%	*	100%	*	80%	42%	*	77%	73%	55%	50%
At Meets Grade Level or Above	2019	55%	70%	53%	44%	45%	54%	*	83%	-	60%	40%	80%	55%	50%	40%	23%
	2018	53%	63%	40%	57%	25%	41%	*	60%	*	40%	30%	*	39%	42%	17%	10%
At Masters Grade Level	2019	33%	44%	34%	44%	29%	34%	*	33%	-	60%	13%	40%	34%	32%	22%	8%
	2018	31%	38%	23%	43%	11%	24%	*	60%	*	10%	6%	*	24%	21%	3%	10%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	52	*	59	50	*	*	-	44	50	67	53	51	49	50
	2018	47	49	53	*	55	53	*	*	-	38	60	44	54	51	51	36
Grade 6 Mathematics	2019	54	73	75	*	76	75	*	*	-	88	48	93	78	71	69	77
	2018	56	68	74	*	78	74	*	*	-	69	64	94	73	75	72	83
Grade 7 ELA/Reading	2019	77	78	79	56	82	79	*	*	-	91	68	83	79	80	79	82
	2018	76	75	78	94	72	79	*	83	-	*	82	100	77	80	73	97
Grade 7 Mathematics	2019	62	74	71	67	79	70	*	-	-	71	50	*	73	69	71	69
	2018	67	71	80	60	85	80	*	*	-	*	78	100	80	80	77	100
Grade 8 ELA/Reading	2019	77	78	76	89	71	76	*	83	-	100	53	80	76	74	67	58
	2018	79	80	82	93	85	82	*	100	*	67	78	*	83	81	79	75
Grade 8 Mathematics	2019	82	87	81	81	73	81	*	*	-	100	94	50	81	80	85	81
	2018	81	83	79	100	74	79	*	*	*	80	58	*	81	74	74	67
End of Course Algebra I	2019	75	73	98	*	100	98	-	*	-	*	*	*	98	100	100	*
	2018	72	82	99	*	100	100	-	*	-	*	*	*	100	96	*	*
All Grades Both Subjects	2019	69	74	75	74	74	74	85	77	-	82	62	76	76	72	71	70
	2018	69	71	75	89	75	75	57	87	*	66	69	82	75	75	71	80
All Grades ELA/Reading	2019	68	70	70	73	70	69	80	73	-	77	57	76	70	68	65	61
	2018	69	68	71	91	70	71	64	88	*	56	73	72	71	71	68	77
All Grades Mathematics	2019	70	77	80	76	78	80	90	82	-	88	67	75	81	76	77	78
	2018	70	74	80	88	80	80	50	85	*	76	65	92	80	78	75	84

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	42%	*	52%	39%	*	*	-	60%	24%	37%	10%
	2018	38%	47%	48%	*	42%	50%	*	-	-	*	32%	40%	*
Mathematics	2019	45%	60%	63%	*	57%	64%	*	-	-	*	41%	48%	*
	2018	47%	56%	45%	*	39%	46%	*	-	*	*	27%	46%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	19%	18%	-	33%	*	-	*	-	*	*	33%	20%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	63%	60%	-	*	*	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	88%	90%	89%	84%	91%	*	100%	-	80%	40%	79%	*
Students Requiring Accelerated Instruction														
	2019	22%	12%	10%	11%	16%	9%	0%	0%	-	20%	60%	21%	*
STAAR Cumulative Met Standard														
	2019	85%	92%	93%	89%	88%	93%	*	100%	-	80%	44%	84%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	-	100%	100%	-	-	*	-	100%	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	96%	96%	78%	94%	97%	*	*	-	100%	63%	92%	*
Students Requiring Accelerated Instruction														
	2019	18%	4%	4%	22%	6%	3%	*	*	-	0%	38%	8%	*
STAAR Cumulative Met Standard														
	2019	88%	97%	97%	89%	94%	97%	*	*	-	100%	63%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,095
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	90%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	77%	87%	88%	-	-	-	-	-	29%	-	29%	-	29%	29%
At Meets Grade Level or Above	2019	50%	64%	65%	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	48%	61%	62%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	24%	32%	35%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	29%	33%	-	-	-	-	-	4%	-	4%	-	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	89%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	74%	85%	90%	-	-	-	-	-	38%	-	38%	-	38%	38%
At Meets Grade Level or Above	2019	48%	61%	62%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	46%	60%	59%	-	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	21%	28%	36%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	26%	34%	-	-	-	-	-	13%	-	13%	-	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	94%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	81%	91%	93%	-	-	-	-	-	38%	-	38%	-	38%	38%
At Meets Grade Level or Above	2019	52%	68%	77%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	50%	66%	74%	-	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	35%	41%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	85%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	77%	85%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	38%	50%	57%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	52%	56%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	14%	19%	28%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	16%	17%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	93%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	87%	84%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	65%	62%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	61%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	28%	26%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	28%	34%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	80%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	76%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	70%	53%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	40%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	44%	34%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	23%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	75%	-	-	-	-	-	52%	-	52%	-	52%	52%
	2018	69%	71%	75%	-	-	-	-	-	56%	-	56%	-	56%	56%
All Grades ELA/Reading	2019	68%	70%	70%	-	-	-	-	-	45%	-	45%	-	45%	45%
	2018	69%	68%	71%	-	-	-	-	-	56%	-	56%	-	56%	56%
All Grades Mathematics	2019	70%	77%	80%	-	-	-	-	-	57%	-	57%	-	57%	57%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,095
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	2018	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	74%	80%	-	-	-	-	-	56%	-	56%	-	56%	56%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	42%	-	-	-	-	-	10%	-	10%	-	10%	10%
	2018	38%	47%	48%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	60%	63%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	56%	45%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	92%	98%	97%	100%	100%	-	100%	97%	96%	100%
Included in Accountability	94%	94%	93%	78%	91%	94%	88%	100%	-	94%	87%	90%	76%
Not Included in Accountability													
Mobile	4%	3%	4%	8%	5%	3%	12%	0%	-	6%	5%	5%	14%
Other Exclusions	1%	0%	1%	6%	2%	0%	0%	0%	-	0%	5%	1%	10%
Not Tested	1%	2%	3%	8%	2%	3%	0%	0%	-	0%	3%	4%	0%
Absent	1%	2%	3%	7%	2%	3%	0%	0%	-	0%	3%	4%	0%
Other	0%	0%	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	96%	95%	97%	96%	96%	100%	*	96%	95%	97%	100%
Included in Accountability	94%	94%	93%	92%	93%	93%	96%	100%	*	91%	91%	92%	100%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	3%	3%	0%	0%	*	4%	2%	4%	0%
Other Exclusions	1%	0%	0%	3%	0%	0%	0%	0%	*	0%	2%	0%	0%
Not Tested	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Absent	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	96.2%	97.1%	96.3%	96.1%	*	97.9%	-	97.5%	94.6%	94.9%	96.7%
2017-18	95.4%	95.2%	96.0%	97.7%	96.3%	95.9%	95.3%	97.7%	*	96.6%	94.6%	94.3%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	0.6%	0.0%	1.7%	0.5%	*	0.0%	-	0.0%	2.7%	0.5%	14.3%
2017-18	0.4%	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,095	100.0%	8,999	5,479,173	1,095	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.1%	4.5%
Kindergarten	0	0.0%	6.1%	7.0%	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.4%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	362	33.1%	7.8%	7.7%	362	33.1%	7.8%	7.7%
Grade 7	361	33.0%	8.5%	7.7%	361	33.0%	8.5%	7.7%
Grade 8	372	34.0%	8.3%	7.5%	372	34.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	19	1.7%	3.0%	12.6%	19	1.7%	3.0%	12.6%
Hispanic	191	17.4%	16.0%	52.8%	191	17.4%	16.0%	52.8%
White	844	77.1%	76.4%	27.0%	844	77.1%	76.5%	27.0%
American Indian	4	0.4%	0.4%	0.4%	4	0.4%	0.4%	0.4%
Asian	6	0.5%	0.9%	4.6%	6	0.5%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	31	2.8%	3.2%	2.5%	31	2.8%	3.2%	2.5%
Sex:								
Female	535	48.9%	48.4%	48.8%	535	48.9%	48.4%	48.8%
Male	560	51.1%	51.6%	51.2%	560	51.1%	51.6%	51.2%
Economically Disadvantaged	266	24.3%	26.4%	60.3%	266	24.3%	26.5%	60.2%
Non-Educationally Disadvantaged	829	75.7%	73.6%	39.7%	829	75.7%	73.5%	39.8%
Section 504 Students	157	14.3%	10.9%	6.9%	157	14.3%	10.9%	6.9%
English Learners (EL)	27	2.5%	2.2%	20.3%	27	2.5%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.2%	0.8%	1.5%				
Students w/ Dyslexia	89	8.1%	5.0%	4.1%	89	8.1%	5.0%	4.1%
Foster Care	5	0.5%	0.4%	0.3%	5	0.5%	0.4%	0.3%
Homeless	1	0.1%	0.2%	1.4%	1	0.1%	0.2%	1.4%
Immigrant	4	0.4%	0.4%	2.3%	4	0.4%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.1%	18.9%	65.1%	1	0.1%	18.9%	65.1%
Military Connected	1	0.1%	0.4%	1.9%	1	0.1%	0.4%	1.9%
At-Risk	338	30.9%	30.0%	50.6%	338	30.9%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	27	2.5%	3.0%	20.6%	27	2.5%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	113	10.3%	7.0%	8.1%	113	10.3%	7.0%	8.1%
Special Education	87	7.9%	8.4%	10.5%	87	7.9%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	43	49.4%	36.9%	42.4%				
Students with Physical Disabilities	9	10.3%	26.5%	21.4%				
Students with Autism	16	18.4%	**	13.8%				
Students with Behavioral Disabilities	19	21.8%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	89	7.8%	9.4%	15.3%				
By Ethnicity:								
African American	4	0.4%						
Hispanic	17	1.5%						
White	63	5.5%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	57	8.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.0%	5.5%
Grade 1	-	2.6%	2.9%	-	8.3%	4.9%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.3%	0.5%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.6	19.0
Grade 1	-	18.9	18.9
Grade 2	-	18.7	18.8
Grade 3	-	18.5	19.0
Grade 4	-	18.8	19.2
Grade 5	-	20.6	20.9
Grade 6	24.2	22.7	20.4
Secondary:			
English/Language Arts	23.4	19.5	16.4
Foreign Languages	17.9	22.4	18.7
Mathematics	23.7	21.4	17.8
Science	23.7	22.1	18.8
Social Studies	24.5	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	88.1	100.0%	100.0%	100.0%
Professional Staff:	77.1	87.5%	67.4%	63.7%
Teachers	69.3	78.6%	55.4%	49.4%
Professional Support	4.9	5.5%	8.5%	10.2%
Campus Administration (School Leadership)	3.0	3.4%	2.6%	3.0%
Educational Aides:	11.0	12.5%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	1.0	n/a	2.0	595.0
Counselors				
Full-time	2.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	8.4	9.5%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.4%	1.3%	10.8%
Hispanic	3.4	4.9%	6.2%	28.1%
White	63.9	92.2%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.4%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	7.5	10.9%	17.2%	23.8%
Females	61.7	89.1%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.5	0.6%	1.0%	1.3%
Bachelors	56.0	80.9%	74.3%	73.4%
Masters	11.8	17.0%	23.9%	24.5%
Doctorate	1.0	1.4%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.5	2.1%	2.1%	7.4%
1-5 Years Experience	16.3	23.5%	17.8%	27.9%
6-10 Years Experience	10.7	15.5%	19.2%	19.4%
11-20 Years Experience	25.2	36.3%	39.0%	29.4%
Over 20 Years Experience	15.6	22.6%	21.9%	15.9%
Number of Students per Teacher	15.8	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.3	6.2
Average Years Experience of Principals with District	5.0	5.1	5.3
Average Years Experience of Assistant Principals	7.0	7.2	5.3
Average Years Experience of Assistant Principals with District	6.5	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.0	13.8	11.1
Average Years Experience of Teachers with District:	7.9	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,569	\$48,195	\$49,868
1-5 Years Experience	\$51,868	\$52,210	\$52,823
6-10 Years Experience	\$55,345	\$55,796	\$55,756
11-20 Years Experience	\$58,186	\$58,599	\$59,308
Over 20 Years Experience	\$63,656	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,232	\$58,010	\$57,091
Professional Support	\$63,204	\$64,376	\$67,352
Campus Administration (School Leadership)	\$80,707	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,095
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	0.5	0.7%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	55.8	80.6%	75.1%	70.9%
Special Education	12.9	18.7%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LINCOLN EL**

Campus Number: **170903102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	83%	*	81%	88%	*	-	-	*	50%	*	82%	86%	81%	78%
At Meets Grade Level or Above	2019	45%	58%	56%	*	50%	61%	*	-	-	*	50%	*	55%	59%	57%	44%
At Masters Grade Level	2019	27%	36%	27%	*	19%	30%	*	-	-	*	10%	*	33%	14%	24%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	90%	*	81%	93%	*	-	-	*	60%	*	89%	91%	90%	89%
At Meets Grade Level or Above	2019	49%	61%	55%	*	56%	58%	*	-	-	*	40%	*	55%	55%	52%	67%
At Masters Grade Level	2019	25%	34%	33%	*	31%	35%	*	-	-	*	20%	*	38%	23%	19%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	81%	80%	67%	88%	*	*	-	50%	55%	-	85%	71%	61%	64%
At Meets Grade Level or Above	2019	44%	58%	51%	20%	40%	59%	*	*	-	38%	27%	-	51%	50%	29%	18%
At Masters Grade Level	2019	22%	30%	26%	20%	13%	32%	*	*	-	13%	18%	-	28%	21%	4%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	81%	60%	73%	86%	*	*	-	57%	45%	-	82%	78%	67%	55%
At Meets Grade Level or Above	2019	48%	60%	57%	60%	40%	64%	*	*	-	29%	27%	-	57%	56%	44%	27%
At Masters Grade Level	2019	28%	36%	34%	0%	13%	44%	*	*	-	29%	18%	-	34%	33%	22%	9%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	75%	40%	67%	83%	-	*	-	50%	36%	-	78%	68%	59%	64%
At Meets Grade Level or Above	2019	35%	43%	41%	20%	40%	45%	-	*	-	38%	36%	-	42%	39%	22%	36%
At Masters Grade Level	2019	11%	13%	10%	0%	13%	12%	-	*	-	0%	18%	-	10%	11%	4%	18%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	96%	*	86%	99%	-	*	-	*	*	-	95%	97%	90%	83%
At Meets Grade Level or Above	2019	54%	68%	60%	*	50%	62%	-	*	-	*	*	-	59%	61%	45%	33%
At Masters Grade Level	2019	29%	40%	25%	*	14%	28%	-	*	-	*	*	-	27%	19%	10%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	90%	*	77%	93%	-	*	-	*	*	-	92%	84%	86%	75%
At Meets Grade Level or Above	2019	58%	68%	42%	*	32%	46%	-	*	-	*	*	-	41%	45%	28%	17%
At Masters Grade Level	2019	36%	46%	26%	*	23%	28%	-	*	-	*	*	-	24%	29%	10%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	72%	*	62%	74%	-	*	-	*	*	-	75%	67%	62%	50%
At Meets Grade Level or Above	2019	49%	58%	39%	*	14%	45%	-	*	-	*	*	-	40%	37%	23%	0%
At Masters Grade Level	2019	24%	28%	13%	*	5%	15%	-	*	-	*	*	-	13%	13%	4%	0%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	83%	68%	75%	88%	*	100%	-	60%	48%	*	85%	80%	74%	69%
At Meets Grade Level or Above	2019	50%	64%	50%	36%	39%	55%	*	44%	-	33%	34%	*	50%	50%	37%	29%
At Masters Grade Level	2019	24%	32%	24%	7%	16%	28%	*	33%	-	17%	15%	*	26%	21%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	87%	70%	79%	92%	*	*	-	64%	56%	*	88%	85%	77%	75%
At Meets Grade Level or Above	2019	48%	61%	56%	30%	47%	61%	*	*	-	36%	36%	*	55%	57%	42%	31%
At Masters Grade Level	2019	21%	28%	26%	20%	15%	30%	*	*	-	18%	12%	*	29%	19%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	87%	70%	77%	91%	*	*	-	70%	48%	*	88%	84%	81%	72%
At Meets Grade Level or Above	2019	52%	68%	51%	40%	42%	56%	*	*	-	30%	32%	*	51%	51%	40%	34%
At Masters Grade Level	2019	26%	39%	31%	0%	23%	35%	*	*	-	30%	20%	*	32%	29%	17%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	75%	40%	67%	83%	-	*	-	50%	36%	-	78%	68%	59%	64%
At Meets Grade Level or Above	2019	38%	50%	41%	20%	40%	45%	-	*	-	38%	36%	-	42%	39%	22%	36%
At Masters Grade Level	2019	14%	19%	10%	0%	13%	12%	-	*	-	0%	18%	-	10%	11%	4%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	72%	*	62%	74%	-	*	-	*	*	-	75%	67%	62%	50%
At Meets Grade Level or Above	2019	54%	65%	39%	*	14%	45%	-	*	-	*	*	-	40%	37%	23%	0%
At Masters Grade Level	2019	25%	28%	13%	*	5%	15%	-	*	-	*	*	-	13%	13%	4%	0%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	60	56	70	*	*	-	29	45	-	66	59	57	83
	2018	63	58	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	70	71	60	61	77	*	*	-	58	64	-	66	83	67	45
	2018	65	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	83	76	*	62	79	-	*	-	*	*	-	75	76	75	64
	2018	80	78	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	84	70	*	73	69	-	*	-	*	*	-	74	63	64	63
	2018	81	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	74	70	69	64	74	*	67	-	47	60	-	71	70	66	61
	2018	69	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	70	70	75	60	75	*	*	-	38	53	-	71	68	67	71
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	77	71	63	68	73	*	*	-	57	67	-	70	72	66	54
	2018	70	74	-	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2018	47%	56%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	47%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	49%	64%	*	20%	75%	-	-	-	*	33%	57%	40%
Mathematics	2019	45%	60%	36%	*	33%	41%	-	-	-	*	14%	41%	20%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	*	81%	90%	-	*	-	*	*	82%	40%
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	*	19%	10%	-	*	-	*	*	18%	60%
STAAR Cumulative Met Standard														
	2019	86%	95%	96%	*	86%	99%	-	*	-	*	*	90%	60%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	84%	*	71%	87%	-	*	-	*	*	79%	20%
Students Requiring Accelerated Instruction														
	2019	17%	7%	16%	*	29%	13%	-	*	-	*	*	21%	80%
STAAR Cumulative Met Standard														
	2019	90%	95%	90%	*	76%	93%	-	*	-	*	*	86%	40%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 515
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	83%	52%	-	-	52%	-	*	*	-	-	55%	55%
	2018	77%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	64%	50%	25%	-	-	25%	-	*	*	-	-	27%	27%
	2018	48%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	32%	24%	8%	-	-	8%	-	*	*	-	-	7%	7%
	2018	22%	29%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	87%	60%	-	-	60%	-	*	*	-	-	64%	64%
	2018	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	61%	56%	20%	-	-	20%	-	*	*	-	-	23%	23%
	2018	46%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	28%	26%	5%	-	-	5%	-	*	*	-	-	5%	5%
	2018	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	87%	55%	-	-	55%	-	*	*	-	-	59%	59%
	2018	81%	91%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	68%	51%	30%	-	-	30%	-	*	*	-	-	32%	32%
	2018	50%	66%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	39%	31%	10%	-	-	10%	-	*	*	-	-	9%	9%
	2018	24%	35%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	75%	50%	-	-	50%	-	-	-	-	-	50%	50%
	2018	66%	77%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	50%	41%	38%	-	-	38%	-	-	-	-	-	38%	38%
	2018	41%	52%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	10%	13%	-	-	13%	-	-	-	-	-	13%	13%
	2018	13%	16%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	72%	*	-	-	*	-	-	-	-	-	*	*
	2018	80%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	39%	*	-	-	*	-	-	-	-	-	*	*
	2018	51%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	13%	*	-	-	*	-	-	-	-	-	*	*
	2018	23%	28%	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	70%	56%	-	-	56%	-	*	*	-	-	58%	58%
	2018	69%	71%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	70%	70%	92%	-	-	92%	-	*	*	-	-	93%	93%
	2018	69%	68%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	77%	71%	38%	-	-	38%	-	*	*	-	-	38%	38%
	2018	70%	74%	-	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	64%	40%	-	-	40%	-	-	-	-	-	40%	40%
	2018	38%	47%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	60%	36%	20%	-	-	20%	-	-	-	-	-	20%	20%
	2018	47%	56%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	99%	98%	80%	100%	-	100%	100%	98%	98%
Included in Accountability	94%	94%	94%	76%	95%	95%	80%	100%	-	100%	96%	87%	93%
Not Included in Accountability													
Mobile	4%	3%	5%	24%	5%	4%	0%	0%	-	0%	4%	11%	5%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	1%	2%	20%	0%	-	0%	0%	2%	2%
Absent	1%	2%	1%	0%	1%	2%	20%	0%	-	0%	0%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	96.1%	96.4%	96.4%	96.0%	*	*	-	96.2%	96.2%	95.7%	96.9%
2017-18	95.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	515	100.0%	8,999	5,479,173	516	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	30	5.8%	2.1%	4.5%	30	5.8%	2.1%	4.5%
Kindergarten	77	15.0%	6.1%	7.0%	77	14.9%	6.1%	7.0%
Grade 1	68	13.2%	6.5%	7.1%	68	13.2%	6.5%	7.1%
Grade 2	76	14.8%	7.2%	7.1%	76	14.7%	7.2%	7.1%
Grade 3	80	15.5%	7.2%	7.1%	80	15.5%	7.2%	7.1%
Grade 4	86	16.7%	7.0%	7.3%	86	16.7%	7.0%	7.3%
Grade 5	98	19.0%	7.4%	7.6%	98	19.0%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	38	7.4%	3.0%	12.6%	38	7.4%	3.0%	12.6%
Hispanic	126	24.5%	16.0%	52.8%	126	24.4%	16.0%	52.8%
White	331	64.3%	76.4%	27.0%	332	64.3%	76.5%	27.0%
American Indian	2	0.4%	0.4%	0.4%	2	0.4%	0.4%	0.4%
Asian	0	0.0%	0.9%	4.6%	0	0.0%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	18	3.5%	3.2%	2.5%	18	3.5%	3.2%	2.5%
Sex:								
Female	258	50.1%	48.4%	48.8%	258	50.0%	48.4%	48.8%
Male	257	49.9%	51.6%	51.2%	258	50.0%	51.6%	51.2%
Economically Disadvantaged	236	45.8%	26.4%	60.3%	237	45.9%	26.5%	60.2%
Non-Educationally Disadvantaged	279	54.2%	73.6%	39.7%	279	54.1%	73.5%	39.8%
Section 504 Students	58	11.3%	10.9%	6.9%	58	11.2%	10.9%	6.9%
English Learners (EL)	66	12.8%	2.2%	20.3%	66	12.8%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.4%	0.8%	1.5%				
Students w/ Dyslexia	33	6.4%	5.0%	4.1%	33	6.4%	5.0%	4.1%
Foster Care	4	0.8%	0.4%	0.3%	4	0.8%	0.4%	0.3%
Homeless	2	0.4%	0.2%	1.4%	2	0.4%	0.2%	1.4%
Immigrant	9	1.7%	0.4%	2.3%	9	1.7%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	514	99.8%	18.9%	65.1%	515	99.8%	18.9%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	214	41.6%	30.0%	50.6%	214	41.5%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	106	20.6%	3.0%	20.6%	106	20.5%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	27	5.2%	7.0%	8.1%	27	5.2%	7.0%	8.1%
Special Education	62	12.0%	8.4%	10.5%	63	12.2%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	37.1%	36.9%	42.4%				
Students with Physical Disabilities	26	41.9%	26.5%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	65	14.3%	9.4%	15.3%				
By Ethnicity:								
African American	12	2.6%						
Hispanic	14	3.1%						
White	37	8.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	49	12.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.0%	5.5%
Grade 1	1.8%	2.6%	2.9%	20.0%	8.3%	4.9%
Grade 2	0.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.6	19.0
Grade 1	16.7	18.9	18.9
Grade 2	18.8	18.7	18.8
Grade 3	14.9	18.5	19.0
Grade 4	16.9	18.8	19.2
Grade 5	20.0	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.0	100.0%	100.0%	100.0%
Professional Staff:	44.0	80.0%	67.4%	63.7%
Teachers	37.5	68.2%	55.4%	49.4%
Professional Support	4.5	8.2%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	3.6%	2.6%	3.0%
Educational Aides:	11.0	20.0%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	12.0	21.8%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	8.0%	1.3%	10.8%
Hispanic	6.0	16.0%	6.2%	28.1%
White	28.5	76.0%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	2.0	5.3%	17.2%	23.8%
Females	35.5	94.7%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	25.5	68.0%	74.3%	73.4%
Masters	12.0	32.0%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.3%	2.1%	7.4%
1-5 Years Experience	8.0	21.3%	17.8%	27.9%
6-10 Years Experience	9.5	25.3%	19.2%	19.4%
11-20 Years Experience	11.0	29.3%	39.0%	29.4%
Over 20 Years Experience	7.0	18.7%	21.9%	15.9%
Number of Students per Teacher	13.7	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.3	6.2
Average Years Experience of Principals with District	2.0	5.1	5.3
Average Years Experience of Assistant Principals	2.0	7.2	5.3
Average Years Experience of Assistant Principals with District	2.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.6	13.8	11.1
Average Years Experience of Teachers with District:	8.1	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,075	\$48,195	\$49,868
1-5 Years Experience	\$52,409	\$52,210	\$52,823
6-10 Years Experience	\$55,451	\$55,796	\$55,756
11-20 Years Experience	\$59,228	\$58,599	\$59,308
Over 20 Years Experience	\$64,342	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,336	\$58,010	\$57,091
Professional Support	\$61,842	\$64,376	\$67,352
Campus Administration (School Leadership)	\$77,491	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.1	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 515
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	4.0	10.7%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	29.5	78.7%	75.1%	70.9%
Special Education	3.5	9.3%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY EL**

Campus Number: **170903103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	89%	95%	-	86%	97%	-	*	-	*	-	94%	100%	100%	-
	2018	77%	88%	82%	40%	74%	87%	*	*	89%	58%	*	79%	92%	71%	45%
At Meets Grade Level or Above	2019	45%	58%	59%	-	43%	61%	-	*	-	*	-	56%	67%	38%	-
	2018	43%	53%	52%	20%	42%	57%	*	*	56%	25%	*	47%	67%	37%	18%
At Masters Grade Level	2019	27%	36%	43%	-	29%	44%	-	*	-	*	-	41%	50%	13%	-
	2018	25%	35%	35%	0%	42%	40%	*	*	22%	17%	*	32%	44%	17%	18%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	90%	89%	-	100%	86%	-	*	-	*	-	88%	92%	88%	-
	2018	78%	88%	84%	70%	79%	86%	*	*	78%	50%	*	84%	83%	72%	64%
At Meets Grade Level or Above	2019	49%	61%	64%	-	86%	58%	-	*	-	*	-	69%	50%	38%	-
	2018	47%	56%	51%	10%	37%	58%	*	*	44%	8%	*	48%	58%	34%	18%
At Masters Grade Level	2019	25%	34%	25%	-	29%	22%	-	*	-	*	-	25%	25%	25%	-
	2018	23%	29%	29%	0%	26%	30%	*	*	33%	8%	*	27%	33%	14%	18%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	86%	82%	*	75%	86%	-	*	-	*	*	76%	90%	69%	-
	2018	73%	86%	90%	67%	80%	93%	-	*	-	*	*	90%	88%	75%	69%
At Meets Grade Level or Above	2019	44%	58%	36%	*	0%	42%	-	*	-	*	-	32%	41%	17%	-
	2018	46%	58%	56%	33%	48%	59%	-	*	-	*	*	58%	52%	40%	38%
At Masters Grade Level	2019	22%	30%	14%	*	0%	14%	-	*	-	*	-	14%	14%	3%	-
	2018	24%	30%	31%	0%	24%	33%	-	*	-	*	*	30%	34%	17%	15%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	87%	80%	*	75%	82%	-	*	-	*	*	78%	83%	72%	-
	2018	78%	87%	86%	83%	72%	89%	-	*	-	*	*	84%	88%	74%	69%
At Meets Grade Level or Above	2019	48%	60%	59%	*	50%	64%	-	*	-	*	-	54%	66%	38%	-
	2018	49%	58%	51%	33%	28%	58%	-	*	-	*	*	48%	55%	30%	15%
At Masters Grade Level	2019	28%	36%	32%	*	13%	36%	-	*	-	*	-	30%	34%	21%	-
	2018	27%	33%	25%	17%	16%	27%	-	*	-	*	*	28%	20%	11%	15%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	77%	67%	*	50%	73%	-	*	-	*	*	61%	75%	52%	-
	2018	63%	71%	69%	60%	48%	73%	-	*	-	*	*	68%	71%	57%	54%
At Meets Grade Level or Above	2019	35%	43%	30%	*	25%	33%	-	*	-	*	-	28%	32%	22%	-
	2018	39%	48%	42%	20%	36%	43%	-	*	-	*	*	39%	46%	23%	23%
At Masters Grade Level	2019	11%	13%	3%	*	0%	4%	-	*	-	*	-	3%	4%	0%	-
	2018	11%	11%	8%	0%	8%	7%	-	*	-	*	*	4%	17%	2%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	98%	*	100%	100%	-	-	-	*	*	-	100%	95%	91%	-
	2018	84%	92%	90%	69%	81%	95%	-	-	*	*	60%	*	89%	92%	79%	85%
At Meets Grade Level or Above	2019	54%	68%	73%	*	60%	77%	-	-	-	*	*	-	74%	71%	64%	-
	2018	54%	68%	61%	44%	56%	65%	-	-	*	*	30%	*	63%	57%	49%	46%
At Masters Grade Level	2019	29%	40%	48%	*	40%	49%	-	-	-	*	*	-	44%	52%	55%	-
	2018	26%	34%	38%	13%	30%	44%	-	-	*	*	0%	*	41%	33%	25%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
	2018	91%	96%	95%	88%	96%	97%	-	-	*	*	50%	*	94%	98%	93%	100%
At Meets Grade Level or Above	2019	58%	68%	83%	*	40%	90%	-	-	-	*	*	-	85%	81%	55%	-
	2018	58%	68%	69%	38%	63%	77%	-	-	*	*	30%	*	70%	67%	53%	62%
At Masters Grade Level	2019	36%	46%	65%	*	20%	72%	-	-	-	*	*	-	63%	67%	27%	-
	2018	30%	37%	38%	25%	19%	46%	-	-	*	*	20%	*	38%	37%	23%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	94%	*	*	97%	-	-	-	*	*	-	96%	90%	90%	-
	2018	76%	84%	80%	53%	74%	86%	-	-	*	*	40%	*	82%	78%	73%	77%
At Meets Grade Level or Above	2019	49%	58%	66%	*	*	72%	-	-	-	*	*	-	74%	55%	20%	-
	2018	41%	46%	43%	33%	33%	47%	-	-	*	*	30%	*	43%	43%	34%	23%
At Masters Grade Level	2019	24%	28%	28%	*	*	31%	-	-	-	*	*	-	30%	25%	10%	-
	2018	17%	19%	16%	0%	11%	21%	-	-	*	*	20%	*	16%	16%	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	87%	67%	81%	89%	-	100%	-	67%	64%	-	85%	89%	75%	-
	2018	77%	87%	85%	67%	76%	88%	*	100%	*	88%	55%	82%	84%	86%	75%	71%
At Meets Grade Level or Above	2019	50%	64%	57%	22%	40%	61%	-	80%	-	53%	32%	-	57%	56%	32%	-
	2018	48%	61%	53%	31%	43%	58%	*	60%	*	55%	29%	45%	52%	55%	38%	31%
At Masters Grade Level	2019	24%	32%	30%	11%	17%	33%	-	60%	-	33%	9%	-	29%	31%	15%	-
	2018	22%	29%	28%	8%	21%	31%	*	50%	*	30%	14%	18%	28%	29%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	91%	50%	85%	94%	-	*	-	80%	75%	-	89%	94%	79%	-
	2018	74%	85%	87%	59%	79%	92%	*	*	*	86%	62%	*	86%	90%	75%	68%
At Meets Grade Level or Above	2019	48%	61%	54%	17%	30%	58%	-	*	-	60%	25%	-	52%	56%	31%	-
	2018	46%	60%	56%	34%	49%	60%	*	*	*	57%	31%	*	56%	58%	42%	35%
At Masters Grade Level	2019	21%	28%	32%	17%	20%	34%	-	*	-	60%	13%	-	31%	34%	17%	-
	2018	19%	26%	35%	6%	31%	39%	*	*	*	36%	12%	*	35%	36%	20%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	89%	100%	90%	89%	-	*	-	60%	63%	-	88%	90%	81%	-
	2018	81%	91%	88%	81%	83%	91%	*	*	*	86%	50%	*	88%	90%	80%	78%
At Meets Grade Level or Above	2019	52%	68%	68%	33%	60%	70%	-	*	-	60%	38%	-	68%	68%	42%	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	66%	57%	28%	44%	64%	*	*	*	43%	23%	*	56%	60%	40%	32%
	2019	26%	39%	40%	17%	20%	43%	-	*	-	40%	0%	-	38%	44%	23%	-
	2018	24%	35%	31%	16%	20%	35%	*	*	*	29%	15%	*	31%	30%	16%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	67%	*	50%	73%	-	*	-	*	*	-	61%	75%	52%	-
	2018	66%	77%	69%	60%	48%	73%	-	*	-	*	*	*	68%	71%	57%	54%
	2019	38%	50%	30%	*	25%	33%	-	*	-	*	*	-	28%	32%	22%	-
At Meets Grade Level or Above	2018	41%	52%	42%	20%	36%	43%	-	*	-	*	*	*	39%	46%	23%	23%
	2019	14%	19%	3%	*	0%	4%	-	*	-	*	*	-	3%	4%	0%	-
	2018	13%	16%	8%	0%	8%	7%	-	*	-	*	*	*	4%	17%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	94%	*	*	97%	-	-	-	*	*	-	96%	90%	90%	-
	2018	80%	87%	80%	53%	74%	86%	-	-	*	*	40%	*	82%	78%	73%	77%
	2019	54%	65%	66%	*	*	72%	-	-	-	*	*	-	74%	55%	20%	-
At Meets Grade Level or Above	2018	51%	61%	43%	33%	33%	47%	-	-	*	*	30%	*	43%	43%	34%	23%
	2019	25%	28%	28%	*	*	31%	-	-	-	*	*	-	30%	25%	10%	-
	2018	23%	28%	16%	0%	11%	21%	-	-	*	*	20%	*	16%	16%	7%	0%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	43	*	21	46	-	*	-	*	*	-	45	42	29	-
	2018	63	58	57	17	57	58	-	*	-	*	*	-	58	56	44	41
Grade 4 Mathematics	2019	65	70	62	*	43	69	-	*	-	*	*	-	62	62	52	-
	2018	65	59	48	33	50	48	-	*	-	*	*	-	52	38	36	25
Grade 5 ELA/Reading	2019	81	83	91	*	70	93	-	-	-	-	*	-	89	94	91	-
	2018	80	78	73	72	77	74	-	-	*	*	50	*	75	70	68	73
Grade 5 Mathematics	2019	83	84	94	*	100	93	-	-	-	-	*	-	93	97	95	-
	2018	81	77	78	88	70	80	-	-	*	*	75	*	78	80	77	69
All Grades Both Subjects	2019	69	74	69	67	54	73	-	*	-	38	71	-	69	70	56	-
	2018	69	71	65	65	64	66	-	*	*	67	66	*	67	62	58	53
All Grades ELA/Reading	2019	68	70	63	67	42	66	-	*	-	*	75	-	63	63	47	-
	2018	69	68	66	57	67	67	-	*	*	*	59	*	67	64	57	58
All Grades Mathematics	2019	70	77	75	67	67	80	-	*	-	*	67	-	75	76	64	-
	2018	70	74	65	73	60	65	-	*	*	*	73	*	67	60	59	48

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	*	*	75%	-	-	-	*	*	38%	-
	2018	38%	47%	48%	*	*	75%	-	-	-	*	*	26%	*
Mathematics	2019	45%	60%	55%	*	*	50%	-	-	-	*	*	33%	-
	2018	47%	56%	58%	*	*	56%	-	-	-	*	*	53%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	96%	*	100%	97%	-	-	-	*	*	91%	-
Students Requiring Accelerated Instruction														
	2019	22%	10%	4%	*	0%	3%	-	-	-	*	*	9%	-
STAAR Cumulative Met Standard														
	2019	86%	95%	98%	*	100%	100%	-	-	-	*	*	91%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	*	100%	-	-	-	*	*	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	96%	*	100%	97%	-	-	-	*	*	82%	-
Students Requiring Accelerated Instruction														
	2019	17%	7%	4%	*	0%	3%	-	-	-	*	*	18%	-
STAAR Cumulative Met Standard														
	2019	90%	95%	100%	*	100%	100%	-	-	-	*	*	100%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	*	-	*	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 430
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	-	-	-	-	-	-
	2018	77%	87%	85%	51%	-	-	51%	-	*	*	-	-	54%	54%
At Meets Grade Level or Above	2019	50%	64%	57%	-	-	-	-	-	-	-	-	-	-	-
	2018	48%	61%	53%	10%	-	-	10%	-	*	*	-	-	9%	9%
At Masters Grade Level	2019	24%	32%	30%	-	-	-	-	-	-	-	-	-	-	-
	2018	22%	29%	28%	4%	-	-	4%	-	*	*	-	-	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	91%	-	-	-	-	-	-	-	-	-	-	-
	2018	74%	85%	87%	40%	-	-	40%	-	*	*	-	-	43%	43%
At Meets Grade Level or Above	2019	48%	61%	54%	-	-	-	-	-	-	-	-	-	-	-
	2018	46%	60%	56%	10%	-	-	10%	-	*	*	-	-	10%	10%
At Masters Grade Level	2019	21%	28%	32%	-	-	-	-	-	-	-	-	-	-	-
	2018	19%	26%	35%	5%	-	-	5%	-	*	*	-	-	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	89%	-	-	-	-	-	-	-	-	-	-	-
	2018	81%	91%	88%	65%	-	-	65%	-	*	*	-	-	67%	67%
At Meets Grade Level or Above	2019	52%	68%	68%	-	-	-	-	-	-	-	-	-	-	-
	2018	50%	66%	57%	15%	-	-	15%	-	*	*	-	-	14%	14%
At Masters Grade Level	2019	26%	39%	40%	-	-	-	-	-	-	-	-	-	-	-
	2018	24%	35%	31%	5%	-	-	5%	-	*	*	-	-	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	67%	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	77%	69%	20%	-	-	20%	-	*	*	-	-	33%	33%
At Meets Grade Level or Above	2019	38%	50%	30%	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	52%	42%	0%	-	-	0%	-	*	*	-	-	0%	0%
At Masters Grade Level	2019	14%	19%	3%	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	16%	8%	0%	-	-	0%	-	*	*	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	94%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	80%	67%	-	-	67%	-	-	-	-	-	67%	67%
At Meets Grade Level or Above	2019	54%	65%	66%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	43%	0%	-	-	0%	-	-	-	-	-	0%	0%
At Masters Grade Level	2019	25%	28%	28%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	16%	0%	-	-	0%	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	74%	69%	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	71%	65%	58%	-	-	58%	-	*	*	-	-	57%	57%
All Grades ELA/Reading															
	2019	68%	70%	63%	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	68%	66%	61%	-	-	61%	-	*	*	-	-	65%	65%
All Grades Mathematics															
	2019	70%	77%	75%	-	-	-	-	-	-	-	-	-	-	-
	2018	70%	74%	65%	55%	-	-	55%	-	*	*	-	-	50%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	49%	57%	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	47%	48%	*	-	-	*	-	-	-	-	-	*	*
Mathematics															
	2019	45%	60%	55%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	58%	*	-	-	*	-	-	-	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	98%	-	100%	-	100%	100%	96%	*
Included in Accountability	94%	94%	92%	86%	88%	92%	-	100%	-	100%	71%	81%	*
Not Included in Accountability													
Mobile	4%	3%	6%	14%	10%	6%	-	0%	-	0%	29%	15%	*
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*
Not Tested	1%	2%	2%	0%	2%	2%	-	0%	-	0%	0%	4%	*
Absent	1%	2%	2%	0%	2%	2%	-	0%	-	0%	0%	4%	*
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	99%	100%	99%	*	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	93%	99%	94%	93%	*	91%	*	94%	89%	90%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	6%	6%	*	9%	*	6%	11%	8%	13%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	2%
Not Tested	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Absent	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.3%	96.3%	95.6%	95.2%	-	*	-	95.3%	92.3%	94.2%	*
2017-18	95.4%	95.2%	95.5%	96.4%	95.5%	95.5%	*	*	*	94.3%	94.7%	94.6%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	430	100.0%	8,999	5,479,173	432	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	2	0.5%	0.5%	0.5%
Pre-Kindergarten	21	4.9%	2.1%	4.5%	21	4.9%	2.1%	4.5%
Kindergarten	68	15.8%	6.1%	7.0%	68	15.7%	6.1%	7.0%
Grade 1	66	15.3%	6.5%	7.1%	66	15.3%	6.5%	7.1%
Grade 2	74	17.2%	7.2%	7.1%	74	17.1%	7.2%	7.1%
Grade 3	72	16.7%	7.2%	7.1%	72	16.7%	7.2%	7.1%
Grade 4	62	14.4%	7.0%	7.3%	62	14.4%	7.0%	7.3%
Grade 5	67	15.6%	7.4%	7.6%	67	15.5%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	23	5.3%	3.0%	12.6%	23	5.3%	3.0%	12.6%
Hispanic	63	14.7%	16.0%	52.8%	63	14.6%	16.0%	52.8%
White	322	74.9%	76.4%	27.0%	324	75.0%	76.5%	27.0%
American Indian	1	0.2%	0.4%	0.4%	1	0.2%	0.4%	0.4%
Asian	1	0.2%	0.9%	4.6%	1	0.2%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	20	4.7%	3.2%	2.5%	20	4.6%	3.2%	2.5%
Sex:								
Female	212	49.3%	48.4%	48.8%	213	49.3%	48.4%	48.8%
Male	218	50.7%	51.6%	51.2%	219	50.7%	51.6%	51.2%
Economically Disadvantaged	159	37.0%	26.4%	60.3%	161	37.3%	26.5%	60.2%
Non-Educationally Disadvantaged	271	63.0%	73.6%	39.7%	271	62.7%	73.5%	39.8%
Section 504 Students	31	7.2%	10.9%	6.9%	31	7.2%	10.9%	6.9%
English Learners (EL)	3	0.7%	2.2%	20.3%	3	0.7%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.8%	1.5%				
Students w/ Dyslexia	22	5.1%	5.0%	4.1%	22	5.1%	5.0%	4.1%
Foster Care	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Homeless	1	0.2%	0.2%	1.4%	1	0.2%	0.2%	1.4%
Immigrant	1	0.2%	0.4%	2.3%	1	0.2%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	430	100.0%	18.9%	65.1%	432	100.0%	18.9%	65.1%
Military Connected	3	0.7%	0.4%	1.9%	3	0.7%	0.4%	1.9%
At-Risk	141	32.8%	30.0%	50.6%	141	32.6%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	3	0.7%	3.0%	20.6%	3	0.7%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	25	5.8%	7.0%	8.1%	25	5.8%	7.0%	8.1%
Special Education	46	10.7%	8.4%	10.5%	48	11.1%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	46							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	37.0%	36.9%	42.4%				
Students with Physical Disabilities	15	32.6%	26.5%	21.4%				
Students with Autism	5	10.9%	**	13.8%				
Students with Behavioral Disabilities	9	19.6%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	42	12.6%	9.4%	15.3%				
By Ethnicity:								
African American	2	0.6%						
Hispanic	10	3.0%						
White	29	8.7%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	49	14.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.0%	5.5%
Grade 1	1.5%	2.6%	2.9%	14.3%	8.3%	4.9%
Grade 2	0.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.6	19.0
Grade 1	21.7	18.9	18.9
Grade 2	18.1	18.7	18.8
Grade 3	16.5	18.5	19.0
Grade 4	20.0	18.8	19.2
Grade 5	21.9	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	42.9	100.0%	100.0%	100.0%
Professional Staff:	38.0	88.6%	67.4%	63.7%
Teachers	30.5	71.1%	55.4%	49.4%
Professional Support	5.5	12.8%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	4.7%	2.6%	3.0%
Educational Aides:	4.9	11.4%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	2.0	4.7%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.3%	10.8%
Hispanic	1.0	3.3%	6.2%	28.1%
White	28.5	93.4%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.3%	0.2%	1.1%
Males	0.0	0.0%	17.2%	23.8%
Females	30.5	100.0%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	25.5	83.6%	74.3%	73.4%
Masters	5.0	16.4%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.3%	2.1%	7.4%
1-5 Years Experience	7.0	23.0%	17.8%	27.9%
6-10 Years Experience	9.5	31.1%	19.2%	19.4%
11-20 Years Experience	8.0	26.2%	39.0%	29.4%
Over 20 Years Experience	5.0	16.4%	21.9%	15.9%
Number of Students per Teacher	14.1	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	7.3	6.2
Average Years Experience of Principals with District	3.0	5.1	5.3
Average Years Experience of Assistant Principals	2.0	7.2	5.3
Average Years Experience of Assistant Principals with District	2.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.8	13.8	11.1
Average Years Experience of Teachers with District:	5.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,075	\$48,195	\$49,868
1-5 Years Experience	\$52,054	\$52,210	\$52,823
6-10 Years Experience	\$55,479	\$55,796	\$55,756
11-20 Years Experience	\$58,143	\$58,599	\$59,308
Over 20 Years Experience	\$64,468	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,721	\$58,010	\$57,091
Professional Support	\$61,907	\$64,376	\$67,352
Campus Administration (School Leadership)	\$83,941	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.5	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: MONTGOMERY EL
 Campus Number: 170903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 430
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	3.5	11.5%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	24.3	79.6%	75.1%	70.9%
Special Education	2.7	9.0%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **STEWART CREEK EL**

Campus Number: **170903104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	89%	*	76%	92%	-	*	-	*	83%	*	91%	84%	87%	77%
	2018	77%	88%	92%	*	86%	95%	-	*	*	*	86%	*	91%	96%	81%	69%
At Meets Grade Level or Above	2019	45%	58%	55%	*	40%	58%	-	*	-	*	17%	*	56%	53%	43%	46%
	2018	43%	53%	50%	*	46%	55%	-	*	*	*	0%	*	49%	56%	42%	31%
At Masters Grade Level	2019	27%	36%	33%	*	28%	35%	-	*	-	*	17%	*	31%	38%	20%	31%
	2018	25%	35%	34%	*	21%	42%	-	*	*	*	0%	*	33%	37%	23%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	91%	*	76%	95%	-	*	-	*	67%	*	92%	90%	87%	77%
	2018	78%	88%	91%	*	81%	95%	-	*	*	*	86%	*	92%	88%	81%	62%
At Meets Grade Level or Above	2019	49%	61%	59%	*	36%	63%	-	*	-	*	33%	*	61%	52%	40%	54%
	2018	47%	56%	59%	*	44%	70%	-	*	*	*	29%	*	60%	58%	42%	23%
At Masters Grade Level	2019	25%	34%	33%	*	24%	36%	-	*	-	*	0%	*	33%	32%	17%	31%
	2018	23%	29%	33%	*	26%	38%	-	*	*	*	14%	*	32%	35%	26%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	84%	*	70%	89%	-	*	-	*	71%	*	84%	85%	80%	62%
	2018	73%	86%	81%	*	85%	81%	-	*	-	67%	0%	*	82%	81%	75%	71%
At Meets Grade Level or Above	2019	44%	58%	54%	*	41%	62%	-	*	-	*	14%	*	55%	54%	43%	15%
	2018	46%	58%	57%	*	65%	53%	-	*	-	67%	0%	*	56%	57%	52%	57%
At Masters Grade Level	2019	22%	30%	23%	*	15%	28%	-	*	-	*	14%	*	27%	15%	11%	0%
	2018	24%	30%	20%	*	12%	23%	-	*	-	0%	0%	*	18%	22%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	95%	*	88%	98%	-	*	*	*	86%	*	95%	95%	89%	77%
	2018	78%	87%	92%	*	100%	92%	-	*	-	83%	43%	*	91%	94%	88%	100%
At Meets Grade Level or Above	2019	48%	60%	64%	*	38%	74%	-	*	*	*	43%	*	65%	64%	56%	23%
	2018	49%	58%	70%	*	85%	70%	-	*	-	33%	14%	*	68%	71%	63%	93%
At Masters Grade Level	2019	28%	36%	38%	*	19%	45%	-	*	*	*	0%	*	39%	36%	22%	0%
	2018	27%	33%	46%	*	54%	46%	-	*	-	33%	14%	*	47%	45%	39%	79%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	73%	*	56%	77%	-	*	*	*	38%	*	75%	69%	52%	46%
	2018	63%	71%	71%	*	80%	71%	-	*	-	50%	0%	*	65%	76%	57%	71%
At Meets Grade Level or Above	2019	35%	43%	34%	*	19%	39%	-	*	*	*	0%	*	33%	38%	24%	0%
	2018	39%	48%	44%	*	56%	42%	-	*	-	33%	0%	*	41%	48%	35%	57%
At Masters Grade Level	2019	11%	13%	8%	*	4%	11%	-	*	*	*	0%	*	8%	10%	2%	0%
	2018	11%	11%	10%	*	16%	9%	-	*	-	0%	0%	*	11%	10%	10%	14%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	88%	96%	-	*	-	86%	50%	*	93%	95%	89%	77%
	2018	84%	92%	97%	*	92%	99%	-	*	-	*	*	*	99%	94%	96%	91%
At Meets Grade Level or Above	2019	54%	68%	66%	*	69%	64%	-	*	-	57%	10%	*	71%	59%	56%	69%
	2018	54%	68%	75%	*	53%	86%	-	*	-	*	*	*	76%	74%	63%	41%
At Masters Grade Level	2019	29%	40%	39%	*	38%	41%	-	*	-	0%	0%	*	39%	39%	25%	31%
	2018	26%	34%	35%	*	22%	41%	-	*	-	*	*	*	34%	38%	29%	5%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	98%	*	100%	97%	-	*	-	100%	80%	*	99%	97%	98%	100%
	2018	91%	96%	97%	*	92%	99%	-	*	-	*	*	*	99%	94%	94%	91%
At Meets Grade Level or Above	2019	58%	68%	72%	*	81%	71%	-	*	-	43%	20%	*	73%	70%	69%	85%
	2018	58%	68%	71%	*	58%	76%	-	*	-	*	*	*	73%	68%	63%	50%
At Masters Grade Level	2019	36%	46%	44%	*	50%	45%	-	*	-	14%	10%	*	47%	41%	38%	62%
	2018	30%	37%	41%	*	28%	46%	-	*	-	*	*	*	44%	36%	27%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	81%	*	88%	78%	-	*	-	86%	40%	*	79%	83%	78%	77%
	2018	76%	84%	83%	*	66%	90%	-	*	-	*	*	*	82%	84%	76%	68%
At Meets Grade Level or Above	2019	49%	58%	56%	*	56%	54%	-	*	-	57%	20%	*	54%	57%	52%	54%
	2018	41%	46%	42%	*	29%	47%	-	*	-	*	*	*	42%	41%	33%	23%
At Masters Grade Level	2019	24%	28%	23%	*	16%	25%	-	*	-	14%	10%	*	22%	24%	19%	31%
	2018	17%	19%	18%	*	9%	22%	-	*	-	*	*	*	19%	18%	7%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	88%	100%	80%	90%	-	100%	*	89%	63%	95%	88%	88%	83%	74%
	2018	77%	87%	88%	81%	85%	90%	-	100%	*	77%	39%	94%	88%	88%	81%	79%
At Meets Grade Level or Above	2019	50%	64%	58%	67%	47%	61%	-	67%	*	51%	19%	68%	58%	57%	48%	43%
	2018	48%	61%	59%	43%	54%	62%	-	54%	*	40%	8%	61%	58%	59%	49%	46%
At Masters Grade Level	2019	24%	32%	30%	44%	24%	33%	-	13%	*	9%	6%	27%	31%	30%	20%	23%
	2018	22%	29%	30%	33%	23%	33%	-	8%	*	13%	5%	50%	30%	29%	22%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	89%	100%	78%	92%	-	100%	-	85%	65%	88%	89%	90%	86%	72%
	2018	74%	85%	90%	100%	88%	91%	-	100%	*	82%	40%	100%	91%	89%	84%	80%
At Meets Grade Level or Above	2019	48%	61%	59%	71%	50%	62%	-	33%	-	54%	13%	63%	60%	56%	48%	44%
	2018	46%	60%	61%	50%	54%	65%	-	60%	*	55%	0%	71%	60%	63%	53%	43%
At Masters Grade Level	2019	21%	28%	32%	57%	27%	35%	-	0%	-	8%	9%	38%	32%	32%	20%	21%
	2018	19%	26%	30%	50%	19%	35%	-	0%	*	0%	0%	57%	29%	31%	23%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	95%	100%	88%	97%	-	100%	*	92%	78%	100%	95%	95%	92%	85%
	2018	81%	91%	94%	75%	91%	95%	-	100%	*	91%	60%	100%	94%	93%	88%	86%
At Meets Grade Level or Above	2019	52%	68%	65%	57%	52%	69%	-	100%	*	50%	30%	88%	66%	64%	55%	54%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	66%	67%	38%	62%	72%	-	60%	*	27%	20%	57%	67%	67%	57%	55%
	2019	26%	39%	39%	43%	31%	42%	-	33%	*	8%	4%	25%	39%	37%	26%	31%
	2018	24%	35%	40%	25%	35%	44%	-	20%	*	27%	13%	57%	40%	40%	31%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	73%	*	56%	77%	-	*	*	*	38%	*	75%	69%	52%	46%
	2018	66%	77%	71%	*	80%	71%	-	*	-	50%	0%	*	65%	76%	57%	71%
At Meets Grade Level or Above	2019	38%	50%	34%	*	19%	39%	-	*	*	*	0%	*	33%	38%	24%	0%
	2018	41%	52%	44%	*	56%	42%	-	*	-	33%	0%	*	41%	48%	35%	57%
At Masters Grade Level	2019	14%	19%	8%	*	4%	11%	-	*	*	*	0%	*	8%	10%	2%	0%
	2018	13%	16%	10%	*	16%	9%	-	*	-	0%	0%	*	11%	10%	10%	14%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	81%	*	88%	78%	-	*	-	86%	40%	*	79%	83%	78%	77%
	2018	80%	87%	83%	*	66%	90%	-	*	-	*	*	*	82%	84%	76%	68%
At Meets Grade Level or Above	2019	54%	65%	56%	*	56%	54%	-	*	-	57%	20%	*	54%	57%	52%	54%
	2018	51%	61%	42%	*	29%	47%	-	*	-	*	*	*	42%	41%	33%	23%
At Masters Grade Level	2019	25%	28%	23%	*	16%	25%	-	*	-	14%	10%	*	22%	24%	19%	31%
	2018	23%	28%	18%	*	9%	22%	-	*	-	*	*	*	19%	18%	7%	9%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	54	*	46	58	-	*	-	*	64	*	64	33	49	39
	2018	63	58	50	*	52	51	-	*	-	20	0	*	49	50	51	55
Grade 4 Mathematics	2019	65	70	74	*	62	78	-	*	*	*	57	*	73	76	71	62
	2018	65	59	79	*	94	77	-	*	-	40	40	*	80	78	71	100
Grade 5 ELA/Reading	2019	81	83	86	*	78	89	-	*	-	71	70	*	86	86	80	71
	2018	80	78	81	*	77	83	-	*	-	*	*	*	83	77	79	70
Grade 5 Mathematics	2019	83	84	76	*	77	77	-	*	-	57	90	*	77	76	78	77
	2018	81	77	75	*	74	75	-	*	-	*	*	*	77	71	73	66
All Grades Both Subjects	2019	69	74	73	67	66	76	-	75	*	63	72	88	75	71	71	64
	2018	69	71	71	88	75	72	-	25	-	46	17	63	73	69	69	73
All Grades ELA/Reading	2019	68	70	71	*	63	75	-	*	-	65	68	92	74	66	67	57
	2018	69	68	66	*	68	67	-	*	-	43	0	*	68	63	66	65
All Grades Mathematics	2019	70	77	75	*	69	77	-	*	*	60	76	83	75	76	75	69
	2018	70	74	77	*	83	76	-	*	-	50	33	*	78	75	72	79

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	72%	-	80%	72%	-	-	-	*	45%	76%	80%
	2018	38%	47%	67%	*	71%	63%	-	-	-	*	*	57%	*
Mathematics	2019	45%	60%	82%	*	*	80%	-	-	*	*	63%	93%	*
	2018	47%	56%	65%	*	71%	67%	-	-	-	-	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	89%	*	85%	91%	-	*	-	71%	44%	83%	43%
Students Requiring Accelerated Instruction														
	2019	22%	10%	11%	*	15%	9%	-	*	-	29%	56%	17%	57%
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	89%	96%	-	*	-	86%	50%	89%	57%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	*	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	95%	*	96%	94%	-	*	-	100%	60%	91%	86%
Students Requiring Accelerated Instruction														
	2019	17%	7%	5%	*	4%	6%	-	*	-	0%	40%	9%	14%
STAAR Cumulative Met Standard														
	2019	90%	95%	97%	*	96%	97%	-	*	-	100%	80%	96%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	*	*	-	-	-	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 752
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	88%	54%	-	-	54%	-	63%	63%	-	*	57%	59%
	2018	77%	87%	88%	77%	-	-	77%	-	39%	33%	*	*	69%	70%
At Meets Grade Level or Above	2019	50%	64%	58%	23%	-	-	23%	-	21%	21%	-	*	22%	25%
	2018	48%	61%	59%	35%	-	-	35%	-	6%	7%	*	*	29%	28%
At Masters Grade Level	2019	24%	32%	30%	6%	-	-	6%	-	11%	11%	-	*	7%	9%
	2018	22%	29%	30%	10%	-	-	10%	-	6%	7%	*	*	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	89%	46%	-	-	46%	-	71%	71%	-	*	55%	57%
	2018	74%	85%	90%	78%	-	-	78%	-	29%	17%	*	*	67%	68%
At Meets Grade Level or Above	2019	48%	61%	59%	23%	-	-	23%	-	14%	14%	-	*	20%	24%
	2018	46%	60%	61%	35%	-	-	35%	-	0%	0%	*	*	27%	26%
At Masters Grade Level	2019	21%	28%	32%	0%	-	-	0%	-	0%	0%	-	*	0%	0%
	2018	19%	26%	30%	4%	-	-	4%	-	0%	0%	*	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	95%	62%	-	-	62%	-	86%	86%	-	*	70%	71%
	2018	81%	91%	94%	83%	-	-	83%	-	71%	67%	*	*	80%	81%
At Meets Grade Level or Above	2019	52%	68%	65%	31%	-	-	31%	-	29%	29%	-	*	30%	33%
	2018	50%	66%	67%	48%	-	-	48%	-	14%	17%	*	*	40%	39%
At Masters Grade Level	2019	26%	39%	39%	8%	-	-	8%	-	14%	14%	-	*	10%	14%
	2018	24%	35%	40%	22%	-	-	22%	-	14%	17%	*	*	20%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	73%	*	-	-	*	-	*	*	-	-	25%	25%
	2018	66%	77%	71%	80%	-	-	80%	-	*	*	-	-	67%	67%
At Meets Grade Level or Above	2019	38%	50%	34%	*	-	-	*	-	*	*	-	-	0%	0%
	2018	41%	52%	44%	40%	-	-	40%	-	*	*	-	-	33%	33%
At Masters Grade Level	2019	14%	19%	8%	*	-	-	*	-	*	*	-	-	0%	0%
	2018	13%	16%	10%	0%	-	-	0%	-	*	*	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	81%	60%	-	-	60%	-	*	*	-	-	67%	67%
	2018	80%	87%	83%	64%	-	-	64%	-	*	*	*	-	50%	50%
At Meets Grade Level or Above	2019	54%	65%	56%	20%	-	-	20%	-	*	*	-	-	33%	33%
	2018	51%	61%	42%	9%	-	-	9%	-	*	*	*	-	7%	7%
At Masters Grade Level	2019	25%	28%	23%	20%	-	-	20%	-	*	*	-	-	33%	33%
	2018	23%	28%	18%	0%	-	-	0%	-	*	*	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	73%	57%	-	-	57%	-	78%	78%	-	-	65%	65%
	2018	69%	71%	71%	77%	-	-	77%	-	69%	67%	*	-	75%	75%
All Grades ELA/Reading	2019	68%	70%	71%	50%	-	-	50%	-	*	*	-	-	60%	60%
	2018	69%	68%	66%	85%	-	-	85%	-	*	*	*	-	75%	75%
All Grades Mathematics	2019	70%	77%	75%	61%	-	-	61%	-	80%	80%	-	-	68%	68%
	2018	70%	74%	77%	72%	-	-	72%	-	*	*	*	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	72%	*	-	-	*	-	*	*	-	-	80%	80%
	2018	38%	47%	67%	*	-	-	*	-	*	*	-	-	*	*
Mathematics	2019	45%	60%	82%	*	-	-	*	-	*	*	-	-	*	*
	2018	47%	56%	65%	*	-	-	*	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	98%	-	100%	*	98%	97%	97%	100%
Included in Accountability	94%	94%	92%	100%	83%	95%	-	100%	*	83%	97%	87%	82%
Not Included in Accountability													
Mobile	4%	3%	6%	0%	14%	3%	-	0%	*	14%	0%	10%	13%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	*	0%	0%	1%	4%
Not Tested	1%	2%	2%	0%	2%	2%	-	0%	*	2%	3%	3%	0%
Absent	1%	2%	2%	0%	2%	2%	-	0%	*	2%	3%	3%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	96%	99%	97%	-	100%	*	100%	100%	97%	100%
Included in Accountability	94%	94%	91%	81%	91%	91%	-	100%	*	86%	78%	89%	96%
Not Included in Accountability													
Mobile	4%	4%	6%	15%	5%	5%	-	0%	*	14%	4%	6%	0%
Other Exclusions	1%	0%	1%	0%	2%	1%	-	0%	*	0%	18%	2%	4%
Not Tested	1%	2%	2%	4%	1%	3%	-	0%	*	0%	0%	3%	0%
Absent	1%	2%	2%	0%	1%	3%	-	0%	*	0%	0%	3%	0%
Other	0%	0%	0%	4%	0%	0%	-	0%	*	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.9%	97.0%	96.0%	95.8%	*	98.1%	*	94.6%	96.0%	95.3%	96.5%
2017-18	95.4%	95.2%	95.6%	95.2%	96.2%	95.5%	*	98.0%	*	94.6%	93.7%	94.9%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	752	100.0%	8,999	5,479,173	754	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	2	0.3%	0.5%	0.5%
Pre-Kindergarten	31	4.1%	2.1%	4.5%	31	4.1%	2.1%	4.5%
Kindergarten	100	13.3%	6.1%	7.0%	100	13.3%	6.1%	7.0%
Grade 1	119	15.8%	6.5%	7.1%	119	15.8%	6.5%	7.1%
Grade 2	126	16.8%	7.2%	7.1%	126	16.7%	7.2%	7.1%
Grade 3	117	15.6%	7.2%	7.1%	117	15.5%	7.2%	7.1%
Grade 4	131	17.4%	7.0%	7.3%	131	17.4%	7.0%	7.3%
Grade 5	128	17.0%	7.4%	7.6%	128	17.0%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	22	2.9%	3.0%	12.6%	22	2.9%	3.0%	12.6%
Hispanic	175	23.3%	16.0%	52.8%	175	23.2%	16.0%	52.8%
White	501	66.6%	76.4%	27.0%	503	66.7%	76.5%	27.0%
American Indian	2	0.3%	0.4%	0.4%	2	0.3%	0.4%	0.4%
Asian	19	2.5%	0.9%	4.6%	19	2.5%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	33	4.4%	3.2%	2.5%	33	4.4%	3.2%	2.5%
Sex:								
Female	368	48.9%	48.4%	48.8%	368	48.8%	48.4%	48.8%
Male	384	51.1%	51.6%	51.2%	386	51.2%	51.6%	51.2%
Economically Disadvantaged	331	44.0%	26.4%	60.3%	333	44.2%	26.5%	60.2%
Non-Educationally Disadvantaged	421	56.0%	73.6%	39.7%	421	55.8%	73.5%	39.8%
Section 504 Students	41	5.5%	10.9%	6.9%	41	5.4%	10.9%	6.9%
English Learners (EL)	52	6.9%	2.2%	20.3%	52	6.9%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.8%	1.5%				
Students w/ Dyslexia	21	2.8%	5.0%	4.1%	21	2.8%	5.0%	4.1%
Foster Care	4	0.5%	0.4%	0.3%	4	0.5%	0.4%	0.3%
Homeless	5	0.7%	0.2%	1.4%	5	0.7%	0.2%	1.4%
Immigrant	7	0.9%	0.4%	2.3%	7	0.9%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	752	100.0%	18.9%	65.1%	754	100.0%	18.9%	65.1%
Military Connected	3	0.4%	0.4%	1.9%	3	0.4%	0.4%	1.9%
At-Risk	218	29.0%	30.0%	50.6%	218	28.9%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	83	11.0%	3.0%	20.6%	83	11.0%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	26	3.5%	7.0%	8.1%	26	3.4%	7.0%	8.1%
Special Education	57	7.6%	8.4%	10.5%	59	7.8%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability								
Students with Intellectual Disabilities	19	33.3%	36.9%	42.4%				
Students with Physical Disabilities	21	36.8%	26.5%	21.4%				
Students with Autism	9	15.8%	**	13.8%				
Students with Behavioral Disabilities	8	14.0%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	91	13.0%	9.4%	15.3%				
By Ethnicity:								
African American	5	0.7%						
Hispanic	26	3.7%						
White	53	7.6%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	7	1.0%						
Student Attrition (2018-19):								
Total Student Attrition	145	22.7%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	11.1%	2.0%	5.5%
Grade 1	5.1%	2.6%	2.9%	0.0%	8.3%	4.9%
Grade 2	1.9%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.6	19.0
Grade 1	19.9	18.9	18.9
Grade 2	17.3	18.7	18.8
Grade 3	18.5	18.5	19.0
Grade 4	18.0	18.8	19.2
Grade 5	18.3	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.9	100.0%	100.0%	100.0%
Professional Staff:	58.2	85.7%	67.4%	63.7%
Teachers	50.3	74.1%	55.4%	49.4%
Professional Support	5.8	8.6%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.6%	3.0%
Educational Aides:	9.7	14.3%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	12.7	18.7%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.3%	10.8%
Hispanic	8.0	15.9%	6.2%	28.1%
White	42.3	84.1%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	1.0	2.0%	17.2%	23.8%
Females	49.3	98.0%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	37.0	73.5%	74.3%	73.4%
Masters	13.3	26.5%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.0%	2.1%	7.4%
1-5 Years Experience	4.0	7.9%	17.8%	27.9%
6-10 Years Experience	13.0	25.8%	19.2%	19.4%
11-20 Years Experience	19.5	38.7%	39.0%	29.4%
Over 20 Years Experience	11.8	23.5%	21.9%	15.9%
Number of Students per Teacher	14.9	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.3	6.2
Average Years Experience of Principals with District	5.0	5.1	5.3
Average Years Experience of Assistant Principals	1.0	7.2	5.3
Average Years Experience of Assistant Principals with District	1.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.7	13.8	11.1
Average Years Experience of Teachers with District:	8.0	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,075	\$48,195	\$49,868
1-5 Years Experience	\$52,575	\$52,210	\$52,823
6-10 Years Experience	\$55,243	\$55,796	\$55,756
11-20 Years Experience	\$58,295	\$58,599	\$59,308
Over 20 Years Experience	\$64,567	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,240	\$58,010	\$57,091
Professional Support	\$63,536	\$64,376	\$67,352
Campus Administration (School Leadership)	\$77,867	\$83,322	\$82,512
Instructional Staff Percent:			
	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
	0.1	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: STEWART CREEK EL
 Campus Number: 170903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 752
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.6%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	4.5	8.9%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	40.5	80.5%	75.1%	70.9%
Special Education	4.5	8.9%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LONE STAR EL**

Campus Number: **170903105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	92%	*	91%	94%	-	*	-	*	*	93%	91%	80%	*	
	2018	77%	88%	92%	-	69%	96%	-	*	-	100%	*	92%	93%	67%	*	
At Meets Grade Level or Above	2019	45%	58%	64%	*	36%	68%	-	*	-	*	*	65%	62%	27%	*	
	2018	43%	53%	66%	-	54%	66%	-	*	-	80%	*	63%	72%	42%	*	
At Masters Grade Level	2019	27%	36%	42%	*	27%	43%	-	*	-	*	*	39%	47%	13%	*	
	2018	25%	35%	46%	-	46%	47%	-	*	-	20%	*	44%	52%	33%	*	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	89%	*	82%	90%	-	*	-	*	*	94%	77%	69%	*	
	2018	78%	88%	91%	-	62%	97%	-	*	-	80%	*	94%	86%	67%	*	
At Meets Grade Level or Above	2019	49%	61%	60%	*	36%	64%	-	*	-	*	*	61%	57%	19%	*	
	2018	47%	56%	65%	-	54%	67%	-	*	-	60%	*	62%	72%	42%	*	
At Masters Grade Level	2019	25%	34%	36%	*	18%	39%	-	*	-	*	*	35%	40%	6%	*	
	2018	23%	29%	31%	-	8%	35%	-	*	-	20%	*	29%	34%	0%	*	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	93%	-	80%	96%	-	*	-	80%	86%	*	95%	91%	80%	*
	2018	73%	86%	87%	*	76%	88%	-	*	-	*	50%	-	85%	88%	75%	*
At Meets Grade Level or Above	2019	44%	58%	80%	-	60%	84%	-	*	-	80%	43%	*	82%	78%	60%	*
	2018	46%	58%	64%	*	41%	68%	-	*	-	*	20%	-	60%	70%	25%	*
At Masters Grade Level	2019	22%	30%	51%	-	27%	58%	-	*	-	40%	14%	*	51%	52%	10%	*
	2018	24%	30%	42%	*	29%	43%	-	*	-	*	10%	-	44%	40%	19%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	91%	-	79%	94%	-	*	-	80%	71%	*	93%	89%	78%	*
	2018	78%	87%	82%	*	59%	86%	-	*	-	*	30%	-	79%	86%	63%	*
At Meets Grade Level or Above	2019	48%	60%	68%	-	50%	73%	-	*	-	40%	57%	*	63%	74%	56%	*
	2018	49%	58%	61%	*	41%	63%	-	*	-	*	20%	-	58%	64%	50%	*
At Masters Grade Level	2019	28%	36%	39%	-	21%	43%	-	*	-	20%	57%	*	33%	46%	11%	*
	2018	27%	33%	38%	*	12%	42%	-	*	-	*	10%	-	42%	34%	19%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	93%	-	80%	95%	-	*	-	100%	67%	*	96%	89%	90%	*
	2018	63%	71%	76%	*	69%	77%	-	*	-	*	20%	-	74%	78%	47%	*
At Meets Grade Level or Above	2019	35%	43%	65%	-	40%	67%	-	*	-	100%	50%	*	59%	71%	30%	*
	2018	39%	48%	63%	*	56%	63%	-	*	-	*	20%	-	61%	65%	35%	*
At Masters Grade Level	2019	11%	13%	28%	-	13%	31%	-	*	-	20%	33%	*	24%	33%	20%	*
	2018	11%	11%	19%	*	19%	18%	-	*	-	*	10%	-	21%	17%	6%	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	100%	93%	-	*	-	*	64%	*	94%	95%	92%	*
	2018	84%	92%	92%	*	94%	95%	*	*	-	*	69%	*	93%	92%	76%	*
At Meets Grade Level or Above	2019	54%	68%	72%	*	60%	73%	-	*	-	*	55%	*	72%	70%	50%	*
	2018	54%	68%	73%	*	78%	75%	*	*	-	*	46%	*	75%	70%	41%	*
At Masters Grade Level	2019	29%	40%	46%	*	33%	48%	-	*	-	*	18%	*	47%	45%	13%	*
	2018	26%	34%	38%	*	33%	39%	*	*	-	*	15%	*	38%	38%	18%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	94%	*	87%	96%	-	*	-	*	73%	*	95%	93%	79%	*
	2018	91%	96%	98%	*	100%	99%	*	*	-	*	92%	*	97%	100%	94%	*
At Meets Grade Level or Above	2019	58%	68%	71%	*	47%	74%	-	*	-	*	27%	*	75%	64%	46%	*
	2018	58%	68%	76%	*	83%	74%	*	*	-	*	77%	*	78%	72%	59%	*
At Masters Grade Level	2019	36%	46%	50%	*	27%	53%	-	*	-	*	9%	*	53%	45%	25%	*
	2018	30%	37%	41%	*	28%	44%	*	*	-	*	15%	*	45%	36%	12%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	84%	*	64%	87%	-	*	-	*	55%	*	84%	84%	58%	*
	2018	76%	84%	83%	*	94%	83%	*	*	-	*	69%	*	82%	84%	59%	*
At Meets Grade Level or Above	2019	49%	58%	63%	*	36%	66%	-	*	-	*	36%	*	66%	57%	33%	*
	2018	41%	46%	49%	*	39%	53%	*	*	-	*	38%	*	53%	44%	6%	*
At Masters Grade Level	2019	24%	28%	40%	*	21%	42%	-	*	-	*	27%	*	39%	41%	13%	*
	2018	17%	19%	21%	*	0%	25%	*	*	-	*	15%	*	21%	22%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	91%	60%	83%	93%	-	92%	-	93%	67%	100%	93%	89%	77%	64%
	2018	77%	87%	88%	75%	79%	90%	*	73%	-	86%	59%	90%	87%	88%	69%	57%
At Meets Grade Level or Above	2019	50%	64%	68%	30%	46%	71%	-	83%	-	81%	42%	86%	68%	67%	39%	20%
	2018	48%	61%	65%	42%	56%	66%	*	73%	-	73%	39%	70%	64%	65%	37%	33%
At Masters Grade Level	2019	24%	32%	42%	10%	24%	45%	-	50%	-	52%	24%	43%	41%	44%	14%	4%
	2018	22%	29%	34%	17%	22%	36%	*	64%	-	50%	12%	40%	35%	33%	13%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	93%	*	90%	94%	-	80%	-	90%	74%	100%	94%	93%	86%	78%
	2018	74%	85%	90%	*	81%	93%	*	*	-	89%	62%	*	90%	91%	73%	88%
At Meets Grade Level or Above	2019	48%	61%	72%	*	54%	74%	-	80%	-	90%	47%	100%	72%	71%	45%	33%
	2018	46%	60%	68%	*	58%	70%	*	*	-	78%	35%	*	66%	71%	36%	38%
At Masters Grade Level	2019	21%	28%	46%	*	29%	49%	-	60%	-	60%	16%	40%	45%	48%	12%	11%
	2018	19%	26%	42%	*	35%	43%	*	*	-	44%	12%	*	42%	42%	22%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	*	83%	93%	-	100%	-	90%	68%	100%	94%	87%	76%	56%
	2018	81%	91%	91%	*	75%	94%	*	*	-	89%	65%	*	90%	91%	76%	38%
At Meets Grade Level or Above	2019	52%	68%	66%	*	45%	70%	-	80%	-	60%	37%	80%	67%	66%	39%	11%

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	66%	67%	*	60%	68%	*	*	-	67%	50%	*	66%	69%	51%	38%
	2019	26%	39%	42%	*	23%	45%	-	40%	-	50%	26%	60%	41%	44%	16%	0%
	2018	24%	35%	37%	*	17%	41%	*	*	-	44%	12%	*	39%	35%	11%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	93%	-	80%	95%	-	*	-	100%	67%	*	96%	89%	90%	*
	2018	66%	77%	76%	*	69%	77%	-	*	-	*	20%	-	74%	78%	47%	*
At Meets Grade Level or Above	2019	38%	50%	65%	-	40%	67%	-	*	-	100%	50%	*	59%	71%	30%	*
	2018	41%	52%	63%	*	56%	63%	-	*	-	*	20%	-	61%	65%	35%	*
At Masters Grade Level	2019	14%	19%	28%	-	13%	31%	-	*	-	20%	33%	*	24%	33%	20%	*
	2018	13%	16%	19%	*	19%	18%	-	*	-	*	10%	-	21%	17%	6%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	84%	*	64%	87%	-	*	-	*	55%	*	84%	84%	58%	*
	2018	80%	87%	83%	*	94%	83%	*	*	-	*	69%	*	82%	84%	59%	*
At Meets Grade Level or Above	2019	54%	65%	63%	*	36%	66%	-	*	-	*	36%	*	66%	57%	33%	*
	2018	51%	61%	49%	*	39%	53%	*	*	-	*	38%	*	53%	44%	6%	*
At Masters Grade Level	2019	25%	28%	40%	*	21%	42%	-	*	-	*	27%	*	39%	41%	13%	*
	2018	23%	28%	21%	*	0%	25%	*	*	-	*	15%	*	21%	22%	0%	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	80	-	50	86	-	*	-	80	70	*	85	74	70	*
	2018	63	58	70	*	50	73	-	*	-	*	65	-	74	64	59	*
Grade 4 Mathematics	2019	65	70	68	-	45	72	-	*	-	50	80	*	66	71	72	*
	2018	65	59	65	*	44	68	-	*	-	*	70	-	68	61	59	*
Grade 5 ELA/Reading	2019	81	83	83	*	90	81	-	*	-	*	80	-	82	83	72	*
	2018	80	78	84	*	91	84	*	*	-	*	90	*	86	81	84	*
Grade 5 Mathematics	2019	83	84	86	*	87	87	-	*	-	*	85	-	93	73	74	*
	2018	81	77	82	*	68	84	*	*	-	*	91	*	79	87	88	*
All Grades Both Subjects	2019	69	74	80	*	71	82	-	*	-	75	80	83	82	75	72	46
	2018	69	71	76	69	64	78	*	*	-	88	79	*	77	74	73	65
All Grades ELA/Reading	2019	68	70	81	*	72	83	-	*	-	86	77	*	83	79	71	50
	2018	69	68	77	*	71	79	*	*	-	*	78	*	80	73	72	70
All Grades Mathematics	2019	70	77	78	*	69	80	-	*	-	64	83	*	82	72	73	43
	2018	70	74	74	*	56	77	*	*	-	*	81	*	73	75	73	60

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	52%	-	67%	47%	-	-	-	-	29%	70%	*
	2018	38%	47%	53%	*	*	59%	-	-	-	*	*	45%	-
Mathematics	2019	45%	60%	62%	*	55%	75%	-	-	-	*	56%	54%	*
	2018	47%	56%	50%	*	*	52%	-	-	-	*	*	64%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	*	80%	89%	-	*	-	*	33%	70%	*
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	*	20%	11%	-	*	-	*	67%	30%	*
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	100%	93%	-	*	-	*	56%	92%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	92%	*	87%	93%	-	*	-	*	67%	75%	*
Students Requiring Accelerated Instruction														
	2019	17%	7%	8%	*	13%	7%	-	*	-	*	33%	25%	*
STAAR Cumulative Met Standard														
	2019	90%	95%	94%	*	87%	96%	-	*	-	*	67%	79%	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 751
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	91%	-	-	-	-	-	59%	59%	-	-	59%	59%
	2018	77%	87%	88%	-	-	-	-	-	47%	50%	*	-	47%	47%
At Meets Grade Level or Above	2019	50%	64%	68%	-	-	-	-	-	23%	23%	-	-	23%	23%
	2018	48%	61%	65%	-	-	-	-	-	27%	33%	*	-	27%	27%
At Masters Grade Level	2019	24%	32%	42%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	22%	29%	34%	-	-	-	-	-	13%	17%	*	-	13%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	93%	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	74%	85%	90%	-	-	-	-	-	83%	80%	*	-	83%	83%
At Meets Grade Level or Above	2019	48%	61%	72%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	46%	60%	68%	-	-	-	-	-	33%	40%	*	-	33%	33%
At Masters Grade Level	2019	21%	28%	46%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	19%	26%	42%	-	-	-	-	-	17%	20%	*	-	17%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	81%	91%	91%	-	-	-	-	-	33%	40%	*	-	33%	33%
At Meets Grade Level or Above	2019	52%	68%	66%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	50%	66%	67%	-	-	-	-	-	33%	40%	*	-	33%	33%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	24%	35%	37%	-	-	-	-	-	17%	20%	*	-	17%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	93%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	76%	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	38%	50%	65%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	63%	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	14%	19%	28%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	19%	-	-	-	-	-	*	*	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	84%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	87%	83%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	63%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	61%	49%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	40%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	28%	21%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	80%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	69%	71%	76%	-	-	-	-	-	75%	*	*	-	75%	75%
All Grades ELA/Reading	2019	68%	70%	81%	-	-	-	-	-	42%	42%	-	-	42%	42%
	2018	69%	68%	77%	-	-	-	-	-	*	*	*	-	*	*
All Grades Mathematics	2019	70%	77%	78%	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	70%	74%	74%	-	-	-	-	-	*	*	*	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	52%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	53%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	60%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	56%	50%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	99%	-	100%	-	100%	96%	99%	100%
Included in Accountability	94%	94%	95%	100%	91%	95%	-	100%	-	100%	82%	86%	100%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	5%	3%	-	0%	-	0%	10%	11%	0%
Other Exclusions	1%	0%	0%	0%	2%	0%	-	0%	-	0%	3%	1%	0%
Not Tested	1%	2%	2%	0%	2%	1%	-	0%	-	0%	4%	1%	0%
Absent	1%	2%	1%	0%	2%	1%	-	0%	-	0%	4%	1%	0%
Other	0%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	99%	99%	*	100%	-	100%	98%	99%	100%
Included in Accountability	94%	94%	95%	100%	98%	94%	*	100%	-	100%	87%	86%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	2%	4%	*	0%	-	0%	7%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	3%	2%	0%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	96.4%	96.0%	96.3%	96.4%	*	96.4%	-	96.6%	95.1%	95.5%	95.9%
2017-18	95.4%	95.2%	96.1%	98.4%	96.3%	96.0%	*	96.7%	-	96.4%	94.6%	95.1%	94.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	751	100.0%	8,999	5,479,173	757	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	6	0.8%	0.5%	0.5%
Pre-Kindergarten	40	5.3%	2.1%	4.5%	40	5.3%	2.1%	4.5%
Kindergarten	99	13.2%	6.1%	7.0%	99	13.1%	6.1%	7.0%
Grade 1	114	15.2%	6.5%	7.1%	114	15.1%	6.5%	7.1%
Grade 2	130	17.3%	7.2%	7.1%	130	17.2%	7.2%	7.1%
Grade 3	133	17.7%	7.2%	7.1%	133	17.6%	7.2%	7.1%
Grade 4	121	16.1%	7.0%	7.3%	121	16.0%	7.0%	7.3%
Grade 5	114	15.2%	7.4%	7.6%	114	15.1%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	9	1.2%	3.0%	12.6%	9	1.2%	3.0%	12.6%
Hispanic	113	15.0%	16.0%	52.8%	113	14.9%	16.0%	52.8%
White	588	78.3%	76.4%	27.0%	594	78.5%	76.5%	27.0%
American Indian	2	0.3%	0.4%	0.4%	2	0.3%	0.4%	0.4%
Asian	6	0.8%	0.9%	4.6%	6	0.8%	0.9%	4.6%
Pacific Islander	3	0.4%	0.1%	0.2%	3	0.4%	0.1%	0.2%
Two or More Races	30	4.0%	3.2%	2.5%	30	4.0%	3.2%	2.5%
Sex:								
Female	365	48.6%	48.4%	48.8%	366	48.3%	48.4%	48.8%
Male	386	51.4%	51.6%	51.2%	391	51.7%	51.6%	51.2%
Economically Disadvantaged	140	18.6%	26.4%	60.3%	146	19.3%	26.5%	60.2%
Non-Educationally Disadvantaged	611	81.4%	73.6%	39.7%	611	80.7%	73.5%	39.8%
Section 504 Students	53	7.1%	10.9%	6.9%	53	7.0%	10.9%	6.9%
English Learners (EL)	11	1.5%	2.2%	20.3%	11	1.5%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.8%	1.5%				
Students w/ Dyslexia	30	4.0%	5.0%	4.1%	30	4.0%	5.0%	4.1%
Foster Care	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Homeless	2	0.3%	0.2%	1.4%	2	0.3%	0.2%	1.4%
Immigrant	4	0.5%	0.4%	2.3%	4	0.5%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	2	0.3%	18.9%	65.1%	2	0.3%	18.9%	65.1%
Military Connected	7	0.9%	0.4%	1.9%	7	0.9%	0.4%	1.9%
At-Risk	94	12.5%	30.0%	50.6%	94	12.4%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	11	1.5%	3.0%	20.6%	11	1.5%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	40	5.3%	7.0%	8.1%	40	5.3%	7.0%	8.1%
Special Education	62	8.3%	8.4%	10.5%	68	9.0%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	36.9%	42.4%				
Students with Physical Disabilities	39	62.9%	26.5%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	11	17.7%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	54	8.3%	9.4%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	12	1.8%						
White	39	6.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	88	13.9%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.0%	5.5%
Grade 1	3.1%	2.6%	2.9%	25.0%	8.3%	4.9%
Grade 2	0.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.5	17.6	19.0
Grade 1	19.0	18.9	18.9
Grade 2	18.6	18.7	18.8
Grade 3	19.0	18.5	19.0
Grade 4	20.2	18.8	19.2
Grade 5	22.8	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.1	100.0%	100.0%	100.0%
Professional Staff:	54.1	87.1%	67.4%	63.7%
Teachers	47.6	76.6%	55.4%	49.4%
Professional Support	4.5	7.2%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	8.0	12.9%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	1.0	1.6%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.3%	10.8%
Hispanic	0.0	0.0%	6.2%	28.1%
White	47.6	100.0%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	1.0	2.1%	17.2%	23.8%
Females	46.6	97.9%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	43.4	91.3%	74.3%	73.4%
Masters	4.2	8.7%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	2.1%	7.4%
1-5 Years Experience	9.0	18.9%	17.8%	27.9%
6-10 Years Experience	13.0	27.3%	19.2%	19.4%
11-20 Years Experience	17.4	36.6%	39.0%	29.4%
Over 20 Years Experience	7.2	15.1%	21.9%	15.9%
Number of Students per Teacher	15.8	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.3	6.2
Average Years Experience of Principals with District	7.0	5.1	5.3
Average Years Experience of Assistant Principals	5.0	7.2	5.3
Average Years Experience of Assistant Principals with District	5.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.6	13.8	11.1
Average Years Experience of Teachers with District:	6.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,075	\$48,195	\$49,868
1-5 Years Experience	\$51,660	\$52,210	\$52,823
6-10 Years Experience	\$55,369	\$55,796	\$55,756
11-20 Years Experience	\$57,882	\$58,599	\$59,308
Over 20 Years Experience	\$63,284	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,690	\$58,010	\$57,091
Professional Support	\$66,400	\$64,376	\$67,352
Campus Administration (School Leadership)	\$86,098	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.4	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: LONE STAR EL
 Campus Number: 170903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 751
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	4.0	8.4%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	40.0	84.1%	75.1%	70.9%
Special Education	3.6	7.5%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MADELEY RANCH EL**

Campus Number: **170903106**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	85%	-	63%	88%	-	-	-	100%	60%	*	86%	82%	63%	*
	2018	77%	88%	88%	*	85%	89%	-	-	-	*	*	*	90%	85%	86%	*
At Meets Grade Level or Above	2019	45%	58%	48%	-	38%	49%	-	-	-	67%	40%	*	44%	56%	26%	*
	2018	43%	53%	53%	*	38%	59%	-	-	-	*	*	*	66%	27%	29%	*
At Masters Grade Level	2019	27%	36%	30%	-	38%	27%	-	-	-	50%	20%	*	21%	47%	16%	*
	2018	25%	35%	35%	*	23%	38%	-	-	-	*	*	*	46%	12%	21%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	87%	-	80%	87%	-	-	-	100%	80%	*	86%	88%	75%	*
	2018	78%	88%	85%	*	77%	89%	-	-	-	*	60%	*	91%	74%	73%	*
At Meets Grade Level or Above	2019	49%	61%	59%	-	53%	56%	-	-	-	100%	60%	*	53%	70%	50%	*
	2018	47%	56%	54%	*	31%	60%	-	-	-	*	60%	*	65%	32%	27%	*
At Masters Grade Level	2019	25%	34%	30%	-	47%	26%	-	-	-	50%	40%	*	29%	33%	13%	*
	2018	23%	29%	26%	*	8%	32%	-	-	-	*	20%	*	34%	12%	7%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	84%	*	64%	89%	-	-	-	60%	*	*	89%	76%	71%	*
	2018	73%	86%	86%	-	83%	87%	-	-	-	*	75%	*	83%	92%	78%	*
At Meets Grade Level or Above	2019	44%	58%	59%	*	43%	67%	-	-	-	20%	*	*	72%	38%	29%	*
	2018	46%	58%	57%	-	58%	57%	-	-	-	*	50%	*	51%	68%	35%	*
At Masters Grade Level	2019	22%	30%	31%	*	7%	38%	-	-	-	20%	*	*	40%	16%	7%	*
	2018	24%	30%	28%	-	25%	27%	-	-	-	*	13%	*	21%	42%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	82%	*	62%	88%	-	-	-	60%	*	*	90%	69%	46%	*
	2018	78%	87%	88%	-	92%	89%	-	-	-	*	63%	*	88%	89%	87%	*
At Meets Grade Level or Above	2019	48%	60%	55%	*	15%	65%	-	-	-	20%	*	*	62%	43%	23%	*
	2018	49%	58%	60%	-	62%	59%	-	-	-	*	50%	*	60%	58%	26%	*
At Masters Grade Level	2019	28%	36%	34%	*	15%	40%	-	-	-	20%	*	*	43%	20%	15%	*
	2018	27%	33%	31%	-	38%	30%	-	-	-	*	13%	*	34%	26%	17%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	72%	*	57%	78%	-	-	-	20%	*	*	76%	65%	57%	*
	2018	63%	71%	68%	-	67%	69%	-	-	-	*	50%	*	67%	71%	52%	*
At Meets Grade Level or Above	2019	35%	43%	38%	*	7%	47%	-	-	-	20%	*	*	47%	24%	7%	*
	2018	39%	48%	39%	-	33%	40%	-	-	-	*	25%	*	35%	47%	29%	*
At Masters Grade Level	2019	11%	13%	13%	*	0%	15%	-	-	-	20%	*	*	19%	3%	0%	*
	2018	11%	11%	9%	-	8%	9%	-	-	-	*	25%	*	6%	13%	0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	95%	-	100%	95%	-	-	-	*	80%	*	93%	100%	92%	*
	2018	84%	92%	89%	*	88%	89%	*	-	-	*	54%	*	88%	92%	78%	*
At Meets Grade Level or Above	2019	54%	68%	65%	-	64%	67%	-	-	-	*	20%	*	61%	72%	48%	*
	2018	54%	68%	66%	*	50%	68%	*	-	-	*	31%	*	70%	57%	59%	*
At Masters Grade Level	2019	29%	40%	36%	-	55%	35%	-	-	-	*	0%	*	35%	38%	32%	*
	2018	26%	34%	32%	*	31%	33%	*	-	-	*	8%	*	35%	27%	33%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	97%	-	91%	99%	-	-	-	*	80%	*	98%	96%	92%	*
	2018	91%	96%	93%	*	94%	93%	*	-	-	*	69%	*	94%	92%	85%	*
At Meets Grade Level or Above	2019	58%	68%	71%	-	64%	72%	-	-	-	*	20%	*	69%	74%	44%	*
	2018	58%	68%	59%	*	63%	58%	*	-	-	*	54%	*	65%	47%	52%	*
At Masters Grade Level	2019	36%	46%	53%	-	55%	53%	-	-	-	*	0%	*	53%	53%	32%	*
	2018	30%	37%	27%	*	25%	26%	*	-	-	*	23%	*	29%	22%	15%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	90%	-	80%	92%	-	-	-	*	100%	*	90%	89%	83%	*
	2018	76%	84%	82%	*	80%	83%	*	-	-	*	67%	*	84%	79%	77%	*
At Meets Grade Level or Above	2019	49%	58%	62%	-	70%	62%	-	-	-	*	80%	*	58%	68%	50%	*
	2018	41%	46%	46%	*	53%	44%	*	-	-	*	33%	*	47%	43%	38%	*
At Masters Grade Level	2019	24%	28%	33%	-	40%	33%	-	-	-	*	40%	*	31%	36%	25%	*
	2018	17%	19%	16%	*	13%	17%	*	-	-	*	8%	*	17%	15%	15%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	87%	78%	73%	90%	-	-	-	69%	79%	93%	89%	84%	76%	82%
	2018	77%	87%	85%	83%	84%	86%	*	-	-	73%	65%	73%	86%	85%	77%	73%
At Meets Grade Level or Above	2019	50%	64%	58%	11%	42%	61%	-	-	-	46%	49%	50%	58%	57%	37%	53%
	2018	48%	61%	55%	8%	49%	56%	*	-	-	59%	42%	20%	58%	48%	39%	27%
At Masters Grade Level	2019	24%	32%	33%	0%	31%	34%	-	-	-	33%	23%	29%	34%	32%	20%	12%
	2018	22%	29%	25%	0%	22%	26%	*	-	-	27%	15%	0%	27%	21%	16%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	89%	*	73%	91%	-	-	-	87%	74%	80%	89%	87%	78%	67%
	2018	74%	85%	88%	100%	85%	88%	*	-	-	78%	68%	83%	87%	90%	80%	83%
At Meets Grade Level or Above	2019	48%	61%	58%	*	46%	61%	-	-	-	40%	42%	40%	58%	57%	36%	50%
	2018	46%	60%	60%	0%	49%	62%	*	-	-	56%	40%	17%	63%	53%	44%	33%
At Masters Grade Level	2019	21%	28%	33%	*	32%	33%	-	-	-	33%	16%	40%	32%	34%	21%	17%
	2018	19%	26%	31%	0%	27%	32%	*	-	-	33%	12%	0%	33%	28%	25%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	89%	*	77%	92%	-	-	-	73%	79%	100%	92%	85%	76%	100%
	2018	81%	91%	89%	80%	88%	90%	*	-	-	67%	65%	100%	91%	86%	83%	67%
At Meets Grade Level or Above	2019	52%	68%	62%	*	44%	66%	-	-	-	60%	53%	60%	62%	63%	41%	67%

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	66%	58%	20%	52%	59%	*	-	-	56%	54%	33%	63%	46%	37%	33%
	2019	26%	39%	40%	*	38%	41%	-	-	-	40%	32%	40%	42%	37%	22%	17%
	2018	24%	35%	28%	0%	24%	29%	*	-	-	33%	19%	0%	32%	21%	14%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	72%	*	57%	78%	-	-	-	20%	*	*	76%	65%	57%	*
	2018	66%	77%	68%	-	67%	69%	-	-	-	*	50%	*	67%	71%	52%	*
	2019	38%	50%	38%	*	7%	47%	-	-	-	20%	*	*	47%	24%	7%	*
At Meets Grade Level or Above	2018	41%	52%	39%	-	33%	40%	-	-	-	*	25%	*	35%	47%	29%	*
	2019	14%	19%	13%	*	0%	15%	-	-	-	20%	*	*	19%	3%	0%	*
	2018	13%	16%	9%	-	8%	9%	-	-	-	*	25%	*	6%	13%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	90%	-	80%	92%	-	-	-	*	100%	*	90%	89%	83%	*
	2018	80%	87%	82%	*	80%	83%	*	-	-	*	67%	*	84%	79%	77%	*
	2019	54%	65%	62%	-	70%	62%	-	-	-	*	80%	*	58%	68%	50%	*
At Meets Grade Level or Above	2018	51%	61%	46%	*	53%	44%	*	-	-	*	33%	*	47%	43%	38%	*
	2019	25%	28%	33%	-	40%	33%	-	-	-	*	40%	*	31%	36%	25%	*
	2018	23%	28%	16%	*	13%	17%	*	-	-	*	8%	*	17%	15%	15%	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	67	*	50	71	-	-	-	*	*	*	69	63	54	*
	2018	63	58	55	-	45	56	-	-	-	*	63	*	54	59	40	*
Grade 4 Mathematics	2019	65	70	69	*	58	73	-	-	-	*	*	*	69	68	50	*
	2018	65	59	57	-	63	57	-	-	-	*	38	*	59	54	50	*
Grade 5 ELA/Reading	2019	81	83	80	-	95	79	-	-	-	*	80	*	81	79	85	*
	2018	80	78	76	*	87	75	*	-	-	*	54	*	78	73	73	*
Grade 5 Mathematics	2019	83	84	88	-	85	88	-	-	-	*	40	*	89	85	79	*
	2018	81	77	67	*	60	67	*	-	-	*	65	*	66	69	59	*
All Grades Both Subjects	2019	69	74	77	50	70	79	-	-	-	67	67	94	78	75	72	67
	2018	69	71	65	*	65	64	*	-	-	70	56	81	65	65	57	58
All Grades ELA/Reading	2019	68	70	75	*	70	76	-	-	-	58	78	*	76	72	74	*
	2018	69	68	67	*	69	66	*	-	-	70	57	*	67	67	59	*
All Grades Mathematics	2019	70	77	80	*	70	82	-	-	-	75	56	*	81	78	69	80
	2018	70	74	63	*	61	62	*	-	-	70	55	*	63	62	55	*

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	-	*	57%	-	-	-	*	*	50%	*
	2018	38%	47%	43%	*	*	39%	-	-	-	-	*	*	*
Mathematics	2019	45%	60%	58%	*	*	70%	-	-	-	*	*	20%	-
	2018	47%	56%	63%	*	*	63%	-	-	-	*	*	*	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	-	100%	87%	-	-	-	*	40%	88%	-
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	-	0%	13%	-	-	-	*	60%	12%	-
STAAR Cumulative Met Standard														
	2019	86%	95%	95%	-	100%	95%	-	-	-	*	80%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	-	-	-	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	95%	-	90%	97%	-	-	-	*	40%	92%	-
Students Requiring Accelerated Instruction														
	2019	17%	7%	5%	-	10%	3%	-	-	-	*	60%	8%	-
STAAR Cumulative Met Standard														
	2019	90%	95%	97%	-	91%	99%	-	-	-	*	80%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 704
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	77%	87%	85%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Meets Grade Level or Above	2019	50%	64%	58%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	48%	61%	55%	-	-	-	-	-	17%	17%	-	-	17%	17%
At Masters Grade Level	2019	24%	32%	33%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	22%	29%	25%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	89%	-	-	-	-	-	*	*	-	-	*	*
	2018	74%	85%	88%	-	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	48%	61%	58%	-	-	-	-	-	*	*	-	-	*	*
	2018	46%	60%	60%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	21%	28%	33%	-	-	-	-	-	*	*	-	-	*	*
	2018	19%	26%	31%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	89%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	91%	89%	-	-	-	-	-	60%	60%	-	-	60%	60%
At Meets Grade Level or Above	2019	52%	68%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	66%	58%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	26%	39%	40%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	35%	28%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	72%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	68%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	50%	38%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	39%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	19%	13%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	9%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	90%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	82%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	65%	62%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	46%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	28%	33%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	16%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	77%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	71%	65%	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading	2019	68%	70%	75%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	68%	67%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	77%	80%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	74%	63%	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	57%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	43%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	60%	58%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	63%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	100%	91%	98%	-	-	-	98%	95%	93%	100%
Included in Accountability	94%	94%	92%	100%	87%	93%	-	-	-	93%	76%	82%	100%
Not Included in Accountability													
Mobile	4%	3%	4%	0%	4%	4%	-	-	-	5%	15%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	5%	0%	0%
Not Tested	1%	2%	3%	0%	9%	2%	-	-	-	2%	5%	7%	0%
Absent	1%	2%	3%	0%	9%	2%	-	-	-	2%	5%	7%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	96%	99%	*	-	-	100%	98%	98%	100%
Included in Accountability	94%	94%	91%	100%	93%	93%	*	-	-	92%	85%	84%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	3%	6%	*	-	-	8%	10%	14%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	4%	0%	0%
Not Tested	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Absent	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.9%	96.3%	95.3%	96.1%	-	-	-	95.6%	94.5%	94.7%	*
2017-18	95.4%	95.2%	95.5%	96.7%	95.3%	95.6%	*	-	-	94.9%	94.7%	94.6%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 704
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	704	100.0%	8,999	5,479,173	711	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	4	0.6%	0.5%	0.5%
Pre-Kindergarten	29	4.1%	2.1%	4.5%	29	4.1%	2.1%	4.5%
Kindergarten	95	13.5%	6.1%	7.0%	96	13.5%	6.1%	7.0%
Grade 1	117	16.6%	6.5%	7.1%	117	16.5%	6.5%	7.1%
Grade 2	120	17.0%	7.2%	7.1%	122	17.2%	7.2%	7.1%
Grade 3	128	18.2%	7.2%	7.1%	128	18.0%	7.2%	7.1%
Grade 4	104	14.8%	7.0%	7.3%	104	14.6%	7.0%	7.3%
Grade 5	111	15.8%	7.4%	7.6%	111	15.6%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	10	1.4%	3.0%	12.6%	11	1.5%	3.0%	12.6%
Hispanic	110	15.6%	16.0%	52.8%	110	15.5%	16.0%	52.8%
White	555	78.8%	76.4%	27.0%	561	78.9%	76.5%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	1	0.1%	0.9%	4.6%	1	0.1%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	28	4.0%	3.2%	2.5%	28	3.9%	3.2%	2.5%
Sex:								
Female	333	47.3%	48.4%	48.8%	336	47.3%	48.4%	48.8%
Male	371	52.7%	51.6%	51.2%	375	52.7%	51.6%	51.2%
Economically Disadvantaged	142	20.2%	26.4%	60.3%	146	20.5%	26.5%	60.2%
Non-Educationally Disadvantaged	562	79.8%	73.6%	39.7%	565	79.5%	73.5%	39.8%
Section 504 Students	44	6.3%	10.9%	6.9%	44	6.2%	10.9%	6.9%
English Learners (EL)	3	0.4%	2.2%	20.3%	3	0.4%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.4%	0.8%	1.5%				
Students w/ Dyslexia	21	3.0%	5.0%	4.1%	21	3.0%	5.0%	4.1%
Foster Care	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	2	0.3%	0.4%	2.3%	2	0.3%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	18.9%	65.1%	0	0.0%	18.9%	65.1%
Military Connected	9	1.3%	0.4%	1.9%	9	1.3%	0.4%	1.9%
At-Risk	166	23.6%	30.0%	50.6%	166	23.3%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	1	0.1%	3.0%	20.6%	1	0.1%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	38	5.4%	7.0%	8.1%	38	5.3%	7.0%	8.1%
Special Education	69	9.8%	8.4%	10.5%	76	10.7%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	23.2%	36.9%	42.4%				
Students with Physical Disabilities	28	40.6%	26.5%	21.4%				
Students with Autism	15	21.7%	**	13.8%				
Students with Behavioral Disabilities	10	14.5%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	71	11.3%	9.4%	15.3%				
By Ethnicity:								
African American	2	0.3%						
Hispanic	18	2.9%						
White	46	7.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.8%						
Student Attrition (2018-19):								
Total Student Attrition	88	14.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.0%	5.5%
Grade 1	1.0%	2.6%	2.9%	0.0%	8.3%	4.9%
Grade 2	1.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	1.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.5	17.6	19.0
Grade 1	19.2	18.9	18.9
Grade 2	19.7	18.7	18.8
Grade 3	21.0	18.5	19.0
Grade 4	17.0	18.8	19.2
Grade 5	22.2	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.8	100.0%	100.0%	100.0%
Professional Staff:	53.8	87.1%	67.4%	63.7%
Teachers	46.0	74.4%	55.4%	49.4%
Professional Support	5.8	9.4%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	8.0	12.9%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.0	4.8%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.3%	10.8%
Hispanic	1.0	2.2%	6.2%	28.1%
White	45.0	97.8%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	0.0	0.0%	17.2%	23.8%
Females	46.0	100.0%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	37.0	80.4%	74.3%	73.4%
Masters	9.0	19.6%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	2.1%	7.4%
1-5 Years Experience	11.0	23.9%	17.8%	27.9%
6-10 Years Experience	7.0	15.2%	19.2%	19.4%
11-20 Years Experience	19.0	41.3%	39.0%	29.4%
Over 20 Years Experience	8.0	17.4%	21.9%	15.9%
Number of Students per Teacher	15.3	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.3	6.2
Average Years Experience of Principals with District	2.0	5.1	5.3
Average Years Experience of Assistant Principals	2.0	7.2	5.3
Average Years Experience of Assistant Principals with District	2.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.0	13.8	11.1
Average Years Experience of Teachers with District:	5.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,075	\$48,195	\$49,868
1-5 Years Experience	\$51,883	\$52,210	\$52,823
6-10 Years Experience	\$55,601	\$55,796	\$55,756
11-20 Years Experience	\$57,953	\$58,599	\$59,308
Over 20 Years Experience	\$62,821	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,841	\$58,010	\$57,091
Professional Support	\$61,130	\$64,376	\$67,352
Campus Administration (School Leadership)	\$77,337	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
 Campus Number: 170903106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 704
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	5.0	10.9%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	36.9	80.2%	75.1%	70.9%
Special Education	4.1	8.9%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **KEENAN EL**

Campus Number: **170903107**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	89%	-	73%	91%	-	-	-	*	100%	*	90%	87%	70%	*
	2018	77%	88%	88%	-	82%	90%	*	-	-	100%	80%	*	89%	87%	81%	*
At Meets Grade Level or Above	2019	45%	58%	62%	-	55%	64%	-	-	-	*	60%	*	65%	53%	45%	*
	2018	43%	53%	48%	-	18%	52%	*	-	-	60%	60%	*	48%	48%	19%	*
At Masters Grade Level	2019	27%	36%	41%	-	36%	41%	-	-	-	*	60%	*	44%	30%	20%	*
	2018	25%	35%	29%	-	9%	32%	*	-	-	20%	20%	*	28%	32%	10%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	-	100%	95%	-	-	-	*	80%	*	95%	93%	85%	*
	2018	78%	88%	91%	-	73%	94%	*	-	-	100%	60%	*	91%	90%	81%	*
At Meets Grade Level or Above	2019	49%	61%	69%	-	58%	72%	-	-	-	*	80%	*	75%	53%	45%	*
	2018	47%	56%	52%	-	27%	55%	*	-	-	60%	60%	*	53%	48%	43%	*
At Masters Grade Level	2019	25%	34%	39%	-	17%	42%	-	-	-	*	60%	*	46%	20%	20%	*
	2018	23%	29%	27%	-	0%	29%	*	-	-	40%	40%	*	26%	29%	24%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	87%	*	70%	92%	*	-	-	71%	75%	*	90%	82%	67%	*
	2018	73%	86%	86%	*	82%	86%	-	-	-	*	57%	*	88%	84%	80%	-
At Meets Grade Level or Above	2019	44%	58%	58%	*	20%	64%	*	-	-	29%	38%	*	56%	63%	29%	*
	2018	46%	58%	58%	*	64%	55%	-	-	-	*	14%	*	51%	68%	30%	-
At Masters Grade Level	2019	22%	30%	30%	*	10%	35%	*	-	-	0%	25%	*	31%	29%	14%	*
	2018	24%	30%	28%	*	36%	25%	-	-	-	*	0%	*	25%	34%	0%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	88%	*	70%	90%	*	-	-	100%	63%	*	90%	84%	81%	*
	2018	78%	87%	86%	*	82%	87%	-	-	-	*	25%	*	85%	89%	73%	-
At Meets Grade Level or Above	2019	48%	60%	55%	*	30%	58%	*	-	-	57%	38%	*	54%	58%	33%	*
	2018	49%	58%	51%	*	55%	48%	-	-	-	*	0%	*	46%	58%	23%	-
At Masters Grade Level	2019	28%	36%	34%	*	10%	37%	*	-	-	29%	13%	*	36%	29%	14%	*
	2018	27%	33%	25%	*	27%	20%	-	-	-	*	0%	*	25%	24%	3%	-
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	78%	*	60%	83%	*	-	-	57%	63%	*	78%	78%	67%	*
	2018	63%	71%	72%	*	55%	73%	-	-	-	*	14%	*	77%	66%	50%	-
At Meets Grade Level or Above	2019	35%	43%	48%	*	20%	53%	*	-	-	29%	50%	*	44%	57%	19%	*
	2018	39%	48%	55%	*	36%	55%	-	-	-	*	0%	*	52%	59%	23%	-
At Masters Grade Level	2019	11%	13%	12%	*	0%	14%	*	-	-	0%	25%	*	11%	14%	0%	*
	2018	11%	11%	9%	*	9%	10%	-	-	-	*	0%	*	6%	14%	3%	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	89%	95%	-	-	-	*	50%	*	96%	91%	91%	*
	2018	84%	92%	92%	*	79%	96%	*	*	-	80%	60%	-	96%	84%	79%	*
At Meets Grade Level or Above	2019	54%	68%	72%	*	67%	71%	-	-	-	*	20%	*	68%	77%	43%	*
	2018	54%	68%	64%	*	36%	70%	*	*	-	80%	20%	-	66%	61%	42%	*
At Masters Grade Level	2019	29%	40%	46%	*	44%	45%	-	-	-	*	0%	*	41%	55%	17%	*
	2018	26%	34%	28%	*	29%	28%	*	*	-	40%	0%	-	32%	21%	11%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	95%	*	89%	96%	-	-	-	*	40%	*	97%	91%	96%	*
	2018	91%	96%	99%	*	100%	99%	*	*	-	100%	80%	-	100%	97%	95%	*
At Meets Grade Level or Above	2019	58%	68%	73%	*	67%	72%	-	-	-	*	20%	*	71%	75%	39%	*
	2018	58%	68%	71%	*	64%	73%	*	*	-	80%	60%	-	73%	66%	58%	*
At Masters Grade Level	2019	36%	46%	46%	*	56%	43%	-	-	-	*	0%	*	42%	52%	9%	*
	2018	30%	37%	42%	*	36%	45%	*	*	-	20%	40%	-	45%	34%	21%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	86%	*	67%	87%	-	-	-	*	10%	*	87%	83%	76%	*
	2018	76%	84%	91%	*	79%	92%	*	*	-	100%	60%	-	95%	84%	74%	*
At Meets Grade Level or Above	2019	49%	58%	63%	*	56%	62%	-	-	-	*	0%	*	55%	76%	43%	*
	2018	41%	46%	54%	*	43%	56%	*	*	-	80%	40%	-	53%	55%	32%	*
At Masters Grade Level	2019	24%	28%	29%	*	33%	25%	-	-	-	*	0%	*	21%	43%	14%	*
	2018	17%	19%	22%	*	14%	24%	*	*	-	20%	20%	-	25%	16%	11%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	89%	33%	78%	91%	*	-	-	85%	55%	93%	90%	86%	79%	71%
	2018	77%	87%	88%	86%	79%	90%	43%	*	-	97%	51%	62%	90%	85%	75%	85%
At Meets Grade Level or Above	2019	50%	64%	62%	33%	46%	65%	*	-	-	56%	33%	79%	61%	65%	37%	29%
	2018	48%	61%	56%	57%	43%	58%	0%	*	-	81%	28%	54%	55%	59%	32%	35%
At Masters Grade Level	2019	24%	32%	34%	33%	25%	35%	*	-	-	38%	17%	43%	34%	35%	14%	12%
	2018	22%	29%	26%	29%	21%	27%	0%	*	-	38%	13%	46%	27%	25%	9%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	90%	*	77%	93%	*	-	-	86%	70%	80%	92%	87%	77%	67%
	2018	74%	85%	89%	*	81%	91%	*	*	-	93%	65%	60%	91%	85%	80%	63%
At Meets Grade Level or Above	2019	48%	61%	64%	*	47%	67%	*	-	-	50%	35%	80%	63%	66%	39%	33%
	2018	46%	60%	57%	*	39%	59%	*	*	-	79%	29%	60%	55%	60%	30%	13%
At Masters Grade Level	2019	21%	28%	39%	*	30%	40%	*	-	-	29%	22%	40%	38%	39%	17%	0%
	2018	19%	26%	29%	*	25%	29%	*	*	-	43%	6%	60%	28%	29%	6%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	*	87%	93%	*	-	-	93%	57%	100%	94%	89%	88%	83%
	2018	81%	91%	92%	*	86%	93%	*	*	-	100%	50%	67%	92%	92%	81%	100%
At Meets Grade Level or Above	2019	52%	68%	65%	*	52%	67%	*	-	-	64%	39%	80%	66%	63%	39%	33%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	66%	58%	*	50%	58%	*	*	-	79%	33%	50%	58%	58%	39%	63%
	2019	26%	39%	39%	*	26%	41%	*	-	-	50%	17%	60%	41%	36%	14%	33%
	2018	24%	35%	31%	*	22%	31%	*	*	-	50%	22%	33%	32%	29%	14%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	78%	*	60%	83%	*	-	-	57%	63%	*	78%	78%	67%	*
	2018	66%	77%	72%	*	55%	73%	-	-	-	*	14%	*	77%	66%	50%	-
	2019	38%	50%	48%	*	20%	53%	*	-	-	29%	50%	*	44%	57%	19%	*
At Meets Grade Level or Above	2018	41%	52%	55%	*	36%	55%	-	-	-	*	0%	*	52%	59%	23%	-
	2019	14%	19%	12%	*	0%	14%	*	-	-	0%	25%	*	11%	14%	0%	*
	2018	13%	16%	9%	*	9%	10%	-	-	-	*	0%	*	6%	14%	3%	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	86%	*	67%	87%	-	-	-	*	10%	*	87%	83%	76%	*
	2018	80%	87%	91%	*	79%	92%	*	*	-	100%	60%	-	95%	84%	74%	*
	2019	54%	65%	63%	*	56%	62%	-	-	-	*	0%	*	55%	76%	43%	*
At Meets Grade Level or Above	2018	51%	61%	54%	*	43%	56%	*	*	-	80%	40%	-	53%	55%	32%	*
	2019	25%	28%	29%	*	33%	25%	-	-	-	*	0%	*	21%	43%	14%	*
	2018	23%	28%	22%	*	14%	24%	*	*	-	20%	20%	-	25%	16%	11%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	69	*	55	73	*	-	-	36	64	*	70	66	53	*
	2018	63	58	63	*	78	61	-	-	-	*	71	*	60	69	54	-
Grade 4 Mathematics	2019	65	70	72	*	55	74	*	-	-	64	50	*	75	66	61	*
	2018	65	59	47	*	44	47	-	-	-	*	13	*	52	39	40	-
Grade 5 ELA/Reading	2019	81	83	86	*	93	86	-	-	-	*	78	*	87	85	80	*
	2018	80	78	79	*	81	79	*	*	-	80	*	-	79	79	91	*
Grade 5 Mathematics	2019	83	84	93	*	94	94	-	-	-	*	78	*	93	93	93	*
	2018	81	77	84	*	92	85	*	*	-	70	*	-	86	79	82	*
All Grades Both Subjects	2019	69	74	80	67	71	81	*	-	-	64	69	81	80	78	73	55
	2018	69	71	69	60	76	68	*	*	-	82	52	*	71	66	63	88
All Grades ELA/Reading	2019	68	70	77	*	71	79	*	-	-	50	72	*	78	76	68	70
	2018	69	68	72	*	80	70	*	*	-	86	80	*	71	74	69	*
All Grades Mathematics	2019	70	77	82	*	72	83	*	-	-	77	66	*	83	80	79	40
	2018	70	74	67	*	73	66	*	*	-	79	27	*	71	59	57	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	*	*	71%	*	-	-	*	33%	50%	*
	2018	38%	47%	57%	-	*	67%	-	*	-	*	*	45%	*
Mathematics	2019	45%	60%	63%	*	*	65%	*	-	-	*	11%	71%	-
	2018	47%	56%	67%	*	*	68%	-	*	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	92%	*	100%	92%	-	-	-	*	44%	83%	*
Students Requiring Accelerated Instruction														
	2019	22%	10%	8%	*	0%	8%	-	-	-	*	56%	17%	*
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	89%	95%	-	-	-	*	50%	91%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	*	*	-	*	-	*	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	94%	*	89%	95%	-	-	-	*	40%	96%	*
Students Requiring Accelerated Instruction														
	2019	17%	7%	6%	*	11%	5%	-	-	-	*	60%	4%	*
STAAR Cumulative Met Standard														
	2019	90%	95%	95%	*	89%	96%	-	-	-	*	40%	96%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 791
 Grade Span: EE - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	89%	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	77%	87%	88%	-	-	-	-	-	82%	82%	-	-	82%	82%
At Meets Grade Level or Above	2019	50%	64%	62%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	48%	61%	56%	-	-	-	-	-	24%	24%	-	-	24%	24%
At Masters Grade Level	2019	24%	32%	34%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	22%	29%	26%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	90%	-	-	-	-	-	*	*	-	-	*	*
	2018	74%	85%	89%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	48%	61%	64%	-	-	-	-	-	*	*	-	-	*	*
	2018	46%	60%	57%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	21%	28%	39%	-	-	-	-	-	*	*	-	-	*	*
	2018	19%	26%	29%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	91%	92%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	68%	65%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	66%	58%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	39%	39%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	35%	31%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	78%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	72%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	50%	48%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	12%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	9%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	86%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	87%	91%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	65%	63%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	61%	54%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	28%	29%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	28%	22%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	80%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	71%	69%	-	-	-	-	-	83%	83%	-	-	83%	83%
All Grades ELA/Reading	2019	68%	70%	77%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	68%	72%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	77%	82%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	74%	67%	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	57%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	57%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	60%	63%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	67%	-	-	-	-	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	99%	98%	100%	-	-	100%	96%	98%	100%
Included in Accountability	94%	94%	95%	100%	90%	96%	60%	-	-	100%	89%	90%	62%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	9%	3%	40%	-	-	0%	7%	8%	38%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	2%	2%	0%	1%	2%	0%	-	-	0%	4%	2%	0%
Absent	1%	2%	2%	0%	1%	2%	0%	-	-	0%	4%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	95%	88%	97%	95%	100%	*	-	100%	80%	100%	100%
Included in Accountability	94%	94%	92%	88%	89%	92%	100%	*	-	95%	80%	93%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	8%	3%	0%	*	-	5%	0%	7%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Absent	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	96.2%	97.3%	96.2%	96.2%	*	-	-	95.5%	95.1%	95.0%	94.2%
2017-18	95.4%	95.2%	96.2%	96.8%	96.8%	96.1%	*	*	-	96.1%	96.8%	94.9%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	590	355,615
By Ethnicity:				
African American	-	-	19	43,953
Hispanic	-	-	76	180,673
White	-	-	466	105,577
American Indian	-	-	4	1,293
Asian	-	-	9	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	16	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	46	51,579
Foundation H.S. Program (Endorsement)	-	-	43	15,160
Foundation H.S. Program (DLA)	-	-	501	285,538
Special Education Graduates	-	-	40	27,598
Economically Disadvantaged Graduates	-	-	105	186,364
LEP Graduates	-	-	0	25,189
At-Risk Graduates	-	-	136	146,432

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	67.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	55.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	3.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: MONTGOMERY ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	83.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
Campus Name: KEENAN EL
Campus Number: 170903107

Total Students: 791
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	33.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	19.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	12.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	66.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	41.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
Campus Name: KEENAN EL
Campus Number: 170903107

Total Students: 791
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	51.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	65.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	61.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	572	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	559	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	36.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	16.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	791	100.0%	8,999	5,479,173	795	100.0%	9,025	5,493,940
Students by Grade:								
Early Childhood Education	28	3.5%	0.3%	0.3%	31	3.9%	0.5%	0.5%
Pre-Kindergarten	37	4.7%	2.1%	4.5%	37	4.7%	2.1%	4.5%
Kindergarten	109	13.8%	6.1%	7.0%	109	13.7%	6.1%	7.0%
Grade 1	105	13.3%	6.5%	7.1%	105	13.2%	6.5%	7.1%
Grade 2	119	15.0%	7.2%	7.1%	120	15.1%	7.2%	7.1%
Grade 3	121	15.3%	7.2%	7.1%	121	15.2%	7.2%	7.1%
Grade 4	128	16.2%	7.0%	7.3%	128	16.1%	7.0%	7.3%
Grade 5	144	18.2%	7.4%	7.6%	144	18.1%	7.3%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.5%	7.7%	0	0.0%	8.5%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	9.0%	8.2%	0	0.0%	8.9%	8.2%
Grade 10	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.0%	6.4%	0	0.0%	7.0%	6.4%
Ethnic Distribution:								
African American	8	1.0%	3.0%	12.6%	8	1.0%	3.0%	12.6%
Hispanic	107	13.5%	16.0%	52.8%	108	13.6%	16.0%	52.8%
White	639	80.8%	76.4%	27.0%	642	80.8%	76.5%	27.0%
American Indian	5	0.6%	0.4%	0.4%	5	0.6%	0.4%	0.4%
Asian	2	0.3%	0.9%	4.6%	2	0.3%	0.9%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	30	3.8%	3.2%	2.5%	30	3.8%	3.2%	2.5%
Sex:								
Female	349	44.1%	48.4%	48.8%	350	44.0%	48.4%	48.8%
Male	442	55.9%	51.6%	51.2%	445	56.0%	51.6%	51.2%
Economically Disadvantaged	193	24.4%	26.4%	60.3%	196	24.7%	26.5%	60.2%
Non-Educationally Disadvantaged	598	75.6%	73.6%	39.7%	599	75.3%	73.5%	39.8%
Section 504 Students	71	9.0%	10.9%	6.9%	71	8.9%	10.9%	6.9%
English Learners (EL)	8	1.0%	2.2%	20.3%	8	1.0%	2.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.1%	0.8%	1.5%				
Students w/ Dyslexia	42	5.3%	5.0%	4.1%	42	5.3%	5.0%	4.1%
Foster Care	8	1.0%	0.4%	0.3%	8	1.0%	0.4%	0.3%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	2	0.3%	0.4%	2.3%	2	0.3%	0.4%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	18.9%	65.1%	0	0.0%	18.9%	65.1%
Military Connected	3	0.4%	0.4%	1.9%	3	0.4%	0.4%	1.9%
At-Risk	164	20.7%	30.0%	50.6%	164	20.6%	30.0%	50.5%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	8	1.0%	3.0%	20.6%	8	1.0%	3.0%	20.6%
Career & Technical Education	0	0.0%	30.1%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.3%	50.8%	0	-	81.3%	50.8%
Gifted & Talented Education	32	4.0%	7.0%	8.1%	32	4.0%	7.0%	8.1%
Special Education	87	11.0%	8.4%	10.5%	91	11.4%	8.7%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	36.9%	42.4%				
Students with Physical Disabilities	39	44.8%	26.5%	21.4%				
Students with Autism	14	16.1%	**	13.8%				
Students with Behavioral Disabilities	18	20.7%	22.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	50	7.9%	9.4%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	9	1.4%						
White	38	6.0%						
American Indian	2	0.3%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	71	11.0%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.6%	0.0%	2.0%	5.5%
Grade 1	1.9%	2.6%	2.9%	0.0%	8.3%	4.9%
Grade 2	2.1%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.9%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.5%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	6.5%	13.1%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.7	17.6	19.0
Grade 1	17.5	18.9	18.9
Grade 2	19.8	18.7	18.8
Grade 3	20.0	18.5	19.0
Grade 4	21.2	18.8	19.2
Grade 5	20.3	20.6	20.9
Grade 6	-	22.7	20.4
Secondary:			
English/Language Arts	-	19.5	16.4
Foreign Languages	-	22.4	18.7
Mathematics	-	21.4	17.8
Science	-	22.1	18.8
Social Studies	-	23.0	19.3

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	68.5	100.0%	100.0%	100.0%
Professional Staff:	56.7	82.9%	67.4%	63.7%
Teachers	48.7	71.2%	55.4%	49.4%
Professional Support	6.0	8.8%	8.5%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.6%	3.0%
Educational Aides:	11.7	17.1%	7.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	2.0	595.0
Counselors				
Full-time	1.0	n/a	22.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.8	5.6%	11.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.3%	10.8%
Hispanic	0.8	1.6%	6.2%	28.1%
White	47.9	98.4%	91.8%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	0.0	0.0%	17.2%	23.8%
Females	48.7	100.0%	82.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.3%
Bachelors	37.7	77.4%	74.3%	73.4%
Masters	11.0	22.6%	23.9%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.1%	7.4%
1-5 Years Experience	6.8	14.0%	17.8%	27.9%
6-10 Years Experience	9.5	19.5%	19.2%	19.4%
11-20 Years Experience	23.4	48.1%	39.0%	29.4%
Over 20 Years Experience	9.0	18.5%	21.9%	15.9%
Number of Students per Teacher	16.2	n/a	15.0	15.1

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.3	6.2
Average Years Experience of Principals with District	8.0	5.1	5.3
Average Years Experience of Assistant Principals	12.0	7.2	5.3
Average Years Experience of Assistant Principals with District	12.0	5.7	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.1	13.8	11.1
Average Years Experience of Teachers with District:	6.1	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,195	\$49,868
1-5 Years Experience	\$53,099	\$52,210	\$52,823
6-10 Years Experience	\$55,115	\$55,796	\$55,756
11-20 Years Experience	\$59,261	\$58,599	\$59,308
Over 20 Years Experience	\$64,228	\$64,594	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,510	\$58,010	\$57,091
Professional Support	\$61,275	\$64,376	\$67,352
Campus Administration (School Leadership)	\$83,129	\$83,322	\$82,512
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	68.1%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.5	6.0	6,309.0

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 791
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.5%
Career & Technical Education	0.0	0.0%	5.6%	5.0%
Compensatory Education	4.7	9.6%	4.9%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	38.9	79.8%	75.1%	70.9%
Special Education	5.2	10.6%	14.2%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

PEIMS Financial Standard Report



**2018 - 2019 Actual Financial
Data
Totals for MONTGOMERY ISD
(170903)
Total Enrolled Membership: 8,837**

Download: [Excel](#)
[PDF](#)

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$56,319,152	77.86%	\$6,373	\$56,319,152	70.03%	\$6,373	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$11,041,487	15.26%	\$1,249	\$11,252,630	13.99%	\$1,273	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$1,222,513	1.69%	\$138	\$5,303,244	6.59%	\$600	\$6,959,931,329	12.27%	\$1,285
Other Local	\$3,754,368	5.19%	\$425	\$7,544,719	9.38%	\$854	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$72,337,520	100.00%	\$8,186	\$80,419,745	100.00%	\$9,100	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$19,269,888	97.82%	\$2,181	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$429,299	2.18%	\$49	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$19,699,187	100.00%	\$2,229	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$72,337,520	100.00%	\$8,186	\$100,118,932	100.00%	\$11,330	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$3,896,789	100.00%	\$441	\$3,896,789	100.00%	\$441	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$3,896,789	100.00%	\$441	\$3,896,789	100.00%	\$441	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$76,234,309	100.00%	\$8,627	\$104,015,721	100.00%	\$11,770	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$3,246,040	100.00%	\$367	\$3,596,767	100.00%	\$407	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$3,246,040	100.00%	\$367	\$3,596,767	100.00%	\$407	\$5,768,376,363	100.00%	\$1,065

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$75,583,560	100.00%	\$8,553	\$103,715,699	100.00%	\$11,737	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$60,118,664	82.69%	\$6,803	\$64,415,156	79.83%	\$7,289	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$8,412,585	11.57%	\$952	\$8,984,435	11.13%	\$1,017	\$5,053,894,853	9.41%	\$933
Supplies & Materials (Object 63xx)	\$2,765,576	3.80%	\$313	\$5,695,585	7.06%	\$645	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$1,407,807	1.94%	\$159	\$1,600,117	1.98%	\$181	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$72,704,632	100.00%	\$8,227	\$80,695,293	100.00%	\$9,132	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$21,050,206	81.84%	\$2,382	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$163,963	100.00%	\$19	\$4,670,206	18.16%	\$528	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$163,963	100.00%	\$19	\$25,720,412	100.00%	\$2,911	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$72,868,595	100.00%	\$8,246	\$106,415,705	100.00%	\$12,042	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$45,406,461	62.45%	\$5,138	\$47,313,043	58.63%	\$5,354	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$613,074	0.84%	\$69	\$613,074	0.76%	\$69	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$280,455	0.39%	\$32	\$288,587	0.36%	\$33	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$628,963	0.87%	\$71	\$670,280	0.83%	\$76	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$4,133,433	5.69%	\$468	\$4,135,864	5.13%	\$468	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$2,170,762	2.99%	\$246	\$2,745,065	3.40%	\$311	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$670,989	0.92%	\$76	\$670,989	0.83%	\$76	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$3,925,611	5.40%	\$444	\$3,925,611	4.86%	\$444	\$1,636,095,662	3.05%	\$302

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Food Services (Function 35)	\$0	0.00%	\$0	\$4,795,510	5.94%	\$543	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$1,841,749	2.53%	\$208	\$2,494,535	3.09%	\$282	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$1,968,501	2.71%	\$223	\$1,968,501	2.44%	\$223	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$8,567,472	11.78%	\$970	\$8,567,472	10.62%	\$970	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$956,352	1.32%	\$108	\$965,952	1.20%	\$109	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$1,356,491	1.87%	\$154	\$1,356,491	1.68%	\$154	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$184,319	0.25%	\$21	\$184,319	0.23%	\$21	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$72,704,632	100.00%	\$8,227	\$80,695,293	100.00%	\$9,132	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$21,050,206	81.84%	\$2,382	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$163,963	100.00%	\$19	\$4,670,206	18.16%	\$528	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$163,963	100.00%	\$19	\$25,720,412	100.00%	\$2,911	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$72,868,595	100.00%	\$8,246	\$106,415,705	100.00%	\$12,042	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$38,017,478	52.29%	\$4,302	\$38,198,291	47.34%	\$4,323	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$2,443,630	3.36%	\$277	\$2,444,084	3.03%	\$277	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$2,783,098	3.83%	\$315	\$2,840,411	3.52%	\$321	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$8,227,797	11.32%	\$931	\$9,901,516	12.27%	\$1,120	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,977,074	2.72%	\$224	\$2,552,560	3.16%	\$289	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$155,853	0.21%	\$18	\$162,320	0.20%	\$18	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$112,733	0.16%	\$13	\$112,733	0.14%	\$13	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$897,250	1.23%	\$102	\$897,250	1.11%	\$102	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$1,438,485	1.98%	\$163	\$1,436,140	1.78%	\$163	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$16,651,234	22.90%	\$1,884	\$22,149,988	27.45%	\$2,507	\$13,616,179,442	25.36%	\$2,514

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Program Intent Code (PIC)	\$72,704,632	100.00%	\$8,227	\$80,695,293	100.00%	\$9,132	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$21,050,206	81.84%	\$2,382	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$163,963	100.00%	\$19	\$4,670,206	18.16%	\$528	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$163,963	100.00%	\$19	\$25,720,412	100.00%	\$2,911	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$72,868,595	100.00%	\$8,246	\$106,415,705	100.00%	\$12,042	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$72,704,632	93.83%	\$8,227	\$80,695,293	72.68%	\$9,132	\$53,692,440,166	71.10%	\$9,913
Recapture	\$3,896,789	5.00%	\$441	\$3,896,789	3.50%	\$441	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,068,121,149	1.41%	\$197
Intergovernmental Charge	\$718,265	0.93%	\$81	\$718,265	0.65%	\$81	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$0	0.00%	\$0	\$21,050,206	18.96%	\$2,382	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$163,963	0.21%	\$19	\$4,670,206	4.21%	\$528	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$77,483,649	100.00%	\$8,768	\$111,030,759	100.00%	\$12,564	\$75,511,710,690	100.00%	\$13,942
Tax Rates									
2018 - 2019 (current tax year) Tax Rates									
Maintenance & Operations				1.0400			1.1003		
Interest & Sinking				0.3300			0.2097		
Total Tax Rate				1.3700			1.3101		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$9,400		\$1	\$9,400		\$1	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$14,187,479		\$1,605	\$17,956,324,818		\$3,521
Committed Fund Balance	\$0		\$0	\$429,908		\$49	\$3,206,045,411		\$629
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$2,969,613,173		\$582
Unassigned Fund Balance	\$19,723,592		\$2,232	\$19,723,592		\$2,232	\$14,724,633,560		\$2,887
Total Fund Balance**	\$19,732,992		\$2,233	\$34,350,379		\$3,887	\$39,112,172,860		\$7,670
Fund Balance Reconciliation									

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2017-2018 Total Fund Balance (Previous Year)	\$11,613,836		\$1,330	\$28,230,889		\$3,234	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$8,119,156		\$919	\$6,119,490		\$692	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$192,135,414		\$38
2018-2019 Total Fund Balance	\$19,732,992		\$2,233	\$34,350,379		\$3,887	\$39,112,172,860		\$7,670

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Montgomery H S District: MONTGOMERY ISD

Campus Number: 170903002 Total Membership: 1,773

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	13,114,705	100.00	7,397	13,809,435	100.00	7,789
Operating-Payroll	10,376,286	79.12	5,852	10,902,825	78.95	6,149
Other Operating	2,728,066	20.80	1,539	2,896,257	20.97	1,634
Non-Operating(Equip/Supplies)	10,353	0.08	6	10,353	0.07	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	13,104,352	100.00	7,391	13,799,082	100.00	7,783
Instruction (11,95) *	8,944,928	68.26	5,045	9,069,473	65.73	5,115
Instructional Res/Media (12) *	31,728	0.24	18	31,728	0.23	18
Curriculum/Staff Develop (13) *	105,394	0.80	59	105,394	0.76	59
Instructional Leadership (21) *	101,443	0.77	57	101,443	0.74	57
School Leadership (23) *	809,228	6.18	456	809,228	5.86	456
Guidance/Counseling Svcs (31) *	568,053	4.33	320	652,841	4.73	368
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	94,911	0.72	54	94,911	0.69	54
Food (35) **	0	0.00	0	391,516	2.84	221
Extracurricular (36) *	937,913	7.16	529	1,031,794	7.48	582
Plant Maint/Operation (51) * **	1,510,754	11.53	852	1,510,754	10.95	852
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	10,655,685	100.00	6,010	10,865,018	100.00	6,128
Regular	6,749,462	63.34	3,807	6,774,338	62.35	3,821
Gifted & Talented	932,464	8.75	526	932,918	8.59	526
Career & Technical	1,737,130	16.30	980	1,778,816	16.37	1,003
Students with Disabilities	926,910	8.70	523	1,069,227	9.84	603
Accelerated Education	187,467	1.76	106	187,467	1.73	106
Bilingual	489	0.00	0	489	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	121,763	1.14	69	121,763	1.12	69
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lake Creek H S District: MONTGOMERY ISD

Campus Number: 170903004 Total Membership: 913

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	9,332,575	100.00	10,222	9,765,832	100.00	10,696
Operating-Payroll	7,222,602	77.39	7,911	7,562,254	77.44	8,283
Other Operating	2,076,825	22.25	2,275	2,170,430	22.22	2,377
Non-Operating(Equip/Supplies)	33,148	0.36	36	33,148	0.34	36
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	9,299,427	100.00	10,186	9,732,684	100.00	10,660
Instruction (11,95) *	6,006,519	64.59	6,579	6,149,926	63.19	6,736
Instructional Res/Media (12) *	19,318	0.21	21	19,318	0.20	21
Curriculum/Staff Develop (13) *	56,709	0.61	62	56,709	0.58	62
Instructional Leadership (21) *	77,060	0.83	84	77,060	0.79	84
School Leadership (23) *	699,694	7.52	766	699,694	7.19	766
Guidance/Counseling Svcs (31) *	461,653	4.96	506	528,162	5.43	578
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	64,080	0.69	70	64,080	0.66	70
Food (35) **	0	0.00	0	186,327	1.91	204
Extracurricular (36) *	561,434	6.04	615	598,448	6.15	655
Plant Maint/Operation (51) * **	1,352,960	14.55	1,482	1,352,960	13.90	1,482
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	7,385,033	100.00	8,089	7,594,949	100.00	8,319
Regular	4,335,633	58.71	4,749	4,376,202	57.62	4,793
Gifted & Talented	590,847	8.00	647	590,847	7.78	647
Career & Technical	1,036,320	14.03	1,135	1,051,947	13.85	1,152
Students with Disabilities	1,189,732	16.11	1,303	1,343,452	17.69	1,471
Accelerated Education	89,928	1.22	98	89,928	1.18	98
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alt-d-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alt-d-DAEP Basic Serv	29,840	0.40	33	29,840	0.39	33
Disc Alt-d-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	112,733	1.53	123	112,733	1.48	123
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Montgomery J H District: MONTGOMERY ISD

Campus Number: 170903042 Total Membership: 1,151

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,760,879	100.00	5,874	7,185,341	100.00	6,243
Operating-Payroll	5,960,884	88.17	5,179	6,288,553	87.52	5,464
Other Operating	797,578	11.80	693	894,371	12.45	777
Non-Operating(Equipt/Supplies)	2,417	0.04	2	2,417	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,758,462	100.00	5,872	7,182,924	100.00	6,241
Instruction (11,95) *	5,198,274	76.92	4,516	5,265,520	73.31	4,575
Instructional Res/Media (12) *	97,481	1.44	85	97,481	1.36	85
Curriculum/Staff Develop (13) *	19,825	0.29	17	19,825	0.28	17
Instructional Leadership (21) *	70,895	1.05	62	70,895	0.99	62
School Leadership (23) *	449,419	6.65	390	449,419	6.26	390
Guidance/Counseling Svcs (31) *	199,020	2.94	173	269,858	3.76	234
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	48,208	0.71	42	48,208	0.67	42
Food (35) **	0	0.00	0	230,651	3.21	200
Extracurricular (36) *	107,275	1.59	93	163,002	2.27	142
Plant Maint/Operation (51) * **	568,065	8.41	494	568,065	7.91	494
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,083,122	100.00	5,285	6,221,206	100.00	5,405
Regular	4,462,325	73.36	3,877	4,463,854	71.75	3,878
Gifted & Talented	381,300	6.27	331	381,300	6.13	331
Career & Technical	3,602	0.06	3	3,602	0.06	3
Students with Disabilities	831,861	13.67	723	966,016	15.53	839
Accelerated Education	216,065	3.55	188	218,465	3.51	190
Bilingual	232	0.00	0	232	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	187,737	3.09	163	187,737	3.02	163
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Oak Hills J H District: MONTGOMERY ISD

Campus Number: 170903043 Total Membership: 1,081

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,858,940	100.00	6,345	7,317,262	100.00	6,769
Operating-Payroll	5,898,483	86.00	5,457	6,308,653	86.22	5,836
Other Operating	958,387	13.97	887	1,006,539	13.76	931
Non-Operating(Equip/Supplies)	2,070	0.03	2	2,070	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,856,870	100.00	6,343	7,315,192	100.00	6,767
Instruction (11,95) *	5,097,712	74.34	4,716	5,316,966	72.68	4,919
Instructional Res/Media (12) *	107,405	1.57	99	107,405	1.47	99
Curriculum/Staff Develop (13) *	19,271	0.28	18	19,271	0.26	18
Instructional Leadership (21) *	81,272	1.19	75	81,272	1.11	75
School Leadership (23) *	474,210	6.92	439	474,210	6.48	439
Guidance/Counseling Svcs (31) *	226,598	3.30	210	219,441	3.00	203
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,251	0.95	60	65,251	0.89	60
Food (35) **	0	0.00	0	221,596	3.03	205
Extracurricular (36) *	57,817	0.84	53	82,446	1.13	76
Plant Maint/Operation (51) * **	727,334	10.61	673	727,334	9.94	673
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,071,719	100.00	5,617	6,283,816	100.00	5,813
Regular	4,066,779	66.98	3,762	4,073,270	64.82	3,768
Gifted & Talented	533,955	8.79	494	533,955	8.50	494
Career & Technical	6,046	0.10	6	6,046	0.10	6
Students with Disabilities	1,074,847	17.70	994	1,278,053	20.34	1,182
Accelerated Education	283,874	4.68	263	286,274	4.56	265
Bilingual	453	0.01	0	453	0.01	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	105,765	1.74	98	105,765	1.68	98
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Montgomery El District: MONTGOMERY ISD

Campus Number: 170903103 Total Membership: 384

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,254,624	100.00	8,476	3,619,701	100.00	9,426
Operating-Payroll	2,833,423	87.06	7,379	3,115,483	86.07	8,113
Other Operating	419,638	12.89	1,093	502,655	13.89	1,309
Non-Operating(Equip/Supplies)	1,563	0.05	4	1,563	0.04	4
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,253,061	100.00	8,472	3,618,138	100.00	9,422
Instruction (11,95) *	2,388,250	73.42	6,219	2,488,123	68.77	6,479
Instructional Res/Media (12) *	47,535	1.46	124	47,535	1.31	124
Curriculum/Staff Develop (13) *	9,029	0.28	24	9,029	0.25	24
Instructional Leadership (21) *	29,917	0.92	78	29,917	0.83	78
School Leadership (23) *	276,614	8.50	720	276,614	7.65	720
Guidance/Counseling Svcs (31) *	107,095	3.29	279	236,097	6.53	615
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	72,681	2.23	189	72,681	2.01	189
Food (35) **	0	0.00	0	90,525	2.50	236
Extracurricular (36) *	0	0.00	0	45,677	1.26	119
Plant Maint/Operation (51) * **	321,940	9.90	838	321,940	8.90	838
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,931,121	100.00	7,633	3,159,996	100.00	8,229
Regular	2,407,090	82.12	6,268	2,410,005	76.27	6,276
Gifted & Talented	546	0.02	1	546	0.02	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	330,747	11.28	861	462,088	14.62	1,203
Accelerated Education	9,118	0.31	24	12,104	0.38	32
Bilingual	19,458	0.66	51	19,458	0.62	51
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	56,667	1.93	148	148,300	4.69	386
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	107,495	3.67	280	107,495	3.40	280

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Stewart Creek El District: MONTGOMERY ISD

Campus Number: 170903104 Total Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,683,193	100.00	6,004	5,143,551	100.00	6,594
Operating-Payroll	4,234,168	90.41	5,428	4,589,252	89.22	5,884
Other Operating	447,443	9.55	574	552,717	10.75	709
Non-Operating(Equip/Supplies)	1,582	0.03	2	1,582	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,681,611	100.00	6,002	5,141,969	100.00	6,592
Instruction (11,95) *	3,747,168	80.04	4,804	3,969,454	77.20	5,089
Instructional Res/Media (12) *	80,135	1.71	103	80,135	1.56	103
Curriculum/Staff Develop (13) *	14,400	0.31	18	14,400	0.28	18
Instructional Leadership (21) *	50,680	1.08	65	50,680	0.99	65
School Leadership (23) *	270,467	5.78	347	270,467	5.26	347
Guidance/Counseling Svcs (31) *	120,101	2.57	154	143,434	2.79	184
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	66,601	1.42	85	66,601	1.30	85
Food (35) **	0	0.00	0	145,564	2.83	187
Extracurricular (36) *	0	0.00	0	69,175	1.35	89
Plant Maint/Operation (51) * **	332,059	7.09	426	332,059	6.46	426
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,349,552	100.00	5,576	4,595,171	100.00	5,891
Regular	3,470,725	79.79	4,450	3,475,728	75.64	4,456
Gifted & Talented	1,195	0.03	2	1,195	0.03	2
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	552,585	12.70	708	589,833	12.84	756
Accelerated Education	42,718	0.98	55	40,016	0.87	51
Bilingual	28,733	0.66	37	31,083	0.68	40
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	89,984	2.07	115	293,704	6.39	377
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	163,612	3.76	210	163,612	3.56	210

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lone Star El District: MONTGOMERY ISD

Campus Number: 170903105 Total Membership: 755

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,712,799	100.00	6,242	5,005,382	100.00	6,630
Operating-Payroll	4,149,157	88.04	5,496	4,317,465	86.26	5,718
Other Operating	561,843	11.92	744	686,118	13.71	909
Non-Operating(Equip/Supplies)	1,799	0.04	2	1,799	0.04	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,711,000	100.00	6,240	5,003,583	100.00	6,627
Instruction (11,95) *	3,617,887	76.80	4,792	3,670,740	73.36	4,862
Instructional Res/Media (12) *	86,044	1.83	114	86,044	1.72	114
Curriculum/Staff Develop (13) *	13,888	0.29	18	13,888	0.28	18
Instructional Leadership (21) *	51,874	1.10	69	51,874	1.04	69
School Leadership (23) *	308,455	6.55	409	308,455	6.16	409
Guidance/Counseling Svcs (31) *	118,632	2.52	157	115,324	2.30	153
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	69,499	1.48	92	69,499	1.39	92
Food (35) **	0	0.00	0	131,870	2.64	175
Extracurricular (36) *	0	0.00	0	111,168	2.22	147
Plant Maint/Operation (51) * **	444,721	9.44	589	444,721	8.89	589
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,266,279	100.00	5,651	4,315,824	100.00	5,716
Regular	3,335,528	78.18	4,418	3,344,035	77.48	4,429
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	635,489	14.90	842	676,527	15.68	896
Accelerated Education	132,472	3.11	175	132,472	3.07	175
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	162,790	3.82	216	162,790	3.77	216

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Madeley Ranch EI District: MONTGOMERY ISD

Campus Number: 170903106 Total Membership: 734

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,434,017	100.00	6,041	4,681,218	100.00	6,378
Operating-Payroll	4,008,874	90.41	5,462	4,147,135	88.59	5,650
Other Operating	424,243	9.57	578	533,183	11.39	726
Non-Operating(Equip/Supplies)	900	0.02	1	900	0.02	1
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,433,117	100.00	6,040	4,680,318	100.00	6,376
Instruction (11,95) *	3,584,693	80.86	4,884	3,616,963	77.28	4,928
Instructional Res/Media (12) *	16,043	0.36	22	16,043	0.34	22
Curriculum/Staff Develop (13) *	13,948	0.31	19	13,948	0.30	19
Instructional Leadership (21) *	50,420	1.14	69	50,420	1.08	69
School Leadership (23) *	300,455	6.78	409	300,455	6.42	409
Guidance/Counseling Svcs (31) *	102,078	2.30	139	98,770	2.11	135
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,747	1.48	90	65,747	1.40	90
Food (35) **	0	0.00	0	115,489	2.47	157
Extracurricular (36) *	0	0.00	0	102,750	2.20	140
Plant Maint/Operation (51) * **	299,733	6.76	408	299,733	6.40	408
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,133,384	100.00	5,631	4,162,346	100.00	5,671
Regular	3,240,801	78.41	4,415	3,246,791	78.00	4,423
Gifted & Talented	2,901	0.07	4	2,901	0.07	4
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	551,394	13.34	751	574,366	13.80	783
Accelerated Education	192,259	4.65	262	192,259	4.62	262
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	146,029	3.53	199	146,029	3.51	199

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Keenan El District: MONTGOMERY ISD

Campus Number: 170903107 Total Membership: 769

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,028,477	100.00	6,539	5,312,814	100.00	6,909
Operating-Payroll	4,546,672	90.42	5,912	4,708,396	88.62	6,123
Other Operating	480,947	9.56	625	603,560	11.36	785
Non-Operating(Equip/Supplies)	858	0.02	1	858	0.02	1
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,027,619	100.00	6,538	5,311,956	100.00	6,908
Instruction (11,95) *	4,011,739	79.79	5,217	4,066,380	76.55	5,288
Instructional Res/Media (12) *	79,868	1.59	104	79,868	1.50	104
Curriculum/Staff Develop (13) *	16,126	0.32	21	16,126	0.30	21
Instructional Leadership (21) *	68,770	1.37	89	68,770	1.29	89
School Leadership (23) *	282,249	5.61	367	282,249	5.31	367
Guidance/Counseling Svcs (31) *	153,124	3.05	199	186,527	3.51	243
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	60,147	1.20	78	60,147	1.13	78
Food (35) **	0	0.00	0	129,761	2.44	169
Extracurricular (36) *	0	0.00	0	66,532	1.25	87
Plant Maint/Operation (51) * **	355,596	7.07	462	355,596	6.69	462
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,672,023	100.00	6,075	4,760,067	100.00	6,190
Regular	3,272,426	70.04	4,255	3,285,158	69.01	4,272
Gifted & Talented	167	0.00	0	167	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	982,562	21.03	1,278	1,057,670	22.22	1,375
Accelerated Education	194,538	4.16	253	194,538	4.09	253
Bilingual	75	0.00	0	279	0.01	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	222,255	4.76	289	222,255	4.67	289

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lincoln El District: MONTGOMERY ISD

Campus Number: 170903102

Total Membership: 495

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,594,086	100.00	7,261	3,907,855	100.00	7,895
Operating-Payroll	3,208,087	89.26	6,481	3,498,751	89.53	7,068
Other Operating	384,433	10.70	777	407,538	10.43	823
Non-Operating(Equip/Supplies)	1,566	0.04	3	1,566	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,592,520	100.00	7,258	3,906,289	100.00	7,891
Instruction (11,95) *	2,769,152	77.08	5,594	2,945,679	75.41	5,951
Instructional Res/Media (12) *	47,509	1.32	96	47,509	1.22	96
Curriculum/Staff Develop (13) *	10,356	0.29	21	10,356	0.27	21
Instructional Leadership (21) *	35,040	0.98	71	35,040	0.90	71
School Leadership (23) *	262,634	7.31	531	262,634	6.72	531
Guidance/Counseling Svcs (31) *	95,579	2.66	193	95,579	2.45	193
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	63,853	1.78	129	63,853	1.63	129
Food (35) **	0	0.00	0	102,697	2.63	207
Extracurricular (36) *	0	0.00	0	34,545	0.88	70
Plant Maint/Operation (51) * **	308,397	8.58	623	308,397	7.89	623
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,284,123	100.00	6,635	3,460,650	100.00	6,991
Regular	2,672,917	81.39	5,400	2,644,352	76.41	5,342
Gifted & Talented	255	0.01	1	255	0.01	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	372,590	11.35	753	373,590	10.80	755
Accelerated Education	27,650	0.84	56	85,948	2.48	174
Bilingual	21,212	0.65	43	23,498	0.68	47
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	9,229	0.28	19	152,737	4.41	309
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	180,270	5.49	364	180,270	5.21	364

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MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

District Accreditation Status



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

2019-2020 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
170903	MONTGOMERY ISD	6	B - Above Standard	A	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

Campus Performance Objectives

2019-2020 MISD Campus Performance Objectives

The *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the Texas Academic Performance Report (TAPR) and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published TAPR.

The Campus Improvement Plans for all campuses can be found using the following hyperlinks:

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Lincoln Elementary School

Montgomery Independent School District

Montgomery High School

Improvement Plan

2020-2021



Mission Statement

Montgomery High School, with an unyielding commitment to excellence, will provide a premier academic program that recognizes the unique potential of each student and integrates the intellectual, social and physical aspects of learning. This program will empower each student to become an eager lifelong learner committed to academic excellence, integrity, responsible citizenship and service to others.

Vision

Together we will focus on student learning, provide a safe and supportive learning environment, and build positive relationships within our school and school community.

Core Beliefs

Montgomery High School believes that all students can learn.

Montgomery High School believes that every student can graduate.

Montgomery High School believes that all students can have a post graduation plan that includes going to college, getting a certification, entering the work force, or entering the service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery High School is a successful high school, with a total enrollment estimated enrollment of 1,561.

Ethnicity	Number	Percent
White	1161	76.2%
Hispanic	214	14%
African American	71	5%
Asian	18	1%
American Indian/Alaskan	8	0.5%
Hawaiian Islander	5	0.3%
Two or More Races	44	3%
Total Enrollment	1521	100.00%

The high school has 379 economically disadvantaged students which represents 25% of the population.

We have a growing At-Risk population of 573 students, 36.70% of the population. This is broken down into grade level groups with there being 137 at risk 10th graders, 164 at risk 11th graders, 140 at risk 12th graders.

Demographics Strengths

Our student body is very active and involved in sports, clubs, and service organizations. Students feel a strong sense of community within the school building. The student section at most athletic events is large and extremely spirited. Over the past 3 years the attendance at school sponsored dances has increased from 1000 students to 1600 students, and our Homecoming football game student section is almost overflowing. We are proud of the commitment our students have made to be a part of the culture of Montgomery High School.

Student Learning

Student Learning Summary

Montgomery High School received the highest rating of Met Standard and Received an overall 90 points for the 2018-2019 school year. This constitutes the A rating that were shooting to receive. The score is based on 70% from either Domain I or II whichever is greater and 30% from Domain III.

Domain I - Student Achievement - 40% STAAR Scores, 40% College, Career, Military Readiness, 20% Graduation Rates - Total Score - 92

Domain II - School Progress - 79 This represents a C score and we would like to see improvement in this area

This is based on the growth of students from 8th grade Math to Algebra and English I to English II STAAR tests. This will always be the lower of the Domains so won't be counted in accountability. This issue is that all advanced math students get the growth measure in 8th grade, so the sample size for 9th grade math is smaller and harder to hit. We will continue to work on making sure students are learning and mastering content.

Domain III - Closing the Gaps - 86 - This represents a B Score

This domain is focused on helping all students succeed. This data indicates the improvement needed. One of our performance objectives targets this Domain. We are working to shift from a focus on teaching to a focus on learning.

Student Learning Strengths

The majority of students at Montgomery High School perform well in their courses and on state assessments. Enrollment in Advanced Placement and Dual Credit classes continues to grow, leading to more students obtaining college credit while still in high school. In addition, through our CTE Programs, students are able to graduate with certifications that can lead straight to employment. Many of our students take the SAT/ACT and have a post-graduation plan in place.

School Processes & Programs

School Processes & Programs Summary

Montgomery High School serves our student population of 1800 students with the following staff:

- 1 Principal
- 4 Assistant Principals
- 1 Lead Counselor
- 2 Counselors
- 1 Nurse
- 1 Diagnostician
- 1 504 Coordinator
- 1 College and Career Coordinator
- 102 Teachers
- 3 Classroom Aides
- 14 Administrative Aides

The MHS Leadership Team is made up of the Principals, Counselors and Department Chairs. The department chairs work to handle the administrative and instructional needs of the teachers. We meet as the Leadership Team to determine ways the principals and counselors can assist the department chairs with their teachers' needs.

Our teachers are broken into teams and have time to meet and plan built into their day. These meetings are scheduled through the department chair and each department has an administrative liaison who meets with those teams throughout the year for support.

School Processes & Programs Strengths

Our teacher teams work very well together. They meet to plan their lessons and to discuss student needs. The department chairs are innovative thinkers who work to find strategies that will help make the teachers' classroom time effective and efficient. The Leadership team is committed to supporting all teachers and students, so that Montgomery High School can continue its history of excellence.

Perceptions

Perceptions Summary

The Home of the Bears, Montgomery High School, is a part of the culture of this town. With the addition of Lake Creek High School, the community now has two high schools and there are now Lions in the mix. It will be important for Montgomery High School to focus on building strong ties to our school community and to our feeder schools in order to keep the traditions of MHS intact.

Perceptions Strengths

Montgomery High School has an active student body and parents support our groups by attending all school events and activities. We have an active PTO that supports our teachers and most teachers are happy to work at the high school. In a recent survey, 92% of teachers stated that they felt supported by their administration. We are working on improving communication with parents and teachers by using technology such as Remind and School Messenger. School Announcements will now be displayed continuously in the cafeteria on our new screens.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Employee Data

- Campus department and/or faculty meeting discussions and data
- TTESS data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will approach standard , 75% will meet standard, and 30% will master standard on STAAR EOC assessments.

Evaluation Data Sources: STAAR Scores
Accountability Tables

Summative Evaluation: None

Strategy 1: Teachers will choose Essential Learning Standards for each subject each grading period to create a full Scope and Sequence.	
Strategy's Expected Result/Impact: MAC (Montgomery Aligned Curriculum) documents	Formative
Staff Responsible for Monitoring: Principals, Department Chairs; Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Create and administer common assessments addressing the Essential Learning Standards through Eduphoria.	
Strategy's Expected Result/Impact: Common Assessments	Formative
Staff Responsible for Monitoring: Principals, Department Chairs, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Utilize PLC time to analyze common assessment data and state assessment data to determine curriculum efficiency for all learners.

Strategy's Expected Result/Impact: Data based decision making	Formative
Staff Responsible for Monitoring: Principals, Department Chairs, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Review accountability expectations, and strategies for success with entire staff during staff development.

Strategy's Expected Result/Impact: Teachers work together as a school to earn an A on Accountability	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Vertically and horizontally align Advanced Courses to promote students reaching Masters Standard on STAAR EOC assessments.

Strategy's Expected Result/Impact: 30% of tests earning Masters Level	Formative
Staff Responsible for Monitoring: Principals, Department Chairs, AP Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Refine program that requires every student to write in every class every six weeks.

Strategy's Expected Result/Impact: Increased Writing Abilities	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principals, Department Chairs	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

Strategy 7: Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.

Strategy's Expected Result/Impact: To measure effectiveness of chosen Essential Learning Standards.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principals	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

Strategy 8: Incorporate ACT/SAT preparation strategies in classrooms to help students reach the meets or masters standard.

Strategy's Expected Result/Impact: Increased Content Mastery	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principals, Department Chairs	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: MHS will increase STAAR EOC scores by 5% in the approaches and meets standard category across individual student populations with a strong focus on Special Education, Economically Disadvantaged, and African American students.

Evaluation Data Sources: STAAR scores
Accountability Tables

Summative Evaluation: None

Strategy 1: Provide staff development and training to all staff on the use of Eduphoria to analyze student data with a focus on identifying students' demographic information.	
Strategy's Expected Result/Impact: Data driven decision making	Formative
Staff Responsible for Monitoring: Principals, TIMS	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide EOC Prep and Remediation for students who did not meet or approached standards during the previous year testing administration.	
Strategy's Expected Result/Impact: To show growth in student progress.	Formative
Staff Responsible for Monitoring: Teachers, Principals, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Provide ESOL support for LEP students to increase performance in all courses and on state assessments.	
Strategy's Expected Result/Impact: Increase in TELPAS and STAAR scores	Formative
Staff Responsible for Monitoring: Principals, Counselors, ESL Coordinator	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: Provide ESL training for teachers that teach English Learners.	
Strategy's Expected Result/Impact: Increase in TELPAS and STAAR scores of identified students.	Formative
Staff Responsible for Monitoring: ESL Coordinator	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 5: Continue to utilize the Bear Learning Lab to focus on reading and math intervention for students who have been unable to master content in those areas.	
Strategy's Expected Result/Impact: Increase content mastery and classroom success.	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 6: Continue implementation of comprehensive RtI initiative including a Student Success Committee to identify struggling students and address their individual learning needs.


Strategy's Expected Result/Impact: Student success for all students.	Formative
Staff Responsible for Monitoring: Principals, Student Success Committee	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Analyze individual student population data during Student Success meetings with teachers who have a higher than 10% failure rate to devise alternate strategies for student learning.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: MHS will increase the College, Career, Military Readiness (CCMR) score to 85.

Evaluation Data Sources: Accountability Tables
CCMR Table

Summative Evaluation: None

Strategy 1: Counselors will hold small grade level student scheduling meetings to increase CCMR by identifying students who would benefit from Dual Credit, Advanced Placement, ROTC, Workforce Certifications, etc.	
Strategy's Expected Result/Impact: Ensure all students have a CCMR point.	Formative
Staff Responsible for Monitoring: Principals, Counselors, Department Chairs, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide virtual ACT Prep Classes to increase number of students taking ACT, and increase scores to 5% above state average.	
Strategy's Expected Result/Impact: SAT/ACT Reports	Formative
Staff Responsible for Monitoring: College and Career Counselor, Prep Teachers, Principals, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Create spreadsheet to track CCMR data for students beginning with their 9th grade year; encourage post secondary preparedness in students that have not acquired CCMR point.

Strategy's Expected Result/Impact: All students earn CCMR point.	Formative
Staff Responsible for Monitoring: College and Career Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide up-to-date information on careers, certifications, colleges and financial aid through the College and Career Center.

Strategy's Expected Result/Impact: Post Secondary Preparedness	Formative
Staff Responsible for Monitoring: College and Career Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Continue to offer the TSI test on campus for students to qualify for dual credit classes and earn CCMR credits.

Strategy's Expected Result/Impact: All students earn CCMR point.	Formative
Staff Responsible for Monitoring: College and Career Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Organize Curriculum Fair for 8th grade students to assist in their decision making about post secondary plans. (Tentative)

Strategy's Expected Result/Impact: Students make informed decisions about their future career and choose classes to support that goal.	Formative
Staff Responsible for Monitoring: College and Career Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Coordinate virtual Military Recruiter visits throughout the school year through College and Career Center.

Strategy's Expected Result/Impact: Target students interested in military service.	Formative
Staff Responsible for Monitoring: College and Career Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Continue implementation of Dropout and Completion rate improvement plan, in order to reduce the drop out rate to less than 1%.

Evaluation Data Sources: Attendance Rate, Drop Out and Leaver Reports, Accountability Report

Summative Evaluation: None

Strategy 1: Identify students who are At-Risk of dropping out and provide mentor teachers to monitor attendance, grades, and behavior.	
Strategy's Expected Result/Impact: Reduce the number of students who do not earn credit for courses	Formative
Staff Responsible for Monitoring: Principals, Counselors, Mentor Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Continue Student Success team to monitor Failure Rate by Student and identify students who have failed multiple subjects each grading period to develop ways to help the student recover credit and be successful in future grading periods.	
Strategy's Expected Result/Impact: Improved grades, improved attendance for at risk students	Formative
Staff Responsible for Monitoring: Principals, Department Chairs, Counselors, 504 Coordinator, Diagnostician	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Maintain 4 year graduation rate by providing additional credit recovery options through Compass Lab, Texas Tech High School, and Bear Learning Lab for students.

Strategy's Expected Result/Impact: Course completion rate of students in Compass or Texas Tech, 4 year graduation rate, decrease in number of drop outs	Formative
Staff Responsible for Monitoring: Principals, Compass Teacher, and Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Monitor Leaver Report weekly; make contact to encourage students to return to school or obtain GED. File on students that are under age 19.

Strategy's Expected Result/Impact: Reduction in Drop out Rate	Formative
Staff Responsible for Monitoring: Principals, Registrar, MISD Officers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Truancy Prevention Plan:
 Measure 1: Meeting with students after 5 absences.
 Measure 2: Contacting parents by phone and letter, and holding Attendance Meetings with parents
 Measure 3: Truancy Check by MISD Police after 8 absences.
 Measure 4: File on students after 10 absences.

Strategy's Expected Result/Impact: Decrease habitual attendance problems that lead to dropping out.	Formative
Staff Responsible for Monitoring: Principals, Attendance Clerks	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 6: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).


Strategy's Expected Result/Impact: Inclusive environment for all students	Formative
Staff Responsible for Monitoring: Principal, Counselors, Registrar, Director of Special Programs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Counselors will create group counseling sessions addressing bullying, depression, anxiety, grief/loss, etc. and publicize the meeting dates and times to reach students needing assistance in these areas.

Strategy's Expected Result/Impact: Address concerns of students that lead to their disenchantment with school.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: MHS will use 21st Century Learning activities to enhance the learning environment.

Evaluation Data Sources: Teacher Observation and Walk through data

Summative Evaluation: None

Strategy 1: TIMS will provide Tech Tuesday and after school training for integrating technology into the curriculum.	
Strategy's Expected Result/Impact: Improve technology instruction in classrooms.	Formative
Staff Responsible for Monitoring: TIMS	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Incorporate BYOD activities to increase student engagement.	
Strategy's Expected Result/Impact: Engaged learners	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 3: Utilize Turnitin.com for writing assignments to reduce plagiarism.	
Strategy's Expected Result/Impact: Program Usage	Formative
Staff Responsible for Monitoring: Department Chairs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Teachers will utilize Google Classroom and Office 365 to support asynchronous instruction and gather student response data.

Strategy's Expected Result/Impact: Engaged Learners and Immediate Student Feedback		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principals		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training 100% of the staff and students on safety policies and procedures and by rigorously

enforcing all safety policies and procedures 100% of the time, MISD will provide a safe and orderly learning environment

Evaluation Data Sources: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training

& Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation: None

Strategy 1: Provide training for teachers on suicide prevention, conflict resolution and anti-bullying strategies.	
Strategy's Expected Result/Impact: Provide support to our At-Risk students	Formative
Staff Responsible for Monitoring: Principals and Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Update students, staff, and parents on student code of conduct.	
Strategy's Expected Result/Impact: Safe and Orderly Learning Environment	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Work with District Police and local law enforcement to enforce rules that ensure the safety of all students.		
Strategy's Expected Result/Impact: Safe and orderly learning environment		Formative
Staff Responsible for Monitoring: Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Provide information to students on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children, and anti-bullying strategies.		
Strategy's Expected Result/Impact: Create an inclusive, safe learning environment for all students.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Review DAEP Placements of all students to ensure that positive behavior supports are implemented.		
Strategy's Expected Result/Impact: Give students a chance to learn from mistakes rather than just receive consequences.		Formative
Staff Responsible for Monitoring: Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.

Strategy's Expected Result/Impact: Teachers are prepared for emergency situations.	Formative
Staff Responsible for Monitoring: Principal, Nurse, HR	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.

Strategy's Expected Result/Impact: Successful drills throughout the year; prepared staff in the event of an emergency.	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Limit outside access to the building using controlled access to lock outside doors during instruction; select doors will be open at designated times for student entry.
Keep classroom doors locked at all times.

Strategy's Expected Result/Impact: Limit access to building to provide safe learning environment for our students and staff	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: MHS will work to implement a Digital Citizenship Curriculum to support online learning.

Strategy's Expected Result/Impact: Students will become more committed to an inclusive environment.	Formative
Staff Responsible for Monitoring: Principals, counselors, teacher and student leaders.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 10: Lock East Side parking lot gates and monitor cars that enter and exit the parking lots to maintain campus safety.

Strategy's Expected Result/Impact: Minimize traffic in and out of parking lot.	Formative
Staff Responsible for Monitoring: Principals and Parking Lot Attendant	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 11: Create and enforce MHS Safety Plan including CDC and District guidelines to include directional traffic, reduction of seating capacity and expanded eating areas, and controlled building and classroom access entry protocols.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: MHS will raise the overall attendance rate by 1%.

Evaluation Data Sources: Attendance Data

Summative Evaluation: None

Strategy 1: SchoolMessenger will contact parents daily when students are absent to inform and encourage documentation for all absences.	
Strategy's Expected Result/Impact: Increase ADA by documenting absences.	Formative
Staff Responsible for Monitoring: Attendance Clerk	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Reporting students who miss more than 10 days of school to Truancy Court.	
Strategy's Expected Result/Impact: Increase attendance percentage	Formative
Staff Responsible for Monitoring: APs and Attendance Clerk	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Student recognition for students with exemplary attendance per grading period.

Strategy's Expected Result/Impact: Encourage great attendance .

Staff Responsible for Monitoring: APs, Attendance Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: MHS will seek monetary support from the community and clubs for campus initiatives to enhance the learning environment.

Evaluation Data Sources: Budget

Summative Evaluation: None

Strategy 1: MHS will reach out to community partners like the Chamber of Commerce to garner financial support for campus initiatives.		
Strategy's Expected Result/Impact: Lessen cost of initiatives.		Formative
Staff Responsible for Monitoring: Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Utilize class funds to support chosen philanthropic projects that benefit the school.		
Strategy's Expected Result/Impact: Ability to do projects we might not have otherwise been able to fund.		Formative
Staff Responsible for Monitoring: Principal, Finance Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: MHS will plan activities throughout the year to foster teacher retention, development, and appreciation

Strategy 1: Hold New Teacher Meetings throughout the year to orient new teachers, provide training, and answer questions.	
Strategy's Expected Result/Impact: Teachers will want to stay at MHS	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide Mentors and Buddies to all new teachers.	
Strategy's Expected Result/Impact: Teachers will feel supported at MHS throughout the year	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Hold teacher celebrations quarterly to foster team building

Burgers for Lunch
Cocoa Bar
Coke Floats

Strategy's Expected Result/Impact: Teacher Rapport	Formative
Staff Responsible for Monitoring: Principals and Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: MHS will utilize SchoolMessenger, Twitter, Remind, and other resources to communicate with the public

Strategy 1: Increase the use of School Messenger to communicate school events and information with the community and stakeholders.		
Strategy's Expected Result/Impact: Improved perception of communication at MHS		Formative
Staff Responsible for Monitoring: School Messenger Coordinator		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Promote positive communication between the school, home, and community through campus websites, the campus Marquee, Twitter, Remind, and other social media platforms.		
Strategy's Expected Result/Impact: Website		Formative
Staff Responsible for Monitoring: Principal, Webmaster, Coaches and Sponsors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Coordinate school announcements with PTO to include all announcements in PTO Blast.		
Strategy's Expected Result/Impact: Email Blast		Formative
Staff Responsible for Monitoring: Receptionist, Principal's secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Principal Newsletter will be sent quarterly.

Strategy's Expected Result/Impact: Improved school to parent communication

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: MHS will support the Parent Teacher Organization and offer opportunities to educate and involve parents in the education of our students.

Strategy 1: Attend scheduled PTO meetings and give brief overview of what is happening on our campus; assist the PTO in finding campus speakers for their meetings.		
Strategy's Expected Result/Impact: Sign in sheets		Formative
Staff Responsible for Monitoring: Principal, Other staff guests as requested		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Encourage staff to join PTO.		
Strategy's Expected Result/Impact: Membership		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Hold annual virtual Meet the Teacher to welcome parents to the school and communicate school expectations.		
Strategy's Expected Result/Impact: Sign in sheets		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 4: Modified virtual Fish Camp and Senior Summit Presentations before school starts to prepare students and parents for the year to come.


Strategy's Expected Result/Impact: Attendance	Formative
Staff Responsible for Monitoring: Principals, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Provide a variety of virtual Parent Meetings on relevant topics, such as Transition to High School, Advanced Course Offerings, HB5, and etc.

Strategy's Expected Result/Impact: Attendance	Formative
Staff Responsible for Monitoring: Counselors and Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: MHS will recruit strong, highly qualified educators from across the state.

Strategy 1: Attend job fairs/recruitment fairs with HR to attract HQ staff.		
Strategy's Expected Result/Impact: Quality Applicants		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Participate in Montgomery Job Fair with multiple representatives from our school to meet potential applicants.		
Strategy's Expected Result/Impact: Quality Applicants		Formative
Staff Responsible for Monitoring: Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Coordinate with HR to ensure that candidates are highly qualified.		
Strategy's Expected Result/Impact: 100% Highly Qualified staff		Formative
Staff Responsible for Monitoring: Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: MHS will use technology to inform students and parents of school events and activities.

Evaluation Data Sources: Updated websites, Parent Survey

Summative Evaluation: None

Strategy 1: Teachers will create all lessons in Google Classroom to provide students and parents with lessons, assignments, and useful resources.	
Strategy's Expected Result/Impact: Students and parents will be aware of what is happening on a daily basis in the classroom; students will be prepared for college format of LMS.	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: MHS will utilize campus website, marquee in front of the school, SchoolMessenger and other forms of social media to inform community of upcoming events and acknowledge accomplishments of students and staff.	
Strategy's Expected Result/Impact: Improve parent and community involvement	Formative
Staff Responsible for Monitoring: Campus Communication Specialist, Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: MHS will utilize the TV screens in the cafeteria to communicate upcoming events and student accomplishments.

Strategy's Expected Result/Impact: Keep students informed.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus Communication Specialist	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: MHS will use technology to enhance professional practices.

Evaluation Data Sources: Spreadsheets with Teacher data

Summative Evaluation: None

Strategy 1: Utilize TxEIS to provide reports on failure rates, attendance rates, demographics, At Risk, and etc.	
Strategy's Expected Result/Impact: Reports	Formative
Staff Responsible for Monitoring: Principals, Registrars, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Utilize Eduphoria to analyze student data and monitor student performance on common assessments.	
Strategy's Expected Result/Impact: Data driven decisions to guide instruction	Formative
Staff Responsible for Monitoring: Principals, Department Chairs, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 3: Utilize Eduphoria and Office 365 to distribute IEP and 504 documentation.	
Strategy's Expected Result/Impact: Teacher signatures in Eduphoria	Formative
Staff Responsible for Monitoring: Director of Sped, Sped DC, 504 Coordinators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 4: Use Office 365 Forms to collect teacher responses, complete online parking, and etc.


Strategy's Expected Result/Impact: Streamline processes	Formative
Staff Responsible for Monitoring: Principals, Assistant Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Send out the Bear Necessities e-mail weekly to keep teachers informed of policies, procedures, and events.

Strategy's Expected Result/Impact: Disseminate information concisely and timely.	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Montgomery High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christopher Morris	Compass Lab teacher		1
Erin Meador	Reading lab teacher		1
Matthew Buchhorn	Reading & Math Lab teacher		1
Melissa Frenzel	Compass and Math Lab teacher		1
Ronald Cooper	Compass Lab teacher		1
Troy Brock	Compass Lab teacher		1
Zoe Gutierrez Galbraith	Math Lab teacher		1

Campus Funding Summary

Addendums

Montgomery Independent School District

Lake Creek High School

Improvement Plan

2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the end of the 2019-2020 school year Lake Creek High School had a total enrollment of 1348 students. The past year was LCHS's first year with grade levels 9-12 and we successfully completed our first graduation ceremony.

Student Demographics

Ethnicity

Hispanic-Latino 15.73%

Race

78.04% White

2.08% Two or More Races

2.00% Black-African American

1.48% Asian

0.59% American Indian- Alaskan Native

0.07% Native Hawaiian - Pacific Islander

Other Populations

22.50% Economically Disadvantaged

6.6% Gifted and Talented

8.68% Special Education

12.54% Section 504

95.62% Enrolled in a Career and Technical Education course

Demographics Strengths

The majority of students at Lake Creek High School are supported by loving families and a community that values education. Most students perform well in their courses and on state assessments. Enrollment in Advanced Placement and Dual Credit classes continues to grow, leading to more students obtaining college credit while still in high school. Nearly every student on campus is enrolled in a Career and Technical Education Course. Many of our students take the SAT/ACT and have a post-graduation plan in place.

Student Learning

Student Learning Summary

LCCHS earned an "A" Rating from TEA under the 2019 Accountability system. In addition, LCCHS was awarded a Distinction Designation for Academic Achievement in English Language Arts/Reading.

Scores were well above the Target Scores in the all 4 Indexes that were measured. When all high school students are measured as a whole group, the scores were outstanding.

The 2018-2019 overall STAAR scores for LCCHS students were:

Domain 1= Student Achievement = 91 (A)

Domain 2= School Progress= 78 (C) for Academic Growth & 78 (C) for Relative Performance

Domain 3= Closing the Gaps= 86 (B)

Overall Score: 90 (A)

Student Learning Strengths

Our overall data of an 90 allows us to predict where our students are performing. Domain I of Student Achievement was the highest area for high school student scores, which was a 91. We must build on this Domain to help us improve the other areas.

Our High School students perform well in their courses and on state assessments.

Enrollment in Advanced Placement and Dual Credit classes continues to grow, leading to more students obtaining college credit while still in high school. Many of our students take the SAT/ACT and have a post-graduation plan in place.

School Processes & Programs

School Processes & Programs Summary

- We will continue to provide the Buddy/Mentor program for new staff members.
- New staff will meet w/ administration & counseling throughout the year to insure successful onboarding into the LCHS and MISD culture.
- Staff celebrations support our efforts to provide a collegial and caring staff.
- Administrative Coaching Days supports our mission.

Perceptions

Perceptions Summary

LCCHS focus will be on creating a campus culture and a customer service approach that best fits our clientele and their needs. Establishing a school family and creating our own LCCHS traditions have been a priority area for our campus since Year 1. Stand w/ the Lions, Student Orientations, Back to School PTO Brunch and our day one Pep Rally are exciting cultural events that have created a strong foundational culture. Our clubs and organizations are successful and growing, and contribute to the pride of being a Lake Creek Lion.

Perceptions Strengths

LCCHS has had a lot of community, District, and parent support throughout the building and opening of the new campus. We already have a strong parent presence and an active PTO Board that has done a fantastic job of helping us prepare for the new school year and welcome our students and staff to their new school home. In multiple student voice panels, students from all grade levels described LCCHS as open and inviting, a place to grow as a leader, and a second home.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: July 27th 2020

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: Increase this year's STAAR End of Course exam scores for all students combined over all subject areas to 90% Approaches Grade Level, 75% Masters Grade Level, and 30% Masters Grade Level.

Evaluation Data Sources: Common Assessment Data; T-TESS Observations and Campus-implemented Walk-thrus; Student Grades; STAAR Scores and Accountability Index

Summative Evaluation: None

Strategy 1: Revise scope and sequence for each course taught at Lake Creek High School, based on student data.		
Strategy's Expected Result/Impact: Utilized Summer planning and Core PLCs; Updated Scope and Sequence documents in MAC;		Formative
Staff Responsible for Monitoring: Principal; AP w/ Curriculum Department Chairs; Teachers; Administrative Liaisons		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 2: Utilize PLC Period for core teachers to align lesson plans with scope and sequence and create common assessments to measure student mastery and provide feedback for RTI.

Strategy's Expected Result/Impact: Increased student mastery of TEKS, increased STAAR scores, increased teacher collaboration	Formative
Staff Responsible for Monitoring: AP w/ Curriculum, Department Chairs, Instructional Technologist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: Review LCHS performance on state accountability measures, and collaborate on targeted improvements for the following school year.


Strategy's Expected Result/Impact: Increase staff knowledge of the state accountability system and increase collaboration on improvement strategies	Formative
Staff Responsible for Monitoring: Principal, AP w/ Curriculum	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Create a Remote Instruction committee made up of teachers from all departments to collaborate on best practices and create a model lesson structure for all teachers to have a starting point for all lessons on Google Classroom and remote learning.

Strategy's Expected Result/Impact: Increased engagement, increased collaboration, increased mastery of TEKS	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: In addition to a challenging curriculum, LCHS staff will incorporate dedication actions to support social and emotional learning of students, help foster meaningful relationships, and build a strong LCHS community.

Evaluation Data Sources: Lesson Plans, Campus walk-throughs

Summative Evaluation: None

Strategy 1: Following the district's remote learning plan, LCHS teachers will meet virtually with their students once per week to check on students and foster and nourish relationships with students to meet their social and emotional needs/increase engagement with the class.

Strategy's Expected Result/Impact: Increased engagement, build relationships between students and staff	Formative
Staff Responsible for Monitoring: Principal, APs, Department Chairs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: LCHS will invite all new students of MISD to a new student activity at least once per semester to introduce new students to more of their peers and help them find a place in the LCHS community.





Strategy's Expected Result/Impact: Increased engagement, increased attendance	Formative
Staff Responsible for Monitoring: Principal, AP w/ assignment	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Lake Creek High School will continue to perfect procedures for Leaver accountability and maintain a dropout rate of less than 1%.

Evaluation Data Sources: PEIMS reports, Withdrawal paperwork, court filings





Summative Evaluation: None

Strategy 1: Identify/ monitor at-risk students and provide the opportunity to regain credit through credit recovery options.		
Strategy's Expected Result/Impact: Increased credit awarded, increased graduation rate		Formative
Staff Responsible for Monitoring: AP w/ Curriculum, Compass Teacher and Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Review Leaver Report weekly and make contact with all Leaver parents/students to encourage students to enroll at new campus, return to school, or obtain GED/ File on students that are under age 19.		
Strategy's Expected Result/Impact: Increased graduation rate, decreased dropout rate		Formative
Staff Responsible for Monitoring: AP w/ that assignment, Assistant Principals, MISD Police Officers, Registrar		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Lake Creek High School will continue to implement Truancy Prevention Measures to increase student attendance to 97%

Evaluation Data Sources: PEIMS Data, Truancy Prevention Letters, PCNA/Truant Conduct Referrals

Summative Evaluation: None

<p>Strategy 1: Continue District Truancy Prevention Plan: Measure 1: Meeting with students after 3 absences. Measure 2: Contacting parents by phone and letter, and assigning Saturday School after 5 absences. Measure 3: Welfare Check by MISD Police after 7 absences. Measure 4: File on students/parents after 10 absences to Court System, DISTRICT INITIATIVE</p>	
<p>Strategy's Expected Result/Impact: Increased attendance rate</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Teachers</p>	<p>Nov</p>
<p>Title I Schoolwide Elements: None</p>	<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Summative</p>
<p>Problem Statements: None</p>	<p>June</p>
<p>Funding Sources: None</p>	
<p>Strategy 2: Daily calls will be made to absent students through School Messenger and/or the Attendance Clerk</p>	
<p>Strategy's Expected Result/Impact: Increased attendance rate</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk</p>	<p>Nov</p>
<p>Title I Schoolwide Elements: None</p>	<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Summative</p>
<p>Problem Statements: None</p>	<p>June</p>
<p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Training 100% of the staff and students on safety policies and procedures and rigorously enforcing all safety policies and procedures 100% of the time.

Evaluation Data Sources: Staff development agendas and signatures, parent signatures, Student/Parent Handbooks, student signatures

Summative Evaluation: None

Strategy 1: Provide training for teachers on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children and anti-bullying strategies. TRAINING LED BY COUNSELORS DURING BACK TO SCHOOL IN-SERVICE	
Strategy's Expected Result/Impact: Increased understanding and compliance with MISD policies and procedures	Formative
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Update students, staff, and parents on student code of conduct	
Strategy's Expected Result/Impact: Increased understanding and compliance with MISD policies and procedures	Formative
Staff Responsible for Monitoring: Assistant Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Keep outside doors and classroom doors locked at all times.




Strategy's Expected Result/Impact: Increased understanding and compliance with MISD policies and procedures	Formative
Staff Responsible for Monitoring: Assistant Principal over Safety & Security; All APs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Update staff on fire, disaster, lock-down, evacuation, and other emergency drills. Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.

Strategy's Expected Result/Impact: Increased understanding and compliance with MISD policies and procedures	Formative
Staff Responsible for Monitoring: Principal, APs, Nurse	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Train staff on the trends involving teenage use of e-cigarette/ vaping devices and how to detect usage during the school day

Strategy's Expected Result/Impact: Increased understanding and compliance with MISD policies and procedures	Formative
Staff Responsible for Monitoring: All staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: Lake Creek High School will operate a balanced operational budget, and review and adjust allocations as needed.

Evaluation Data Sources: Campus Budget; Budget Statements

Summative Evaluation: None

Strategy 1: Principal will review and create the campus budget and prioritizing the district and campus goals.		
Strategy's Expected Result/Impact: prioritized goals		Formative
Staff Responsible for Monitoring: Principal, Finance Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: LCHS will recruit and fill teaching positions with highly- effective teachers, decrease teacher attrition, and provide quality professional development to foster increased technological an pedagogical skills.

Evaluation Data Sources: HR records, Professional Development Agendas and Sign-in sheets, Google Classroom, Teacher Websites, T-TESS evaluations

Summative Evaluation: None

Strategy 1: LCHS will offer professional development sessions during the summer, BOY in-service, and throughout the year to target strategies for the remote/virtual classroom.		
Strategy's Expected Result/Impact: Increased pedagogy, increased technological skills of teachers/staff		Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Technologists		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: LCHS will build on the cultural foundation of teacher appreciation and cooperation with the PTO. LCHS will continue to offer monthly cultural/appreciation events and brainstorm to move those events online as needed.		
Strategy's Expected Result/Impact: Increased retention of staff, increased feeling of community		Formative
Staff Responsible for Monitoring: Principal, APs, PTO		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: LCHS will foster communication between administration and staff on upcoming retirements/resignations and move to post those positions on the MISD website as soon as possible.

Strategy's Expected Result/Impact: Increase timely postings, increase prep time to find replacements	Formative
Staff Responsible for Monitoring: Principal, APs, Human Resources	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: LCHS will provide communication with the public at least once per week using multiple methods for increase saturation of the campus message.

Evaluation Data Sources: Campus Website, Emails, School Messenger system, Social Media.


Summative Evaluation: None


Strategy 1: LCHS will post all informational items on the LCHS website and marquee in a timely manner.		
Strategy's Expected Result/Impact: Increased communication, increased saturation of message		Formative
Staff Responsible for Monitoring: Principal, APs, Webmaster		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: LCHS will continue the success of our Professional Learning Network on Twitter and other social media platforms, and continue to build as we add new teachers, students, clubs, and organizations.		
Strategy's Expected Result/Impact: Increased communication, increased saturation of messages, increased collaboration		Formative
Staff Responsible for Monitoring: Principal, APs, Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: LCHS will continue to supply informational items to the PTO and utilize the weekly PTO email list serve to communicate with parents not on social media.

Strategy's Expected Result/Impact: Increased communication, increased saturation of message		Formative
Staff Responsible for Monitoring: Principal, APs, Teachers, PTO Board		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: LCHS will provide for multiple opportunities for parents to participate in the education of their children with a focus on increasing participation in the campus PTO.

Evaluation Data Sources: Sign-in sheets; Principal meetings with PTO President and Board;

Summative Evaluation: None


Strategy 1: LCHS has a strong PTO partnership and will continue to collaborate and organize with the PTO to increase membership and message. LCHS will work to collaborate on a new solution for the annual PTO breakfast that includes a large membership drive.


Strategy's Expected Result/Impact: Increased membership and collaboration	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 2: LCHS will move all large gatherings for parents including freshman orientation (First Roar) and open house to virtual formats to allow for participation while maintaining social distancing.

Strategy's Expected Result/Impact: increase parental involvement	Formative
Staff Responsible for Monitoring: Principals, APs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Lake Creek High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casey Schedule	Teacher	DAEP & ISS	1
Daniella Stowers	Teacher	Special Topics	1
Robert Hamrick	Teacher	DAEP & ISS	1
Shannon Spencer	Teacher	ISS	1
William Green	Teacher	DAEP & ISS	1

Campus Funding Summary

Addendums

Montgomery Independent School District

Montgomery Junior High School

Improvement Plan

2020-2021

Accountability Rating: B



Mission Statement

*The mission of Montgomery Junior High School is to **encourage, educate, and empower** students to become productive individuals, challenge them to achieve their personal bests, and prepare them to become future leaders.*

Vision

To provide a learning environment that fosters academic growth, citizenship, and character.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Junior High is a 13 year old campus, grades 6-8 in Montgomery ISD with an enrollment of 1157 students in 2019-2020. The 3 gradelevels on our campus have a student enrollment of: 353- 6th graders, 422- 7th graders and 383- 8th graders with 575 female and 582 male students.

MJH is composed of the following student population: MJH 6th, 7th, and 8th grade campus for 2019-2020 was 4.38% African American, .81% Asian, 12.67% Hispanic, 2.72% Two or More Races, and 78.89% White.

Additionally, Montgomery Junior Highs demographic groups include 27.53% Economically Disadvantaged (331), 38% At-Risk (436), 10% GT (115), 8% (96) of our students receive Special Education services, 1% ESL (15), 1% LEP (15). Homeless - 2

2017-2018: The overall mobility rate for the campus is approximately 10.1%, with a drop out rate of 0.4%. The average daily attendance rate for students is 95.3%.

Current Staff at MJH: 3 Administrators, 2 Counselors, 67 teachers, 9 Instructional Aides, 6 Support Staff, 1 Librarian, 1 Maintenance, 1 Diagnostician, 1 Nurse, 1 Housed custodian, 8 Cafeteria staff

Demographics Strengths

We have many strengths at Montgomery JH, some of which are listed below:

- Families continue to move into our area because of our schools and community.
- The district/campus mentoring program supports and helps retain new teachers to the profession/school/district.
- The campus continues to provide high-quality and on-going professional development/trainings and give opportunities for teacher/teams collaboration of instruction and best practices during in-service days and throughout the year.
- Students new to Montgomery JH are welcomed into the school. We hold a new student meeting with new students during schedule pickup to ensure the support continues. We have a new student breakfast each semester for any new students that have entered MJH.
- We have a strong 504/Dyslexia/Special Education program. Positive meetings are held once a year to update and make accommodations/modifications to student learning needs.

- RTI is monitored by our campus RTI teacher and principal each six weeks. Meetings are held with the administration, counselors, reading and math remediation teachers and instructional coaches to review grades, behaviors, and TIERS.
- We have an amazing PTO that is very involved and partners with our campus to support all staff and students.
- PD to better prepare our staff for our special populations with Lead4ward, Capturing Kids Hearts, and Restorative practices.

Student Learning

Student Learning Summary

Below is the student achievement rates reflective in the past three year trend comparing 2019, 2018, 2017 STAAR results for MJH. Because of the COVID-19 Pandemic, the 2020 STAAR was not administered so there is no data to compare or present for 2020 STAAR.

STAAR	2019			2018			2017		
	APPR	Meets	Mast	APPR	Meets	Mast	APPR	Meets	Mast
8th Reading	86%	66%	35%	85%	52%	29%	82%	57%	29%
2nd Admin	91%			90%			90%		
8th Math	96%	86%	49%	92%	74%	35%	90%	73%	31%
2nd Admin	97%			93%			94%		
8th Soc. St.	85%	52%	31%	80%	47%	28%	72%	36%	22%
8th Science	88%	65%	35%	82%	60%	34%	83%	57%	19%
7th Reading	83%	56%	35%	83%	58%	32%	80%	48%	26%
7th Math	86%	55%	18%	86%	50%	21%	75%	43%	12%
7th Writing	79%	53%	21%	80%	55%	22%	76%	46%	16%
6th Reading	74%	42%	18%	76%	46%	21%	MIS	MIS	MIS
6th Math	90%	62%	34%	86%	55%	22%	MIS	MIS	MIS
Alg. EOC	100%	100%	90%	100%	97%	82%	100%	99%	86%

From our 2019 STAAR data analysis, we identified the following areas we wil focus on that need improvement this coming school year.

- 6th grade reading decreased in percentage - (staffing concern) - team was dissolved/moved around. We now have a new 6th grade team that are passionate and dedicated to the growth and success of our 6th grade ELA students.
- 7th grade tested subject areas did not show much growth in STAAR levels. We have moved teachers after looking at 7th grade STAAR data and have created a strong collaborative and supportive team dedicated to student academic growth and increase in scores.
- Writing will be implemented in all grade levels 6-8 and aligned to create and prepare our students to be stronger writers.

We will continue to use data analysis as a fundamental process and we will continue improving and showing growth in data analysis this year. At in-service we will have training sessions for new teachers with new coaches on Eduphoria/AWARE data reports and analysis information to drive our instruction in the classroom. Data monitoring and common assessments will be implemented again this year to analyze growth and progress each 6 weeks. Students will be targeted for intervention and acceleration. Our goal is to be at 90% or above in approach, 60% in meets and 35% or above in masters. Again this year, each 6 weeks administration will meet with grade level teachers to discuss individual students, academic progress, student behaviors, student needs.

We will continue to use Maneuvering the Middle math as a supplemental to our math program and have added in to Alg. I this year. We believe this had a large part in student math academic progress. In addition, 8th grade social studies implemented a supplemental program from Lowman Consulting last year in all 8th grade history classes that we believe was a large part of our success on the 8th STAAR test so we will continue using supplemental curriculum in 8th grade history classes.

During this summer, the instructional coaches reviewed TEKS that were taught in each core subject during the COVID-19 remote learning time. At in-service, they will meet with core teams to share a plan for review/reteach of those specific TEKS in this years grade and teachers will monitor gaps in learning through common assessments and formative and summative assessments.

In addition, Our instructional coaches and interventionists will continue to target our more low performing students and students at the cuff of masters (that is intentional and purposeful). A focus is also needed on Pre-AP students to ensure they are meeting progress measure from year to year and meeting masters level. These students are continuing to meet standard but not all are necessarily making growth.

Student Learning Strengths

2019:

100% of students passed the STAAR Algebra I End of Course test, 100% passed Meets level, and 90% passed Masters level.

8th grade SSI Math and Reading scores are 90% or greater approach level. Both increased in the meets and masters levels.

All STAAR subjects increased in the meets and masters level from last years STAAR scores.

7th grade: 20 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 6 students were state recognized.

8th grade: 82 students took the PSAT.

School Processes & Programs

School Processes & Programs Summary

With the COVID-19 Epidemic and the loss of instruction during that time at the end of last year, our instructional coaches have been reviewing TEKS that were implemented during this time. Over the summer, they have been creating lesson plans that review these TEKS in each core subject and support rigorous student learning. They will be presenting this information to our teachers during in-service. During the year, we will utilize district data reports and Lead4ward to support and develop instruction that addresses our student needs.

We will continue to utilize our Instructional Coaches to assist all of our core staff members this year in reading, math, science and social studies. Student progress will continue to be monitored every three/six weeks when progress reports and report cards are finalized. RTI teacher collaborates with teachers each 6 weeks on student progress. In addition, the LPAC team will meet each six-week period to determine whether or not linguistic accommodations are helping our ELLs progress and if adjustments need to be made or if additional supports need to be implemented.

MJH Campus Administrators will actively seek out only the best and brightest to work with and nurture MJH students. MJH continues to hire highly qualified teachers in accordance with the district goal to remain 100% highly qualified. We hire the best "fit" for each and every opening. Hiring and retaining quality teachers on our campus is a critical element of excellence. Our goal is to recruit, retain and develop talented teachers who provide quality instruction for students and understand the importance of building trust and relationships with our students

New teachers are supported on campus by their mentors, buddy's, fellow teachers, and administrators. New teachers meet weekly with their mentors and monthly with the administrative liaison. Decisions about staff development are made through surveys, committee meetings and CIP committee. Staff members have attended a variety of high quality professional development, such as vertical alignment, content-specific workshops, Region 6, Lead4ward, Literacy Collaborative workshop, Capturing Kids Hearts, MISD PD training offered virtually and in-person, etc. The professional development has impacted student performance while enhancing instructional practicing.

At MJH, great effort has been made to ensure that the master schedule of classes maximizes all available instructional time during each instructional day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. Even the layout of the building and the room assignments reflect the focus on grade level instruction to the extent practicable.

School Processes & Programs Strengths

Students are provided opportunities to participate in extra-curricular and co-curricular programs. Students have received numerous recognitions for their performance in Band, Choir, Theater, UIL, Sports.

Staff affirmations and celebrations throughout the year

Professional development is tailored to the interest and needs of campus and staff needs - Lead4ward and Capturing Kids Hearts annually

Teachers and staff are eager to learn

Strong Teacher Collaboration and Teams

Strong mentoring program

100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year with mentor administrator

Perceptions

Perceptions Summary

Staff were given a survey at the beginning and end of the school year. Staff describe the campus climate as safe and secure, however some campus outside doors often do not shut completely and need addressed regularly. Staff also feel discipline needs to be more consistent with consequences and this will be discussed with assistant principals this school year. Staff have requested more technology training for remote learning and in-classroom instruction and this will be a focus at this years in-service. Staff have concerns with upstairs cleaning from the custodial department that are being addressed.

MJH strives to have a positive school climate. Our campus will focus on promoting a caring climate that emphasizes on building connections with our students to maximize learning. In addition, this year our student council will focus on #ruok with staff and students through activities and participation to inspire and empower everyone to meaningfully connect with the those around them and start a conversation with anyone who may be struggling with life.

At MJH, we believe it is important to affirm and celebrate our faculty throughout the year with gold cards, luncheons, outings, and annual celebration days such as counselors day, diagnostician day, nurses day, paraprofessional day, teacher appreciation week, secretary's day, and staff birthday announcements. Our PTO is a huge part of our celebrations as well. This year we will have a spirit staff and student of the six weeks to promote school pride and spirit. Our weekly Bear Buzz video celebrations recognize our student participation/projects/activities/celebrations, etc. Our student clubs/athletics and after school activities are recognized through pep rallies, six week honor breaks, end of year awards, NJHS and verbal appreciation for hard work and effort. Individual students are celebrated as "student of the week" by each teacher and recognized on the Bear Buzz video each Friday. Staff are selected by students for "Staff of the Month."

Students are given a variety of clubs and activities to have fun and be involved in such as Destination Imagination, Robotics Club, Student Council, FCA, Thespian Troupe, Book Club, Harry Potter Club, Anime Club, Sign Language, Cheerleading, Drill team, NJHS, Yearbook, UIL, Basketball, Volleyball, Tennis, Golf, Football, Soccer, Track, Cross Country.

Perceptions Strengths

MJH offers a variety of extracurricular activities, clubs and events/performances for student participation and to develop positive connections with peers and school.

MJH has high expectations for staff and student success. Teachers provide an atmosphere that promotes a positive and caring climate to maximize learning. Forming healthy relationships with students is a goal we strive for each year.

Always celebrating and affirming teachers, staff, and students in a wide variety of ways each year.

We focus on top candidates when interviewing for positions. Most are all referrals because they want to be at MJH.

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: 90% of all student groups will meet or exceed performance approach standards on STAAR, 60% on meets, and 35% on masters

Evaluation Data Sources: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Summative Evaluation: None

Strategy 1: Summer and in-service curriculum alignment with core subject teams to provide curriculum information from the 2019 Remote Learning months of critical TEKS needing review and/or reteach this year from the next grade level.

Strategy's Expected Result/Impact: Common Assessments

Lesson Plans

Scope and Sequence

Report card grades

Staff Responsible for Monitoring: ELA and Math Team Leaders

Remediation teachers

Administration

ELA and Math Coach

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Early identification for students needing targeted reading and math remediation/intervention using AWARE data, report card grades, RTI data, previous STAAR tests, Reading and Math Universal Screeners

<p>Strategy's Expected Result/Impact: Increase STAAR scores Increase report card grades Close gaps of learning</p> <hr/> <p>Staff Responsible for Monitoring: Remediation teachers Math and Reading coaches Administration RTI Coordinator Counselors</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 3: Focus on Eco Dis., ESL, SpEd., and At-Risk student sub group data from common assessments/previous STAAR to determine needs and offer ELA/Math remediation lab, tutorials before and after school for students that need additional assistance in core subject areas.

<p>Strategy's Expected Result/Impact: Increase report card grades Increase STAAR scores</p> <hr/> <p>Staff Responsible for Monitoring: All Teachers Administration Counselors Remediation teacher</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 4: MISD ELA and Math Secondary Coaches will continue and finish facilitating meetings all core with team leaders this year to design and implement a online scope and sequence for secondary math, ELA, social studies and science.

Strategy's Expected Result/Impact: Strong and aligned curriculum Successful student learning in classrooms Research based instructional strategies and teaching strategies	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Math and ELA Coach Administration	Summative
Title I Schoolwide Elements: None TEA Priorities: Build a foundation of reading and math ESF Levers: None	Problem Statements: None Funding Sources: None
	June

Strategy 5: All ELA classes will develop student with strong writing skills with the use of PEEL and BENTpre-writing strategies and recognizing good writing, encouraging students to write, and providing student feedback about the effectiveness of their writing . They will use peer tutoring to help increase writing motivation.

Strategy's Expected Result/Impact: Increased report grades Increase STAAR scores Developed and strong writing student	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: All ELA teachers Reading Interventionist ELA Coach	Summative
Title I Schoolwide Elements: None TEA Priorities: Build a foundation of reading and math ESF Levers: None	Problem Statements: None Funding Sources: None
	June

Strategy 6: Monitor academic achievement of students to ensure that appropriate services, programs, and resources are continually provided and/or purchased for special pop groups such as SPED, 504, ESL, RTI.

Strategy's Expected Result/Impact: Best instructional practices provided to students
Excellence is a moving target so changing with needs of students to provide successful instruction

Staff Responsible for Monitoring: RTI teacher
Remediation teachers
Administration
Instructional Coaches
Core teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 2: 90% of all student will meet minimum of one Healthy Fitness Zone Standard as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee.

Evaluation Data Sources: Fitness Gram results

Summative Evaluation: None

Strategy 1: To ensure a safe and enjoyable climate in PE for all students.	
Strategy's Expected Result/Impact: Positive observations and walk-throughs Healthy and strong students	Formative
Staff Responsible for Monitoring: PE Coach Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) and also integrate core curriculum content into physical education curriculum	
Strategy's Expected Result/Impact: Positive observations and walk-throughs Healthy and strong students	Formative
Staff Responsible for Monitoring: PE Coach Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Provide quality technology to maximize teaching and learning.

Evaluation Data Sources: Teachers will incorporate technology into their classroom.

Summative Evaluation: None

Strategy 1: Asynchronous Online Learning will be provided for students opting to learn remotely at home. Students will use ClassLink as a single sign in to all applications needed for remote learning. In addition, Live learning, video instruction, Google Classroom, Google Meet, Zoom, as well as periods of self-paced, independent learning. Grading guidelines for Remote will mirror the MISD grading policy and class assignments/assessments will be consistent with tradition in person assignments/assessments.

Strategy's Expected Result/Impact: Consistent instruction and quality alignment of instruction for remote learners	Formative
Staff Responsible for Monitoring: Teachers Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 2: Students placed in virtual online remediation lab classes will use Common Lit software for ELA and Prodigy software for Math. They will be assigned a class code to login, text will be aligned with core class TEKS for that 6 weeks with teacher instruction, questions are STAAR framed

Strategy's Expected Result/Impact: Close gaps in learning and prepare students to pass the STAAR	Formative
Staff Responsible for Monitoring: Remediation lab teachers Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Every teacher has a classroom smart board, a minimum of 3 student computers in each teacher classroom and access to Google Classroom, Microsoft 365, and other technology programs needed as resources for classroom technology instruction. In addition, the campus has 4 laptop carts for classroom use, and 3 campus computer labs available to teachers and students for instructional purposes and learning. In addition, we have a reading and math intervention and computer lab for student remediation.

Strategy's Expected Result/Impact: Used to teach new skills by helping learners to interpret, analyze, compare, and summarize data.
 Utilize technology tools and apply new skills needed for future use
 Learn the newest and most updated technology applications and programs

Staff Responsible for Monitoring: Teachers
 Administration
 Campus TIM

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: All students and staff will be provided a safe and orderly environment in which all can learn and work.

Evaluation Data Sources: The classroom environment will be safe and conducive to learning for all students.

Summative Evaluation: None

Strategy 1: Our goal is to safely maximize learning opportunities for all students. All staff and students will be trained on the new TEA Public health and safety guidance, protocols, procedures, and practices intended to provide as safe a learning environment as possible for students, staff, and parents during COVID-19 pandemic has been implemented in all areas of the campus. This includes but is not limited to student and staff arrival and dismissal time, classroom, cafeteria, athletics, restroom, handwashing, hallway transition, Fine Arts programs, elevator safety, and visitor and staff procedures.	
Strategy's Expected Result/Impact: Safe and healthy students and staff Prevention of unsafe situations Proactive thinking and actions	Formative
Staff Responsible for Monitoring: All staff Administration	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: Recruit, support, retain teachers and principals	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: MJH counselors will implement 6 character traits this year on Bear Buzz that are adapted to each letter in B.E.A.R.S. - one per six weeks, the 6th week being a review of the first five to focus on fostering the whole child while creating positive habits and promoting a safe school with activities related to each character trait throughout the school year.

Strategy's Expected Result/Impact: Decrease student bullying Safe campus for students Increase positive student habits	Formative
	Nov
Staff Responsible for Monitoring: Counselors Administration	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: MJH Student Council will be implementing "Bears Care" this year which will be centered around #ruok. Their hope is to inspire and empower everyone to meaningfully connect with the people around them and start a caring conversation with anyone who may be struggling with life. Each student/staff will be provided with a bracelet that is imprinted with #ruok and bearstrong.

Strategy's Expected Result/Impact: Provide and inspire a caring community of students and staff Prevent students from harming themselves or hurting themselves	Formative
	Nov
Staff Responsible for Monitoring: Student Council sponsor and students Counselors	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	


Strategy 4: Virtual MJH class meetings at the beginning of each year to discuss the student handbook, new A/B schedule, school rules and expectations, procedures, new health and safety protocol, social distancing, directional hallways, student conduct, Bullying, and consequences. In addition, implementing a meeting mid year to reinforce and review student conduct, rules, procedures, expectations.


<p>Strategy's Expected Result/Impact: Good student conduct Students informed and knowledgeable of classroom and campus expectations</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 5: MISD police department will train all staff during in-service on the districts safety and security plan and protocol. In addition they will follow up on staff training the second semester to review and update campus safety and security to reduce violence on campus.

<p>Strategy's Expected Result/Impact: Safe and secure school Reduce violence on campus Increase staff knowledge on updated safety protocol</p> <p>Staff Responsible for Monitoring: Campus Police Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: To increase student attendance to 98% or higher.

Evaluation Data Sources: Review student attendance reports

Summative Evaluation: None


Strategy 1: This year we will create a Principal Leadership Council. The team will consist of all presidents and captains of all afterschool clubs, elective classes, and athletic sports groups. Mrs. Chapman will meet once a week with this group during lunch to visit with students regarding their thoughts, ideas, responsible for building a positive community, building leaders, and creating a positive educational environment for our student body.	
Strategy's Expected Result/Impact: Create students leaders that take pride and ownership in helping create and build a positive campus community and environment for MJH student to excel in every area.	Formative
Staff Responsible for Monitoring: Principal AP's	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	
Strategy 2: MJH administration will contact parents of remote and in-school learners and visit with students remotely or in-school regarding attendance after excessive absences each 6 weeks.	
Strategy's Expected Result/Impact: Increase in student attendance Improved student grades Improved student STAAR data	Formative
Staff Responsible for Monitoring: Assistant Principals Teachers Attendance Clerk	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	

Strategy 3: All students with perfect attendance each 6 weeks will be acknowledged on Bear Buzz and the campus social media. All students with perfect attendance will have their name in a drawing for a Chiller Bee gift card.

Strategy's Expected Result/Impact: Improved student attendance Grade increase in overall subject areas		Formative
Staff Responsible for Monitoring: Attendance Clerk Administration Teachers		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 3: Continue implementation of the Dropout Prevention Program.

Evaluation Data Sources: PEIMS report data

Summative Evaluation: None

Strategy 1: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	
Strategy's Expected Result/Impact: Identify students on free & reduced breakfast and lunch to provide assistance	Formative
Staff Responsible for Monitoring: Counselors Registrar Director of Special Programs	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: We will increase the quantity and quality of our technology resources available.

Evaluation Data Sources: Survey - teacher and staff feedback

Summative Evaluation: None

Strategy 1: With the addition of remote learning this school year, we will continue to revise the number of district and campus forms for parents and ensure all forms are available online via district and campus website.

Strategy's Expected Result/Impact: Easy, safe, and convenient parent online access Less concerns and complaints	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District Webmaster Campus Webmaster Administration	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative June

Strategy 2: MJH will begin this year implementing copy clicks per semester, per staff member to bring staff awareness to increased campus copy cost over the past 5 years because of increase in copies and paper waste.

Strategy's Expected Result/Impact: Decrease in copy budget Allow more money for teacher and student instructional resources and needs	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: MJH staff Administration Finance Secretary	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative June


Strategy 3: We will continue to monitor all CTE classes including the PLTW engineering pathway and Computer Science CTE programs/courses to review need for addition or more PLTW classes in order to prepare students for their high school years and future career plans.


<p>Strategy's Expected Result/Impact: Create lifelong learners and provide intro to high school pathway courses Provide GT and advanced programs to our students</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 4: With the addition of Remote learning this year, instruction coaches and remediation teachers are researching technology based interventions and programs to assist with remote learning and the remediation labs.

<p>Strategy's Expected Result/Impact: Additional focused instruction and provide support Assist and support struggling students experiencing difficulty learning</p> <p>Staff Responsible for Monitoring: Instructional coaches Remediation teachers Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: We will monitor growth and plan accordingly to ensure quality programs are in place and facilities accommodate our student population.

Evaluation Data Sources: PEIMS report and enrollment numbers

Summative Evaluation: None

Strategy 1: Principal and Finance secretary will meet with team leaders and club sponsors at in-service to review new budget allocations to allow for opportunity to adjust budgets for new school year.	
Strategy's Expected Result/Impact: Balanced budget Staff expectations and updates communicated	Formative
Staff Responsible for Monitoring: Principal Finance Secretary	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: Maintain an effective line of communication with faculty using a variety of methods.

Evaluation Data Sources: Teacher and staff feedback and survey

Summative Evaluation: None


Strategy 1: Principal will send a BEAR BLAST weekly communication informational email and REMIND for emergencies only to all faculty and staff to communicate upcoming activities, events, and important dates and information to keep staff up to date and informed weekly.


<p>Strategy's Expected Result/Impact: Informed staff Clear communication and expectations</p> <hr/> <p>Staff Responsible for Monitoring: Principal AP's</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 2: Principal will meet one-on-one with each teacher in the Fall and attend team meetings weekly to analyze student data, review needs, and communicate campus information. Department Head meeting will take place once a six weeks to address any student and staff needs and update teams on campus wide activities/events.

<p>Strategy's Expected Result/Impact: High expectations communicated Staff well informed and open communication present</p> <hr/> <p>Staff Responsible for Monitoring: Principal</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: 100% of the teachers and instructional aides will be Highly Qualified.

Evaluation Data Sources: HQ Report

Summative Evaluation: None

Strategy 1: Continue to send teachers to Capturing Kids Hearts, Lead4ward, and Ruby Payne training every year which helps teachers transform their approach to connecting with, teaching, training and leading students to produce high achieving campus learning.	
<p>Strategy's Expected Result/Impact: High achieving campus learning Positive and strong connections with students and parents Continue to inspire and motivate students</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Jan</p>
	<p>Mar</p>
	<p>Summative</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>June</p>
Strategy 2: Coordinate with the District Curriculum Department to provide quality staff development and training on identified needs of campus.	
<p>Strategy's Expected Result/Impact: Quality professional Development for staff Well trained staff Strong teaching staff</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Jan</p>
	<p>Mar</p>
	<p>Summative</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>June</p>

Strategy 3: Effective and successful MISD Mentor and Buddy program on campus provided to assist any new or transferring teacher the support, information and encouragement needed to help be a successful educator.

Strategy's Expected Result/Impact: Support and retain teachers Positive growth and knowledge of MISD procedures and expectations		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Assistant Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Use of technology to enhance professional practices.

Evaluation Data Sources: Active campus and teacher websites to improve communication with parents, students and community.


Summative Evaluation: None


Strategy 1: All staff will be trained at in-service on Google, Google Meet, Document Camera for video features, Zoom with registration to track student attendance, and Class Link to be better prepared for full remote learning at the beginning of the year. This will allow students a better opportunity for successful instruction and learning virtually.	
Strategy's Expected Result/Impact: Enhance student leaning Quality instruction via online learning	Formative
Staff Responsible for Monitoring: All teachers Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: All NEW teachers will design and develop a teacher website to be updated for parent and student use. All teachers will keep webpages updated and current to keep parents and student informed of classroom assignments, assessments, etc.	
Strategy's Expected Result/Impact: Informed parents and students Positive communication between teacher and families	Formative
Staff Responsible for Monitoring: Teachers AP's	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Staff are surveyed each year to provide administration with needs regarding best technology practices, tools, and training to improve student learning in the classroom.

Strategy's Expected Result/Impact: Enhance student learning Best practices in the classroom		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Increase involvement and participation safely throughout the school community by communicating effectively with parents/stakeholders using a variety of methods.

Evaluation Data Sources: Maintain meaningful relationships with parents and community and analyze parent participation data and methods used.

Summative Evaluation: None

Strategy 1: Counselors will hold a "Meet and Greet" for all new students and parents virtually in the Fall and In the Spring to get to know and encourage our new student while helping parents become better informed of campus expectations and procedures.	
Strategy's Expected Result/Impact: Strong and positive family partnership with school Positive first impression Positive connections with students	Formative
Staff Responsible for Monitoring: Counselors Administration	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: An administrator/Counselor will attend all virtual PTO meetings. We will recognize and encourage the efforts and support of PTO members through Volunteer Appreciation Week, thank you notes, social media posts.	
Strategy's Expected Result/Impact: Positive connections and communication with parents	Formative
Staff Responsible for Monitoring: Principal	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Promote positive communication between the school, home, and community through the campus website, campus social media, monthly parent letters, school reach system, and the PTO email blast.

Strategy's Expected Result/Impact: Informed parents and community Positive campus news Promote success from students and teachers and excellence with programs from campus	Formative
	Nov
Staff Responsible for Monitoring: Principal AP's	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	

Strategy 4: Teachers and administration will communicate with parents regarding student progress through the following: phone calls, emails, teacher-parent conferences, progress reports, report cards, school messenger, virtual meetings.

Strategy's Expected Result/Impact: Informed parents Clear communication between school and home Positive connections and relationships with parents	Formative
	Nov
Staff Responsible for Monitoring: Teachers Administration	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Personnel for Montgomery Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexis Jackson	Teacher	DAEP	1
Allison Mittag	Teacher	Reading Lab	1
Angie Young	Paraprofessional	Math Lab teacher	1
Brenda Beaven	Teacher	Reading Lab	1
Cheryl Hartner	Teacher	Math Lab	1
Jay Isaac	Teacher	Reading Lab	1
Jean Lahue	Paraprofessional	ISS/Mentor Program	1
Jennifer Bever	Teacher	Math Lab	1
Korin Massengale	Teacher	DAEP	1
Kristal Wood	Teacher	Reading Lab teacher	1
Kristy Krause	Teacher	DAEP	1
Lisa Foster	Teacher	Math Lab	1
Melanie Whitehead	Teacher	DAEP	1
Michelle Schaefle	Teacher	Math Lab	1
Nancy Irvine	Teacher	Math Lab	1
Natasha Autery	Paraprofessional	Reading Lab	1
Pegi Morgan	Teacher	DAEP	1
Phyliss Teasdale	Teacher	DAEP	1
Stephanie Lindwall	Teacher	DAEP	1
Steven Meeker	Teacher	DAEP	1

Campus Funding Summary

Addendums

Montgomery Independent School District

Oak Hills Junior High

Improvement Plan

2020-2021

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Demographic Summary

Oak Hills JH is a 3 year old campus with grades 6-8 in MISD with an enrollment of 1084 students.

17% Hispanic, 1% Asian, 2% African American, 2% multi-race, 77% White, 1% Indian or Hawaiian and less than 1% American Indian.

We currently have 96 on staff at OHJH: 3 Administrators, 2 Counselors, 69 teachers, 11 Instructional Aides, 7 Support Staff, 1 Librarian, 2 Maintenance, 1 Diagnostician, 1 Nurse

We have a staff, parents, and a community that are committed to the success of our students at our school and in our district.

Demographics Strengths

We have many strengths at Oak Hills JH, some of which are listed below:

1. Enrollment has remained steady with not as much anticipated growth this last school year.
2. Our attendance rate at Oak Hills usually stays about 94%. With the recent situation of the pandemic we have seen attendance drop. Our goal starting the 2020-2021 school year will be the accountability of all our students, whether face to face or remote.
3. Special Education students are well-supported through co-teach and in class support programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each student. ARD meetings are held throughout the year to adjust IEPs as needed and an annual ARD is held each year to determine best programs for the following school year.
4. The campus continues to provide high-quality and on-going professional development/trainings and opportunities for teacher collaboration of instruction and best practices.
5. Students new to OHJH are welcomed into the school and are supported throughout the year. Counselors meet with the families of incoming students to share information about the school, pair new students with a student to assist new students through their first week of school, and hold a new student meeting with new students to ensure the support continues.

6. We recognize that there has been little change in our demographics, but that doesn't prevent staff from working to reach all of our students in the classroom.

Student Learning

Student Learning Summary

As our students continue to score well on state standardized test (campus rating of an A) we believe we are much more than just what our testing results show us. We strive to challenge our students in the classroom. We encourage more students to attempt our PAP classes and not only want to teach all of our students at a high level, but want to see them succeed. We saw gains in every tested subject except for 8th grade Science, 6th and 7th grade Math. Our "approaches" number has the tendency to always be high and we will work to continue to improve on our "meets" and our "masters" numbers. With not standardized testing last school year we will work harder and faster this year to identify struggling students and provide the help they need.

2019 Accountability Report Card

What it MIGHT look like for a Middle School based on PRELIMINARY DATA and the PROPOSED 2019 Accountability Manual

Enter Name of Campus Oak Hills Junior High
 Campus Type Middle School
 Enter % EcoDis - Fall 2018 Snapshot 22.7

	Raw Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement	63	91	A	Best Scale Score: Domain I OR Domain II-A OR Domain II-B	91	70%
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		83	B			
Part A - Academic Growth	74	83	B			
Part B - Relative Performance*	63	79	C			
Domain III - Closing the Gaps	93	93	A	Domain III Scale Score	93	30%

Academic Achievement (30%)

Academic Growth (50%)

2019 Accountability Report Card

EL Proficiency (10%)

Student Success (10%)

* To find the Scale Score for Relative Performance, click on the link below and enter the Raw Score and the % EcoDis from Fall 2018 into the Scaled Score Conversion Tool

<https://tea.texas.gov/2018scalingresources.aspx>

Overall Score 92

Overall Letter Grade A

Student Learning Strengths

We continue to see an increase in our students that participate and qualify in the Duke Talent Search program.

100% of students passed the STAAR Algebra I EOC test and only 2 of our students did not master the test.

Writing is an area where we would like to see more growth and we had a great start to that this year with an 11% increase in the number of students who mastered the 7th grade writing test.

School Processes & Programs

School Processes & Programs Summary

- We will continue to provide the Mentor program for new staff members.
- We will continue to send small groups of staff to Capturing Kids Hearts and will work to have our entire campus attend a training.
- Safety is a bigger part of our campus vision and we will work to send administrators to trainings in the summer and during the school year.
- We will continue to increase the number of students in our Leadership Academy this school year.
- Our Instructional Coaches have established a strong rapport with our Departments giving us a staff that have main streamed objectives they are teaching.

School Processes & Programs Strengths

Through the programs mentioned above our staff are more prepared to challenge our students in the classroom, but most importantly be prepared to provide any resource and the necessary time to see them be successful. Campus safety and "see something say something" will continue to be a priority and communicated with staff and students. Depending on how the pandemic plays out and our remote learning our counselors will attempt to conduct the Leadership Academy this year with each having a group in the fall and one in the spring.

Perceptions

Perceptions Summary

Oak Hills Junior High strives to provide a nurturing and safe learning community that promotes self-discipline and excellence. We are committed to strengthening positive and respectful interpersonal relationships while simultaneously creating a legacy of innovative and computational thinkers who will ultimately become engaged 21st century citizens.

Perceptions Strengths

OHJH has a strong parent involvement and has created a strong campus culture of high expectations with a student-centered environment. Parent participation in all campus events has been great, and feedback from parents supports that they are comfortable being at OHJH and with the overall experience their child has at OHJH as a learner.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: MISD will seek to maintain an overall "A" rating as a District under the new Federal Accountability system and will support all campuses through professional development and resources to ensure that each campus receives an overall "A" rating.

Evaluation Data Sources: Common Assessment Data; Classroom Observations; STAAR Scores and Accountability Index, PD calendars

Summative Evaluation: None

Strategy 1: Early identification of struggling students using RTI data and common assessment data will be key in reaching struggling learners through the pandemic.

Strategy's Expected Result/Impact: Classroom unit assessments

Universal Screeners
Eduphoria data

Staff Responsible for Monitoring: Administration

Leaders/Teachers
RTI Coordinator
Math and Reading Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 2: Effective, Well-Supported Teachers,
Lever 5: Effective Instruction

None

Formative

Nov

Jan


Mar


Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: The STAAR School Progress measure (Domain II) will increase by 3% during the 2020-2021 school year with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Evaluation Data Sources: STAAR scores and local assessment data

Summative Evaluation: None

Strategy 1: Local assessment is going to be key in our campus data as we have no STAAR scores to base growth off of. Teachers within a department will work along with Instructional Coaches to create common assessments across a grade level to provide better data.

Strategy's Expected Result/Impact: Early identification of struggling students through the pandemic.

Staff Responsible for Monitoring: Department Chairs

Instructional Coaches

Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 2: Effective, Well-Supported Teachers,
Lever 4: High-Quality Curriculum

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: The STAAR "Closing the Gaps" category (Domain III) will increase from an 88% to 90% during the 2020-2021 school year with a focus specifically on subgroups including: White, African American, Hispanic, Special Ed. & Economically Disadvantaged.

Evaluation Data Sources: Local assessment data
STAAR data

Summative Evaluation: None

Strategy 1: We will continue to teach to the top of our classes where we find it brings all of our students up. Early identification of the students in a teachers class are key.

Strategy's Expected Result/Impact: A campus that continues to close the gap.

Staff Responsible for Monitoring: Administration
Classroom Teacher
Instructional Coach

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA)

Evaluation Data Sources: Fitness Gram Report





Summative Evaluation: None

Strategy 1: To ensure a safe and enjoyable climate in PE for all students	
Strategy's Expected Result/Impact: Observations Walk-Throughs	Formative
Staff Responsible for Monitoring: Administrators PE Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture	
Strategy 2: To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity and also integrate core curriculum content into physical education curriculum.	
Strategy's Expected Result/Impact: Observations Walk-Throughs	Formative
Staff Responsible for Monitoring: Administrators PE/Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Continue implementation of Dropout Prevention Program and strategies at all campuses in order to maintain a dropout rate at less than 1%.

Evaluation Data Sources: 2018-2019 TAPR data/2017-2018 Annual Dropout Rate

Summative Evaluation: None

Strategy 1: Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students	
Strategy's Expected Result/Impact: Observations At-Risk Reports	Formative
Staff Responsible for Monitoring: Counselors Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	
Strategy's Expected Result/Impact: Student Residency Questionnaire, Free & Reduced Roster	Formative
Staff Responsible for Monitoring: Administrators Counselors Registrar Director of Special Programs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: MISD will develop a quality technology program to maximize teaching and learning in 100% of the K-12 classrooms.

Evaluation Data Sources: Technology use & # of technological opportunities offered

Summative Evaluation: None

Strategy 1: Meet with grade level teams to discuss additional technology resources needed for teachers and students.		
Strategy's Expected Result/Impact: Library reports/inventory Observations		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Strategy 2: Teachers will schedule use of the three computer labs and 4 laptop carts to maximize student use of instructional technology in their classrooms.		
Strategy's Expected Result/Impact: Teacher feedback Administrator feedback TIM feedback		Formative
Staff Responsible for Monitoring: Administrators Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 3: Provide classrooms with additional student laptops. Currently have 3 in a room and have already added 2 additional laptops to Social Studies classrooms.

Strategy's Expected Result/Impact: Easier access to classroom resources and activities		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Montgomery ISD will provide safe and orderly learning environments by ensuring 100% of staff and students are trained on safety policies, procedures, and protocols.

Evaluation Data Sources: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages





Summative Evaluation: None

Strategy 1: Implementation of class meetings (face to face and virtually) to discuss major school rules, procedures and consequences.		
Strategy's Expected Result/Impact: Understanding of handbook and reduction in discipline referrals		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Montgomery ISD will vigorously enforce all safety and security policies, procedures, and protocols.

Evaluation Data Sources: Student/Parent Handbooks PK-5, Campus training documentation, Parent & student signature documentation, discipline records, Event Flyers





Summative Evaluation: None

Strategy 1: Quarterly meetings to look at discipline and data for the campus.	
Strategy's Expected Result/Impact: Ensure policies and procedures are being followed and students held to a high standard regarding behavior.	Formative
Staff Responsible for Monitoring: Administrators	
Title I Schoolwide Elements: None	Nov
TEA Priorities: None	
ESF Levers: None	Jan
Funding Sources: None	
Problem Statements: None	Mar
Funding Sources: None	
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Montgomery ISD will provide active shooter training at all campuses.

Evaluation Data Sources: Campus staff development agendas and sign-in sheets
Police department schedule & documentation

Summative Evaluation: None





Strategy 1: Work along side District Police to provide training before the semester.	
Strategy's Expected Result/Impact: Bring the training to campus on a staff workday when students aren't present.	Formative
Staff Responsible for Monitoring: District Police Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Montgomery ISD will maintain a low incident rate for drugs and violent crimes on all campuses.

Evaluation Data Sources: Discipline records/documentation

Police report documentation

Summative Evaluation: None

Strategy 1: Counselors will work with district police to create and promote a Leadership Academy for students in all grade levels.	
Strategy's Expected Result/Impact: We believe the program encourages all of our kids to do what is right and "see something, say something".	Formative
Staff Responsible for Monitoring: Administration Counselors District Police	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility with 100% accuracy.

Evaluation Data Sources: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation: None

Strategy 1: OHJH will continue to strengthen our connection with the MACC and see how and where our local businesses can be more involved in some of our expenses.

Strategy's Expected Result/Impact: More community involvement with our programs.

Staff Responsible for Monitoring: Administrators
Department Chairs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: MISD will provide a long and short-term capital asset plan

Evaluation Data Sources: MISD Budget

Summative Evaluation: None

Performance Objective 3: Montgomery ISD will minimize the amount of funding needed from fund balance to cover the 2020-2021 budget deficit.

Evaluation Data Sources: Financial records/Budget expenditures

Summative Evaluation: None

Performance Objective 4: Montgomery ISD will adopt a balanced budget for the 2021-2022 school year.

Evaluation Data Sources: Budget records
Board agenda item

Summative Evaluation: None

Performance Objective 5: Montgomery ISD will receive an unqualified, clean audit with no findings.

Evaluation Data Sources: Audit report & documentation

Summative Evaluation: None

Performance Objective 6: Montgomery ISD will ensure that an appropriate system of checks and balances exists in all Financial Systems.

Evaluation Data Sources: Financial data

Summative Evaluation: None

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: MISD compensation, contracts and benefit plans will be reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Sources: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation: None

Performance Objective 2: During the 2020-2021 school year, MISD will provide all essential positions necessary to accommodate growth for 100% of the student population.





Evaluation Data Sources: Growth Project Study

Summative Evaluation: None

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Program.

Evaluation Data Sources: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms

Summative Evaluation: None

Strategy 1: New teachers to the district were assigned mentors that can work along side them and answer questions.	
Strategy's Expected Result/Impact: A more comfortable first year teacher who wants to return to MISD.	Formative
Staff Responsible for Monitoring: Principal Abercrombie Jebousek Norris McKnight	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.

Evaluation Data Sources: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events





Summative Evaluation: None

Performance Objective 5: 100% of MISD teachers and instructional aides will be considered Effective Teachers according to state certifications and district criteria.

Performance Objective 6: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Evaluation Data Sources: Social Media posts, newsletters, website posts, School Messenger messages

Summative Evaluation: None

Strategy 1: To the point communication with the parents of Oak Hills JH through social media.		
Strategy's Expected Result/Impact: Parents/community that are in the know of what is happening at OHJH		Formative
Staff Responsible for Monitoring: Principal Social Media Coordinator		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 7: MISD will provide opportunities for parent involvement at 100% of the campuses and at the district level.

State Compensatory

Personnel for Oak Hills Junior High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Faiola	Math Lab teacher		1
Bailey Wilson	Math Lab teacher		1
Cheryl Pace	Math Lab teacher		1
Emma McCurdy	RTI Math Lab Teacher		1
Glenna Benton	Reading & Math Lab teacher		1
Gretchen Murray	Reading lab teacher		1
Jennifer Spell	Math Lab teacher		1
Kristin Norris	Lab teacher		1
Morgan Greenwade	Reading lab teacher		1
Pat Fey	Math Lab teacher		1
Sandy Campbell	Reading lab teacher		1
Sara Hamblin	Dyslexia Interventionist		1
Shelly Krusleski	Reading lab teacher		1

Campus Funding Summary

Addendums

Montgomery Independent School District

Montgomery Elementary School

Improvement Plan

2020-2021



Mission Statement

Beyond excellence in critical academic skills, it is Montgomery Elementary's mission to provide an outstanding education in a secure learning environment where every child is provided an opportunity to excel. Our charge is to collaboratively nurture each child's potential to be a producer of knowledge, a contributor of citizenship, and discoverer of possibilities.

Value Statement

MES believes that every child can learn if given the appropriate avenues, resources, and tools. Each learner brings with them specific strengths, which should be the main platform from which to teach that child and from which that child should learn. Varied and differentiated learning opportunities are part of our responsibility as educators of children, and our main goal with each student is to create confident, independent problem solvers. High expectations and top quality instruction should be an essential part of every learning experience.

Motto:

Learning to live and loving to learn in a culture where diversity is embraced, adding value is an expectation, and today's learners become tomorrow's leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA team members: Carrie Fitzpatrick, Kim Campbell, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

MES is made up of students whose ages range from 4 to 11 years old in our PreK program through 5th grade. Our enrollment has grown to approximately 575 students with 58 full-time employees. During the 19-20 school year, MES had 41% of enrolled students who qualified for free and/or reduced lunch. Our student demographics were as follows: Multi Racial-18, Hispanic-59, Indian- 1, Asian-1, White-320, and African American-25.

Current Staff Demographic Breakdown is shown in the following chart:

Full-time Employees: Title	2020-2021
HOMEROOM TEACHERS	33
SPECIAL EDUCATION TEACHERS	3
SPEECH THERAPIST	1
DIAGNOSTICIAN	1
TITLE I TEACHER	1
LIBRARY/MEDIA SPECIALIST	1
ART TEACHER	1
MUSIC TEACHER	1
PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	4
INSTRUCTIONAL PARAPROFESSIONALS	3
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

MES has high participation at all campus events, both during the school day and after hours. We have found that when we provide snacks and offer our events later in the evening, more parents attend. Our PTO membership has increased greatly, and we have an active PTO Board that meets each month.

The following Family Engagement activities/events are in place at MES: Family Activity/Curriculum Nights, Open House & Parent Information Night, Book Fairs, Choir Concerts, Wave Club, Watch DOGS, Pre-K & Kindergarten Camp, Grade Level Music Performances, E-Tracks, and Dual Language Information Night, and various family nights.

MES has strong partnerships with community businesses to support events such as our Bodacious Bearcat Breakfast, Angel Tree, Thanksgiving meals, Friday Backpack Clubs, and our back-to-school school supplies drive.

Demographics Strengths

Attendance is a focus on our campus this year in an effort to improve that component of accountability. Attendance incentives are organized to recognize classrooms and individual students for top attendance percentages as well as for meeting attendance goals.

We have a full-time Reading/Math interventionist as well as a full-time Instructional Coach. MES also employs Spring tutors for Math and Reading support in STAAR testing grades.

We will continue to promote the identification of students and expansion of our GT program this year. The TPSP curriculum for gifted learners proves to be successful and valuable tool for building independence, fostering rigor, and supporting the components required of GT identified students and staff. Amazing student products are showcased in the end-of-year GT Expo, and we receive positive feedback from both parents and students.

Teacher/student ratios remain 22:1, or lower, in the majority of the classrooms PK - 4.

Our teams are well-balanced with both experienced and new teachers; weekly team meeting agendas and attendance show strong collaboration and communication.

The knowledge and skills of our Instructional Coach have been positively and productively utilized by grade level teams and departments. Through her careful facilitation of data-driven discussions, collaboration meetings, and purposeful staff developments, staff members have evolved in their curricular proficiency positively impacting instruction and student learning.

Staff members at MES continue to seek certification in the areas of GT and ESL.

Student Learning

Student Learning Summary

CNA team members: Carrie Fitzpatrick, Kim Campbell, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and fluidly evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

MES uses Common Formative Assessments, DRA, eSTAR/mSTAR, mClass, QPS, Circle (pre-k) and local Universal Screeners to determine student progress and areas of need. Both the DRA and Math Universal Screeners are administered three times each year.

The MES teaching staff works to ensure vertical alignment by subject area to assure the expected implementation of TEKS from one grade level to the next with no gaps or overflow. Each grade level team plans weekly to coordinate lessons based on the grade level TEKS coordinated with the district expectations and the scope and sequence. This allows for assessments to accurately evaluate the level of mastery and rigor of TEKS at each grade level. A variety of assessments will be utilized to determine our students' needs including DRA/Accelerated Math Screener, STAAR, and grade level Common Assessments. The outcome of these assessments will assist in identifying those students that are at-risk, allowing us to appropriately place each student in an enrichment or intervention to meet specific needs. Our goal is to serve students of all populations based on their individual needs through various interventions such as: web-based programs, the general classroom, RtI, tutorials, and the Title I program. Individual evaluations will identify students who warrant services such as Gifted and Talented, English as a Second Language and Dyslexia. Once identified, these students will receive interventions and/or enrichment to enhance their education. These students will be served in their homeroom class and through pull-out or push-in models. The English Language Proficiency Standards (ELPS) will be utilized in all classrooms with LEP students.

Targeted small group differentiated instruction and Writing instruction will be instructional priorities during the 2020-2021 school year. The Instructional Coach will support teachers in PK-5th grades to ensure daily writing instruction, independent practice, and purposeful/data driven small group instruction. The incorporation of instructional best practices, targeted student instruction, and using data to drive small group planning and instruction will more productively meet the diverse needs of individual students.

2018-2019 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	95%	45%
3	Math	89%	24%
4	Writing	65%	3%
4	Reading	80%	14%
4	Math	79%	33%

Grade	Test	Met Standard	Adv. Perf.
5	Reading	96%	45%
5	Math	100%	61%
5	Science	88%	25%

Student Learning Strengths

MES interventionists in Reading, Math, & Dyslexia provide consistent research-based instruction to maximize learning opportunities for students each week. Students receiving intervention prescribed to their individual needs, will show positive growth in the academic areas targeted.

Additional special programs/services are considered for any student not experiencing success with the implementation of targeted intervention.

School Processes & Programs

School Processes & Programs Summary

CNA team members: Carrie Fitzpatrick, Kim Campbell, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

The culture and climate of Montgomery Elementary is one based on the belief that every student has value and every student can learn. The staff is welcoming and positive and student safety and individual growth is the priority at MES. Parent and student participation at campus events and in campus clubs and organizations is strong, and parents feel comfortable coming to the school with concerns or questions. Use of the School Messenger system ensures that all parents know what is happening at MES, and the PTO has grown in membership and participation. Students and teachers feel safe at MES, and the schoolwide use of Conscious Discipline and our character education programs are consistently promoted and well-received.

MES recognizes individual student accomplishments and attendance. Students are also celebrated at an end-of-year awards program. MES also implemented a Student of the Month recognition program, for which each homeroom teacher nominates a student for exhibiting good character in the classroom.

The MES staff will expand on their work towards developing a growth mindset in in our school by reading "Grit For Kids." This book focuses on the power of positive thinking, retraining the way we think about and approach situations, and developing grit and perseverance in kids. Each staff member will continue to explore this philosophy throughout the school year. Our book study will begin prior to the start of school to encourage staff to personalize this theme & philosophy in their classrooms.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. MES is a Title I campus that serves approximately 580 students with Special Education, Dual Language, ESL and GT programs. Additionally, over 40% of our students are eligible for free or reduced meals. MES sends backpacks full of food each Friday to approximately 30 families and provides Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year with the help of community partners.

The continued incorporation of an Instructional Coach will provide Language Arts and Math support to teachers in the classrooms. This will be accomplished through targeted staff development, facilitating collaboration about student data & curriculum components, as well as understanding/incorporating best instructional practices via classroom modeling.

The continued PLC approach will be incorporated to plan for and track student learning to ensure success among all.

All teachers and staff at MES are Highly Qualified, and new teachers are assigned a mentor and participate in New Teacher Orientation at both the District & Campus levels.

Teaching staff is made up of teachers who have 1-25 years of experience, and 50% of MES staff have been in MISD for over 5 years. Turnover rates remain low.

MES teachers are provided with multiple team planning opportunities throughout the school year, offered staff development opportunities in a variety of formats, and are able to participate in vertical alignment curriculum planning workshops throughout the year.

School Processes & Programs Strengths

Training & implementation of Conscious Discipline techniques showed positive results through classroom & campus rewards for positive behavior and strong character. Presentations were scheduled from outside resources concerning good character and strong friendship, and campus participation in school-wide events increased. Parents are consistently involved in disciplinary concerns, and the campus Core Team & RtI Committee was vigilant in data collection and documentation of students with significant behaviors that were not sufficiently addressed through classroom management and campus discipline procedures. Additionally, MES had no incidents of Bullying during the 2019-2020 school year.

Attendance incentives offered showed an increase in student attendance & positive feedback from parents regarding incentives.

The consistent implementation of Morning Meetings has improved classroom discipline and culture as well as campus culture.

MES provides cultural awareness and creative learning opportunities through our Schoolwide Enrichment Model.

An end-of-year parent survey showed participation and positive feedback from the majority participating parents regarding their child's safety at MES, and indicated that most feel welcome to the campus and supported by our staff.

MES provides varied parent involvement activities each year with high attendance & positive feedback. We provide food for over 30 families through our Friday Backpack Club by coordinating with our Montgomery Food Bank. MES assists families with school supplies in August by working with local businesses and churches, and we continue to serve over 50 families through our Angel Tree Christmas project. We have also implemented *The Wave Club & Student Council*, which are Community Service Clubs for our 3rd & 5th graders; these clubs focus on good character and a "pay it forward" philosophies and complete various campus & community services throughout the year. MES continues to receive support from both our parents and our Community Businesses and continues to receive positive feedback regarding our schoolwide *Conscious Discipline* and the Watch DOGS program.

- MAC planning/PLC days for team collaboration, curriculum & resource planning
- purchase of new, updated, research-based resources
- implementation and utilization of *Eduphoria* to better use student data to drive instruction
- weekly team planning/meeting
- universal screeners & progress monitoring done periodically throughout the school year to assess student progress and/or areas of need
- RtI meetings set each six weeks to discuss individual students & devise a plan for students in need
- implementation of *Schoolwide Enrichment Model* to offer unique learning opportunities each week
- implementation of *TPSP in Kindergarten-5th grades*
- Kid Chat meetings
- parent surveys reflect positive feedback regarding strong student learning, quality teachers, and effective assessments

- continuation of an Instructional Coach to support teachers in core content areas & Instructional Technology
- BOY trainings regarding District-wide resources help teachers better understand the program and increased the fidelity of the program in the classrooms
- Use of district-purchased item bank to ensure quality assessments correctly aligned with the Montgomery Aligned Curriculum
- Forethought lesson planning/collaboration
- Vertical team meetings
- Utilization of our Library/Media Specialist to support instructional technology in the classroom
- Science & Social Studies text is used to support literacy development across content areas

Perceptions

Perceptions Summary

CNA team members: Carrie Fitzpatrick, Kim Campbell, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. MES is a Title I campus that serves approximately 580 students. Special Programs include, but are not limited to, Special Education, Section 504, Dual Language, ESL and GT programs. Additionally, approximately over 40% of our students are eligible for free or reduced meals. MES sends backpacks full of food each Friday to approximately 30 families and provides Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year with the help of community partners.

Continued incorporation of an Instructional Coach provides core content support to teachers in the classrooms as well as through needed staff development, opportunities to collaborate about student data, curriculum components, and best instructional practices.

The continued PLC philosophy will be supported by our campus again this year, and teachers will actively participate in collaborative data meetings to ensure the success of all.

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

Surveys showed that students, staff, and parents feel safe and welcome at MES and that campus procedures and policies are well-communicated. We get feedback from our regular substitutes often about the environment being friendly & collaborative. MES works under a team approach and a student-centered philosophy. Respect is valued and evident between staff members, staff & parents, and staff and students. Preserving instructional time is a priority. Our interventionist provides support at optimal times throughout the instructional day and works closely with the teachers to ensure targeted instruction align with classroom needs. The instructional day begins at 8:15, but teachers are available as early as 7:45 for instructional purposes. Spring tutors are hired to provide intensive intervention to students in Math and/or Reading for grades 3, 4, and 5 and for students that show content mastery and would benefit from receiving additional enrichment.

Community support is widespread at MES, as we have large donations from area churches, Realtors, and local businesses for school supplies, our annual Angel Tree Christmas event, and food for our weekly backpack program.

Parent surveys conducted at the end of the year show that parents are pleased with the school and the services their children receive.

Perceptions Strengths

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

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Parent surveys conducted at the end of the year show that parents are pleased with the school and the services their children receive.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on the STAAR test.

Evaluation Data Sources: Students will meet grade-level expectations and performance standards based on Universal Screeners, local assessments, and STAAR results.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Teachers will analyze Universal Screener data & STAAR results to identify students needing targeted Reading and/or Math intervention using the following criterion:

- * Scoring in the 10th percentile or below on any measure of the Universal Screener
- * Students showing little or no improvement from BOY to MOY Universal Screener administration
- * Students that failed a portion of the STAAR test
- * Newly-enrolled students who show gaps in skills based on Common Assessments, Benchmarks, and/or lack of exposure to TEKS at previous school

Strategy's Expected Result/Impact: RTI Meeting Data STAAR & Universal Screener Data Bimonthly PLC Data Meetings		Formative
		Nov
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor		Jan
		Mar
Title I Schoolwide Elements: 2.6		Summative
		June
Problem Statements: None		
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: 211 Title I	
ESF Levers: None		

Strategy 2: Plan for assisting preschool children in the transition from early childhood programs through the Camp Kindergarten program & parent orientation.

Strategy's Expected Result/Impact: Camp Kindergarten Flyer

Agendas

Parent Information Night Flyer Sign-in Sheets

Registration Numbers

Staff Responsible for Monitoring: Registrar

Campus Administrators

Classroom Teachers

Instructional Coach

Title I Interventionist

Counselor

Title I Schoolwide Elements: 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

199 General Fund

211 Title I

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Students that meet one of the following criteria will be considered for placement in Title I Programs:

- * Reading/Math: scored in the 10th percentile or below on Universal Screener measures
- * SAT recommendation through RTI
- * 60 or below on STAAR
- * Retention
- * Failure of STAAR
- * 9 weeks failure

<p>Strategy's Expected Result/Impact: Universal Screener results, STAAR results, Report card grades, Teacher feedback</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 211 Title I</p>	

Strategy 4: MES will encourage parents to participate in the Title I program by:

- * Attending one parent conference
- * Attending parent/Student Family Night(s)
- * Completing the Parent, Student and School Compact & EOY Survey

<p>Strategy's Expected Result/Impact: Parent Night Flyer & Agenda, Parent surveys, Title I Compacts</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Family Involvement Night Materials 211 Title I \$102.10</p>	

Strategy 5: Each student in grades PK-5 will utilize a writing folder/journal for daily independent writing and Writers Workshop collections as outlined by MAC guidelines. Student writing will be monitored by Teachers, Administrators & Instructional Coach on a 7-9 week basis to insure utilization of established writing curriculum and consistent student/teacher conferencing.

<p>Strategy's Expected Result/Impact: Student writing samples & Classroom observations</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 General Fund</p>	

Strategy 6: Health Performance:

80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC). Strategies to include:

- * To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA)
- * To integrate core curriculum content into physical education curriculum.
- * To develop quality physical education programs that are developmentally & sequentially appropriate.
- * To ensure a safe & enjoyable climate for all students.
- * To provide state approved Coordinated School health components into the curriculum.
- * To ensure that physical activity is not used as punishment.
- * To ensure that student/teacher ratios meet the state standards.

Strategy's Expected Result/Impact: Fitness Gram Report	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers MES Coach	Nov
	Jan
	Mar
Title I Schoolwide Elements: 2.6	Summative
TEA Priorities: Improve low-performing schools	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: 199 General Fund	

Strategy 7: Classroom teachers will provide GT services to identified GT students through the use of Texas Performance Standards Project and MAC.

Strategy's Expected Result/Impact: Lesson plans, Individual student projects, student portfolios	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Counselor	Nov
	Jan
	Mar
Title I Schoolwide Elements: 2.5	Summative
TEA Priorities: Build a foundation of reading and math	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 8: Writing across all grade-levels will be an area of focus through:
 * intensive study of and implementation of MAC for teachers
 *PLC lesson planning, review of best practices, & review of student writing samples
 *regularly scheduled teacher-designed assessments as checkpoints for student progress on Writing TEKS
 *cross-curricular writing

Strategy's Expected Result/Impact: Lesson plans, student writing samples, student progress, PLC meeting agendas & sign-in sheets		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
Title I Schoolwide Elements: 2.4		Jan
Problem Statements: None		Mar
TEA Priorities: Improve low-performing schools	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 9: Implement strategies from Schoolwide Enrichment Model (SEM), providing a wide array of learning opportunities for all students.

Strategy's Expected Result/Impact: SEM schedule, student surveys, showcases, parent & student feedback		Formative
Staff Responsible for Monitoring: Campus SEM Liaison Campus Administrators Classroom Teachers Counselor		Nov
Title I Schoolwide Elements: 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Improve low-performing schools	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 10: READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

- *Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing
- *Emphasize higher level questioning within each component of Reading Instruction: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students
- *Provide leadership, training, and follow-through on the implementation of the Reading Structure, and emphasize higher level questioning within each component of Reading: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students
- *Address rigor in the differentiated literacy classroom in grades PK-5 for vertical alignments of Tier I best practices
- *Re-examine effectiveness and depth of Guided Reading in the K-5 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading
- *Provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to modify for identified gifted students and/or close learning gaps, such as vocabulary strategies using graphic organizers, literacy centers for anchor activities, and use of technology to improve skills and fluency
- *Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments
- *Emphasis on small group reading instruction such as in guided reading, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichments strategies
- *11 MES professional staff members will participate in Cohort 1 to fulfill the state required Reading Academy obligation

<p>Strategy's Expected Result/Impact: Universal Screener Data STAAR Data RtI Data Report Card Grades</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 11: WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

*Continue to focus on daily writing in every PK-5 classroom in both fiction and nonfiction address the vertical alignment of Writing Workshop Model supported by Benchmark for fidelity and integration of higher level thinking practices. The Units of Study in Writing by Lucy Calkins for grades K- 5 will still be used as a preferred supplement.

*Explicitly teach grammar and conventions within the context of the Writers' Workshop model

*Continued modeling and utilization of Mentor Sentences

*Utilization of the TEA writing rubric to score writing samples and to provide feedback in preparing students for understanding the expected level of writing required on State assessments

*Explicit incorporation of mentor sentence instruction

*Implementation of "Writing Buddies" to build vertical alignment, accountability, and a school-wide community of writers

Strategy's Expected Result/Impact: STAAR Data Report Card Grades		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: Improve low-performing schools	Funding Sources: 199 General Fund 211 Title I	June
ESF Levers: None		

Strategy 12: MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

- *Provide leadership, training, and follow-through on the implementation of Instructional Best Practices for Math
- *Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies
- *Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments
- *Emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies
- *The expectation and encouragement of all students and all student groups to construct multiple representations of learning in math including the use of manipulative models
- *Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-5

<p>Strategy's Expected Result/Impact: Universal Screener Data STAAR Data RtI Data Report Card Grades</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 13: SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

*Focus on engagement through student centered instructional strategies

*Integrate content literacy strategies PK-5

*Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens

*Ensure that teachers plan and implement social studies lessons based on the district scope and sequence outlined in MAC & adopted curricular materials

Strategy's Expected Result/Impact: 8th Grade STAAR Data Report Card Grades		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: Improve low-performing schools	Funding Sources: 199 General Fund 211 Title I	June
ESF Levers: None		

Strategy 14: SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

- *Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) in alignment with the district scope & sequence as outlined in MAC
- *Improve vocabulary building in Science through the Science Word of the Week (WOW), Science word walls, and the use of Marzano's framework for learning vocabulary words
- *Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity
- *Hands-on opportunities for learning/exploring will be provided via labs K- 5

<p>Strategy's Expected Result/Impact: STAAR Data Report Card Grades</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 General Fund 211 Title I</p>	Summative
	June

Strategy 15: An emphasis on small group reading and math instruction, monitoring individual progress through documentation using anecdotal notes, and implementation of effective intervention/enrichments strategies will be incorporated.

<p>Strategy's Expected Result/Impact: Improved Student Performance Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 General Fund 211 Title I</p>	Summative
	June

Strategy 16: Provide a quality Dual Language program for qualifying students in Pre-K through 5th grades following the Dual Language two-way Late Exit Model.

<p>Strategy's Expected Result/Impact: Assessment Data LPAC Meeting Minutes TELPAS Data</p>	Formative
<p>Staff Responsible for Monitoring: Campus Administrators Director of Special Programs Instructional Coach District ESL Coordinator</p>	Nov Jan Mar
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None</p>	Summative June
<p>Problem Statements: None</p>	<p>Funding Sources: None</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: 80% of all student groups will meet or exceed college readiness standards on the STAAR test.

Evaluation Data Sources: STAAR results and local assessment data will show student performance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Utilize the MISD MAC during weekly planning to ensure TEKS alignment, exemplary lessons, and timeline considerations.	
Strategy's Expected Result/Impact: Classroom observations Campus & District training/planning sign-in sheets Lesson Plans <hr/> Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach <hr/> Title I Schoolwide Elements: 2.5, 2.6 <hr/> TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <hr/> ESF Levers: None	Formative <hr/> Nov <hr/> Jan <hr/> Mar
	Summative
	Problem Statements: None <hr/> Funding Sources: 199 General Fund
	June
Strategy 2: Ensure the identification and engagement of GT students.	
Strategy's Expected Result/Impact: Classroom observations GT Rosters TPSP Products Lesson Plans <hr/> Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor <hr/> Title I Schoolwide Elements: 2.5, 2.6 <hr/> TEA Priorities: Improve low-performing schools <hr/> ESF Levers: None	Formative <hr/> Nov <hr/> Jan <hr/> Mar
	Summative
	Problem Statements: None <hr/> Funding Sources: 199 General Fund
	June

Strategy 3: Teachers will use Eduphoria to run reports and disaggregate data for Universal Screeners, Common Assessments & STAAR results.

Strategy's Expected Result/Impact: Eduphoria reports, team meeting notes, student scores		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
Title I Schoolwide Elements: 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 4: Teachers and administrators will participate in Professional Learning Communities throughout the year to ensure both professional development and data review in order to maintain the academic rigor and progress of students during instruction.

Strategy's Expected Result/Impact: PLC Agendas & Sign-in sheets, Student success on assessments, teacher feedback, Classroom observations		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 5: Maintain a rigorous curriculum and implement daily best instructional practices to meet diverse student needs (Special Education, GT, Section 504, ELL, ESL, RtI, etc.).

<p>Strategy's Expected Result/Impact: Use of Literacy Library resources as per teacher checkout system, student progress in reading comprehension, teacher feedback, purchase orders, and inventory list</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 Title I 199 General Fund</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 6: MES will implement the use of an Instructional Coach to help support classroom teachers in Reading, Math, and Technology to enhance student learning and instructional delivery.

<p>Strategy's Expected Result/Impact: IC meetings & feedback, classroom teacher feedback, classroom observations, PD agendas & sign-up sheets, student progress</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 7: Interventions and classroom differentiation will be provided through online programs including: mClass, iStation, Sumdog, Flocabulary, Fast Forward, and SciLearn to support Math, ELA, and Science TEKS.

<p>Strategy's Expected Result/Impact: Program reports, student progress, teacher feedback</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 8: Increase the percentage of students that "Meet" or "Master" expectations on STAAR tests.

<p>Strategy's Expected Result/Impact: Common assessment results Title I rosters STAAR results</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 9: Establish a vertical alignment of Tier I best practices.

Strategy's Expected Result/Impact: Individualized Student Data Universal Screener Data
 RtI Data & Progress Monitoring
 Report Card Grades
 STAAR Data (3rd-5th)

Staff Responsible for Monitoring: Campus Administrators
 Classroom Teachers
 Instructional Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math,
 Improve low-performing schools

Funding Sources:
 None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: Continue implementation of the Dropout Prevention Program

Evaluation Data Sources: Monitor and meet the needs of all students who are At-Risk

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Provide intensive, systematic tutoring, enrichment and intervention for identified at-risk students during the day and/or before or after school.	
<p>Strategy's Expected Result/Impact: Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades Tutorial logs (3rd-5th) STAAR Data (3rd-5th)</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist RtI Team</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <hr/> <p>Nov</p> <hr/> <p>Jan</p> <hr/> <p>Mar</p> <hr/> <p>Summative</p> <hr/> <p>June</p>
	Problem Statements: None
	Funding Sources:
	199 General Fund
	211 Title I
199 General Fund SCE	

Strategy 2: Ensure that regular student attendance is an area of focus at MES by:

- *Tracking student attendance
- *Meeting with teachers, parents and students to address individual situations
- *Providing monthly incentives
- *Communicating with parents the importance of attendance for student success.

<p>Strategy's Expected Result/Impact: Attendance Reports Teacher Documentation Plan For Attendance Incentives</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor Registrar</p> <hr/> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 General Fund 211 Title I 461 Campus Activity</p>	June

Strategy 3: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).

<p>Strategy's Expected Result/Impact: Student residency questionnaires, free & reduced roster</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor Registrar Director of Special Programs</p> <hr/> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 4: RtI committee members will abide by District Retention policy when making placement decisions for struggling students and will make Tier decisions based on data (classroom performance, attendance, small group documentation, computer generated program results, progress and report card information, progress monitoring, etc.)

Strategy's Expected Result/Impact: RtI meeting notes, Eduphoria data, student placement sheets		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.6	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 5: Provide mentors to targeted at-risk students.

Strategy's Expected Result/Impact: Individualized Student Data Attendance Records Report Card Grades		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach School Counselor		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 6: Students and staff will participate in goal setting.

<p>Strategy's Expected Result/Impact: Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades STAAR Data (3rd-5th) T-TESS Goal Setting Sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 7: Provide motivational activities/programs to promote success and improvement among all students.

<p>Strategy's Expected Result/Impact: Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 8: Provide staff development regarding Special Education services and work with the ARD Committee to determine the most appropriate tests for students with disabilities. *Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAPF) statement which corresponds to student data
 *Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs, develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), and follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.

Strategy's Expected Result/Impact: Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th) Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
Problem Statements: None Funding Sources: 199 General Fund Special Ed	June

Strategy 9: Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.

Strategy's Expected Result/Impact: Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th) Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
Problem Statements: None Funding Sources: None	June

Strategy 10: Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic and/or behavioral improvement for identified students.

<p>Strategy's Expected Result/Impact: Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: 199 General Fund 211 Title I</p>	June

Strategy 11: Review, revise, and implement daily attendance procedures and monthly incentives to meet 98% average attendance.

<p>Strategy's Expected Result/Impact: Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: 199 General Fund 461 Campus Activity</p>	June

Strategy 12: Create balanced classrooms via the strategic placement of students.


<p>Strategy's Expected Result/Impact: Improved Student Performance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data</p> <p>Staff Responsible for Monitoring: Campus Administrators School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: Class Creator 211 Title I \$574</p>	Summative
	June

Strategy 13: Kid Chat meeting will be help monthly to discuss academic/behavioral/social/emotional concerns about and needs of individual students.

<p>Strategy's Expected Result/Impact: Decreased Behavior & Counseling Referrals Report Card Grades Support Services</p> <p>Staff Responsible for Monitoring: Campus Administrators School Counselor Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: MES will increase the utilization of instructional technology and strategically plan for the incorporation of 21st century technology tools for teacher and student use to maximize teaching and learning.

Evaluation Data Sources: 100% of MES teachers will incorporate technology into their classroom instruction and delivery.

Summative Evaluation: None

Strategy 1: Teachers will increase the use of instructional technology by incorporating technology-based tools into daily instruction for the purposes of learning, application, and communication.

<p>Strategy's Expected Result/Impact: Classroom observations, mobile tech cart/computer lab sign-up sheets, use of instructional programs</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	<p>Funding Sources: None</p>
<p>ESF Levers: None</p>	<p>Summative June</p>

Strategy 2: Campus TIM specialist will schedule trainings to model and share instructional technology tools and resources.

Strategy's Expected Result/Impact

Staff Responsible for Monitoring

Title I Schoolwide Elements

Strategy's Expected Result/Impact: Sign-in sheets, classroom observations, teacher websites	Formative
Staff Responsible for Monitoring: TIMS Campus Administrators	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: All teachers will maintain a webpage in order to provide regular communication with parents.

Strategy's Expected Result/Impact

Strategy's Expected Result/Impact: Teacher websites, EOY Parent survey results	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers TIMS	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 4: Additional students laptops will be purchased for classroom use to enhance student learning.

Strategy's Expected Result/Impact: Classroom Observation Virtual Student Portfolios Program Usage Reports	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Campus Administrators Campus Instructional Coach	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
	Summative
	June

Strategy 5: Staff will be use SeeSaw to provide virtual instruction to remote learners as well as to differentiate learning and products of learning in the classroom.

Strategy's Expected Result/Impact: Remote Instruction Virtual Student Portfolios	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Campus Administrators Campus Instructional Coach TIMS	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
	Summative
	June

Strategy 6: Staff and students will use Class Link to access online learning.

<p>Strategy's Expected Result/Impact: Remote Instruction Virtual Student Portfolios Attendance</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Coach TIMS Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Disciplinary referrals will decrease by 10%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Implement MISD Character Ed. Program for teachers to use in the classrooms and parents to implement at home.	
Strategy's Expected Result/Impact: Decrease in # of discipline referrals, teacher feedback, morning announcements character trait schedule, increase of positive behavior awards on "Character Wall"	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor	Nov
	Jan
Title I Schoolwide Elements: 2.5, 2.6, 3.1 TEA Priorities: Improve low-performing schools ESF Levers: None	Mar
	Summative
Problem Statements: None	June
Funding Sources: Core Essentials 211 Title I \$180	
Strategy 2: Teachers will implement Conscious Discipline strategies to enhance classroom environment & improve student behavior.	
Strategy's Expected Result/Impact: Decrease in # of discipline referrals, classroom observations, teacher feedback	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor	Nov
	Jan
Title I Schoolwide Elements: 2.5, 2.6 TEA Priorities: Improve low-performing schools ESF Levers: None	Mar
	Summative
Problem Statements: None	June
Funding Sources: 199 General Fund	

Strategy 3: Promote clubs and organizations in areas of interest to promote student involvement in school.

<p>Strategy's Expected Result/Impact: Student Surveys Club/Organization Communications Student Sign-up Sheets Club/Organization Participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor Club Sponsors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 461 Campus Activity</p>	

Strategy 4: Students will participate in Classroom Morning Meetings each day as a campus-wide initiative to teach communication skills, problem solving, cooperation, mutual respect, empathy, and self-discipline.

<p>Strategy's Expected Result/Impact: Morning Meeting Agendas/Plans, classroom observations, reduction in discipline referrals, teacher feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 5: Conduct fire, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level.

*All MES students and staff will participate in all required drills. *Professional development will be provided by the MISD police department in appropriate strategies during crisis drills *Practice of the drills will be continuous and varied throughout the school year.

<p>Strategy's Expected Result/Impact: Agenda with documented professional development schedule/calendar of all drills throughout the year observation</p> <p>Staff Responsible for Monitoring: MISD Police Department Campus Administrators MES Staff</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 6: MES will develop the 11 components of the State School of Character requirements and will implement components of these principles within all aspects of the school.

<p>Strategy's Expected Result/Impact: Committee meeting sign-in sheets & notes, application</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 7: Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school

Strategy's Expected Result/Impact: Raptor Reports	Formative
Staff Responsible for Monitoring: Campus Administrators MES Staff	Nov
Title I Schoolwide Elements: 3.1	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 199 General Fund	

Strategy 8: MES will recognize students who exhibit strong character in the classrooms through the "Bodacious Bearcat" and "Bearcat PRIDE" programs.

Strategy's Expected Result/Impact: Student nomination & certificates Campus Activity Calendar	Formative
Staff Responsible for Monitoring: Counselor Classroom teachers	Nov
Title I Schoolwide Elements: 2.5, 2.6, 3.1	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 199 General Fund 461 Campus Activity	

Strategy 9: Provide student training in conflict resolution, dating violence prevention as appropriate, and anti-bullying.

Strategy's Expected Result/Impact: Training agendas/flyers Campus Activity Calendar	Formative
Staff Responsible for Monitoring: Campus Administrators Counselor	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Core Essentials 211 Title I \$180	

Strategy 10: Involve parents and community members in activities to support a safe school environment.

Strategy's Expected Result/Impact: Training agendas/flyers campus activity calendar Staff Responsible for Monitoring: Campus Administrators Classroom Teachers School Counselor	Formative
	Nov Jan Mar
Title I Schoolwide Elements: 2.5, 3.1, 3.2 TEA Priorities: Improve low-performing schools ESF Levers: None	Summative
Problem Statements: None Funding Sources: 199 General Fund 461 Campus Activity	June

Strategy 11: 11) Teachers will receive mandatory training updates annually (Bullying, CPS, Title I, T-TESS, Handbook, Safety, Health-related updates, etc.).

Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None	Formative
	Nov Jan Mar
Title I Schoolwide Elements: None TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools ESF Levers: None	Summative
Problem Statements: None Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1:

MISD will establish procedures to monitor and assess financial responsibility.

Evaluation Data Sources: None

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Create the campus budget based on campus budget allocations. Make necessary changes from previous year by reviewing the previous year's expenditures.


Strategy's Expected Result/Impact: Balanced budget Maximized use of funds	Formative
Staff Responsible for Monitoring: Principal Finance Dept.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 2: Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.

Strategy's Expected Result/Impact: Balanced budget	Formative
Staff Responsible for Monitoring: Principal Finance Dept.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: MES will use various communication tools in a timely manner to make sure that parents and community members are well-informed.

Evaluation Data Sources: Parent and community involvement will be evident & ongoing.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources in both English and Spanish.	
Strategy's Expected Result/Impact: Parent/teacher Written communication School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas Parent Surveys Parent Involvement In Campus Programs/Activities Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 TEA Priorities: Improve low-performing schools ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: 199 General Fund 211 Title I 461 Campus Activity	

Strategy 2: Campus and teacher websites will be implemented and updated regularly to offer timely communication regarding campus events and information.

Strategy's Expected Result/Impact: Website updates, Parent feedback & involvement	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers TIMS Campus Web Page Liaison	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: Improve low-performing schools	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: MES Campus Needs Assessment teams will administer end of year teacher, parent, and student surveys to determine campus areas of needed improvement & focus.

Strategy's Expected Result/Impact: Survey participation, CNA meeting notes, CAC meeting agendas and notes, Improvement in focus areas	Formative
Staff Responsible for Monitoring: Campus Administrators Instructional Coach Counselor CAC members Classroom Teachers	Nov Jan Mar
Title I Schoolwide Elements: 2.5, 2.6	Summative
TEA Priorities: Improve low-performing schools	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Build campus partnerships with our business community to support the educational achievement of all students.

Strategy's Expected Result/Impact: Increased Community Involvement

Increased Parent Involvement
Financial Support To Students

Staff Responsible for Monitoring: Campus Administrators

Classroom Teachers
School Counselor

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Communication between Campus Administration, Team Leaders, CAC, PTO, Parents, and MISD District Office Administration will occur regularly in order to appropriately satisfy fluid campus needs.

Strategy's Expected Result/Impact: Communications

CAC, Team Leader, & PTO Agendas
School Messenger
Surveys

Staff Responsible for Monitoring: Campus Administrators

Classroom Teachers
School Counselor

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: MES will provide multiple opportunities for parents to be involved and promote a climate that fosters parental participation in the education of our children.

Evaluation Data Sources: Active and increasing parental involvement will be evident.

Summative Evaluation: None

Strategy 1: Provide opportunities at school for parents to participate in academic and social events with students.	
Strategy's Expected Result/Impact: School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	Mar
	Summative
	June
Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 TEA Priorities: Improve low-performing schools ESF Levers: None	Problem Statements: None Funding Sources: None
Strategy 2: MES will actively recruit PTO members and volunteers to build a strong group of parental stakeholders.	
Strategy's Expected Result/Impact: PTO membership numbers PTO meeting agendas & minutes Sign-in sheets	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Campus Administrators PTO Executive Board	Mar
	Summative
	June
Title I Schoolwide Elements: 3.1, 3.2 TEA Priorities: Improve low-performing schools ESF Levers: None	Problem Statements: None Funding Sources: None

Strategy 3: MES will establish a Dual Language Communication Council to facilitate open communication, collaboration, and success among students and staff involved in this program.

<p>Strategy's Expected Result/Impact: Growth in the program Consistency of staff and procedures Student success</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: The Dual Language team will organize and offer a Dual Language Orientation for parents to establish expectations of the program and review program components.

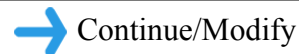
<p>Strategy's Expected Result/Impact: Dual Language Orientation Communication Sign-in Sheets Agenda</p> <p>Staff Responsible for Monitoring: Campus Administrators Title I Staff Classroom Teachers Campus Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 5: Dual Language Spanish parents will be provided the opportunity twice a year to participate in the Latino Family Literacy Project in order to support Literacy in the home.

Strategy's Expected Result/Impact: Dual Language Orientation Communication Sign-in Sheets Agenda Campus Activity Calendar <hr/> Staff Responsible for Monitoring: Campus Administrators Title I Staff Classroom Teachers Campus Coach <hr/> Title I Schoolwide Elements: 2.6, 3.2 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

Strategy 6: Teachers will be required to hold at least two parent conferences throughout the school year. The first conference will be held before Nov. 1, and the other conference will be held during the 3rd nine weeks.

Strategy's Expected Result/Impact: Conference Notes End Of Year Parent Survey <hr/> Staff Responsible for Monitoring: Campus Administrators Classroom Teachers <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	



Performance Objective 3: MES will recruit and retain qualified personnel and provide ongoing quality staff development to sustain a quality learning environment for students.

Evaluation Data Sources: Staff retention will remain high and staff development will be timely and specific to the data driven needs of the campus.

Summative Evaluation: None

Strategy 1: Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.	
Strategy's Expected Result/Impact: Master Schedule Review Action Requests Utilization of SBEC	Formative
	Nov
Staff Responsible for Monitoring: Campus Administrators Director of HR Director of Special Education	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: None	Summative
	June
Problem Statements: None Funding Sources: None	
Strategy 2: Provide each grade level/subject area team a half-day for planning & training each nine weeks.	
Strategy's Expected Result/Impact: Team meeting agendas Sign-in sheets Team meeting notes	Formative
	Nov
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach	Jan
	Mar
Title I Schoolwide Elements: 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools ESF Levers: None	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 3: Increase the number of GT & ESL certifications among staff members.	
Strategy's Expected Result/Impact: Teacher certification	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor	Nov Jan Mar
Title I Schoolwide Elements: 2.6	Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Funding Sources: None
ESF Levers: None	Summative June
Strategy 4: Campus Administrators and Team Leaders will work closely with the Campus Instructional Coach to support classroom teachers and provide needed Professional Development opportunities to increase rigor in the classroom and student learning.	
Strategy's Expected Result/Impact: Workshop registration Classroom observations Teacher feedback Teacher Self-Report Improved Student Performance	Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Team Leaders	Nov Jan Mar
Title I Schoolwide Elements: 2.5	Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None
ESF Levers: None	Summative June

Strategy 5: HQ Objective: 100% of MES teachers & instructional aides will be Highly Qualified & ensured to be HQ through the following strategies:

* Prior to being hired, certifications will be carefully examined for the position being filled.

* Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge & Skills (PAKS) evaluation process to earn the classification of Highly Qualified.

Strategy's Expected Result/Impact: SBEC review PAKS document		Formative
Staff Responsible for Monitoring: Campus Administrators HR Director Certification Officer		Nov
Title I Schoolwide Elements: 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 6: Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.

Strategy's Expected Result/Impact: Certificates of Completion for Attendance at Professional Development Sessions Classroom Observations Eduphoria T-TESS Documents		Formative
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach		Nov
Title I Schoolwide Elements: 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 7: Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.

<p>Strategy's Expected Result/Impact: Training sign-in sheets and agendas Teacher feedback Lesson plans MAC resources TPSP Showcase</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach Counselor Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 8: Recruit and retain highly qualified staff by participating in the MISD applicant screening & campus interview process.

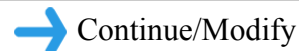
<p>Strategy's Expected Result/Impact: Highly Qualified Staff High-yield Instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 9: Provide mentor support for beginning teachers.

<p>Strategy's Expected Result/Impact: Highly Qualified Staff High-yield Instruction Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Title I Schoolwide Elements</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 10: Provide professional development in the implementation of best instructional practices for ELLs.

<p>Strategy's Expected Result/Impact: Increase of ELL performance on state testing and reduce the number of students in the district's bottom 10% for reading, writing and math.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	



State Compensatory

Budget for Montgomery Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991161120010330 Wages for Tutors	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$11,000.00
1991161190010330 Salary for Professional	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$62,709.00
6100 Subtotal:		\$73,709.00
6300 Supplies and Services		
1991163990010330 General Supplies	6399 General Supplies	\$6,142.00
6300 Subtotal:		\$6,142.00
6400 Other Operating Costs		
1991164110010330 Travel - Employee	6411 Employee Travel	\$2,500.00
6400 Subtotal:		\$2,500.00

Personnel for Montgomery Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Krikorian	Teacher	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chris Reuter	Title I Teacher		1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
2	1	2			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00

199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199 General Fund Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	Family Involvement Night Materials		\$102.10
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	10			\$0.00
1	3	12	Class Creator		\$574.00
2	1	1	Core Essentials		\$180.00
2	1	9	Core Essentials		\$180.00
4	1	1			\$0.00
Sub-Total					\$1,036.10

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	11			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$1,036.10

Addendums

Montgomery Independent School District

Stewart Creek Elementary School

Improvement Plan

2020-2021

Accountability Rating: B

Mission Statement

Stewart Creek Elementary Trailblazers

Paving the Way for Future Leaders



Vision

Stewart Creek Elementary is committed to providing a safe, supportive and engaging environment in which students achieve success through **intentional** and **purposeful** learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Stewart Creek Elementary, one of six elementary schools in Montgomery ISD. We are a school wide Title I campus serving approximately 775 Pre-K through fifth grade students. We have a staff of two administrators, one counselor, one school nurse, three office staff, fifty teachers and eleven instructional aides.

The demographic breakdown of our students based on the 2018 - 2019 Texas Academic Performance Report is as follows:

Ethnicity	% of Enrollment
American Indian	0.1%
Asian	1.9%
African American	2.6%
Hispanic/Latino	22.1%
White	69.2%
Pacific Islander	0.3%
Two or More Races	3.8%
Economically Disadvantaged	45.9%
English Language Learners	7.7%

Demographics Strengths

Stewart Creek Elementary does a great job of engaging with all groups of learners and their families. For the 2020 - 2021 school year, our demographics will change due to relocating the Dual Language program to Montgomery Elementary. This move will result in fewer students categorized as English Language Learners (ELL), however we will still have a small population of ELLs.

Each year, our percentage of Economically Disadvantaged students continues to grow. At the end of the 2018 - 2019 school year, Stewart Creek had 45.9% of our students identified as Economically Disadvantaged, with that group growing to approximately 50% at the end of the 2019 - 2020 school year (almost double the district percentage). Yet, our school performs just as well, in most areas, as those schools in the district with lower percentages.

We have created a family friendly atmosphere that makes all our students, staff and families feel comfortable visiting.

Student Learning

Student Learning Summary

The students of Stewart Creek Elementary are performing well when compared to district and state levels of achievement. Teachers and administrators use a variety of assessments to measure student growth, including district unit assessments, campus common assessments, universal screeners, DRA levels and state assessments such as, the State of Texas Assessment of Academic Readiness (S.T.A.A.R.) and the Texas English Language Proficiency Assessment System (TELPAS). Below are the results of S.T.A.A.R. performance in Grades 3, 4 and 5 in the areas of Reading, Writing, Math and Science over the past five academic school years.

Assessment	Grade	Year	Approaches	Masters
Reading	3	2019	88%	33%
		2018	91%	21%
		2017	88%	31%
		2016	81%	30%
		2015	92%	31%
	4	2019	84%	22%
		2018	81%	21%
		2017	82%	33%
		2016	86%	31%
		2015	88%	30%
	5	2019	94%	38%
		2018	92%	35%
Math	3	2019	92%	32%
		2018	91%	32%
		2017	92%	29%
		2016	89%	25%

Assessment	Grade	Year	Approaches	Masters
		2015	72%	
	4	2019	94%	37%
		2018	92%	46%
		2017	86%	36%
		2016	93%	33%
		2015	69%	
	5	2019	97%	43%
		2018	92%	35%
Writing	4	2019	70%	8%
		2018	71%	11%
		2017	73%	12%
		2016	85%	23%
		2015	83%	6%
Science	5	2019	80%	23%
		2018	84%	18%

Student Learning Strengths

The staff of Stewart Creek Elementary create a learning environment for students that is engaging and differentiated. They are accommodating, flexible and purposeful in their instruction. They do a great job with small group instruction and identifying individual student needs. The interventionists on campus work with students in all grades and are very effective in their instruction, filling in academic gaps and identifying possible learning difficulties.

School Processes & Programs

School Processes & Programs Summary

Stewart Creek Elementary has a number of programs to serve our students. Programs such as, Special Education, Dyslexia, Gifted and Talented, English Language Learners and Pre-K are to better serve the needs of our students. In addition, we are improving each year on Genius Hour as a way for our students to pursue topics of personal interest. We have a strong physical education department, along with music, art and library to round out their education.

Monthly meetings are scheduled with administration, the counselor, interventionists and teachers to address needs of students and to formulate a response to address the needs. Our teachers follow the district scope and sequence (MAC) closely and work as team to plan instruction. When planning instruction and interventions, programs such as Raz Kids, Imagine Learning and more are utilized.

School Processes & Programs Strengths

The strength of our processes and programs come from excellent communication. The staff works together to make decisions about master schedule, school procedures and student expectations to ensure consistency for our students and parents. Grade level teams collaborate to plan daily instruction, addressing the needs of students (through small group instruction and Response to Intervention).

Additionally, our intervention staff and programs have been very successful. We have been able to identify students with the greatest academic needs and serve them in a variety of ways. This has allowed us to assist students in filling academic gaps and show great progress, as well as pinpoint possible learning disabilities.

Perceptions

Perceptions Summary

Stewart Creek Elementary is a great place to attend school. We have an amazing staff that parents trust and believe in what we are doing instructionally for our students. Our goal is for every lesson to be purposeful and intentional so our students are getting the most out of their instructional day. Each team meets at least once a week to discuss student progress. We vary instruction by utilizing technology, providing hands on activities to increase student engagement and differentiate instruction for our learners.

Perceptions Strengths

SCE has consistent, high expectations for our students both academically and for behavior. We are able to meet these expectations due to a great group of educators that communicate and collaborate with one another frequently and provide support for all members of the staff. This past year, our campus instructional coach and interventionist would often attend planning meetings to provide better support for teachers and students. Through this collaboration we are able to provide relevant and engaging learning activities for our students.

Our greatest strength is making the families of our school feel welcome each time they step through our doors, as well as creating a safe environment where our students are happy and want to come to school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: Stewart Creek Elementary will seek to achieve an overall "A" rating for our campus according to the state's accountability rating system.

Evaluation Data Sources: 2021 S.T.A.A.R. Results

Summative Evaluation: None

Strategy 1: Provide appropriate differentiated instruction for all students in all content areas.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Analyze student assessment results to determine instructional needs so that 90% of 3rd grade students meet the "Approaches" level and 35% of 3rd grade students meet the "Masters" level on the 2021 Reading S.T.A.A.R.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 3rd grade students.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Analyze student assessment results to determine instructional needs so that 87% of 4th grade students meet the "Approaches" level and 25% of 4th grade students meet the "Masters" level on the 2021 Reading S.T.A.A.R.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 4th grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Analyze student assessment results to determine instructional needs so that 97% of 5th grade students meet the "Approaches" level and 35% of 5th grade students meet the "Masters" level on the 2021 Reading S.T.A.A.R.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 5th grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Analyze student assessment results to determine instructional needs so that 95% of 3rd grade students meet the "Approaches" level and 35% of 3rd grade students meet the "Masters" level on the 2021 Math S.T.A.A.R.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 3rd grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Analyze student assessment results to determine instructional needs so that 97% of 4th grade students meet the "Approaches" level and 40% of 4th grade students meet the "Masters" level on the 2021 Math S.T.A.A.R.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 4th grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Analyze student assessment results to determine instructional needs so that 98% of 5th grade students meet the "Approaches" level and 45% of 5th grade students meet the "Masters" level on the 2021 Math S.T.A.A.R.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 5th grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Analyze student assessment results to determine instructional needs so that 75% of 4th grade students meet the "Approaches" level and 10% of 4th grade students meet the "Masters" level on the 2021 Writing S.T.A.A.R.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 4th grade students.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: Analyze student assessment results to determine instructional needs so that 83% of 5th grade students meet the "Approaches" level and 25% of 5th grade students meet the "Masters" level on the 2021 Science S.T.A.A.R.

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists and all staff members working with 5th grade students.		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Improve student achievement in reading utilizing balanced literacy and M.A.C.

Evaluation Data Sources: S.T.A.A.R., Common Assessments, Universal Screeners, DRA, Teacher observations

Summative Evaluation: None

Strategy 1: Analyze assessment results to determine student academic progress and appropriate interventions through monthly Student Success Team meetings.	
Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.	Formative
Staff Responsible for Monitoring: Administration, Teachers, Interventionists and Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide appropriate training to teachers through staff development and monthly Professional Learning Communities to ensure differentiated reading instruction for all students.	
Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and Campus Experts	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Utilize resources such as Scholastic News and Time for Kids to provide students with additional forms of non-fiction texts.

<p>Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 Title I \$3,000</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 4: Utilize Learning A-Z to provide teachers with an online library to assist with differentiated levels of books.

<p>Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach and Classroom Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 Title I \$7,500</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 5: Provide additional academic assistance to students in reading by providing a Reading Interventionist for students with the greatest need.

<p>Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist and Classroom Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 Title I \$60,000</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 6: Provide earlier reading intervention for struggling Kindergarten students.

<p>Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in reading.</p> <p>Staff Responsible for Monitoring: Administration, Kindergarten Teachers and Campus Discretionary Aide</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 7: A cohort of Kindergarten, 1st grade, 2nd grade, 3rd grade teachers and interventionist will participate in TEA's Reading Academy.

<p>Strategy's Expected Result/Impact: Improved understanding of the teaching of reading.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Improve student achievement in math utilizing M.A.C. and a balanced approach to math instruction with a focus on daily problem solving.

Evaluation Data Sources: S.T.A.A.R., Common Assessments, Universal Screeners, Teacher observations

Summative Evaluation: None

Strategy 1: Analyze assessment results to determine student academic progress and appropriate interventions through monthly Student Success Team meetings.	
Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in math.	Formative
Staff Responsible for Monitoring: Administration, Teachers, Interventionists and Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide appropriate training to teachers through staff development and monthly Professional Learning Communities to ensure differentiated math instruction for all students.	
Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in math.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and Campus Experts	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Provide additional academic assistance to students in math by providing a Math Interventionist for students with the greatest need.

Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in math.	Formative
Staff Responsible for Monitoring: Administration, Math Interventionist and Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 Title I \$60,000	

Strategy 4: Provide earlier reading intervention for struggling Kindergarten students.

Strategy's Expected Result/Impact: Increase in student performance/progress towards state standards and fewer students following in the "At Risk" category in math.	Formative
Staff Responsible for Monitoring: Administration, Kindergarten Teachers and Campus Discretionary Aide	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Find a systematic math intervention program to be used with Tier 3 pull-out students.


Strategy's Expected Result/Impact: Enhanced monitoring of student progress in math intervention.	Formative
Staff Responsible for Monitoring: Administration and Math Interventionist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 Title I \$5,000	

Strategy 6: Provide a more comprehensive math resource/approach for Kindergarten - 2nd grade.

Strategy's Expected Result/Impact: More succinct and purposeful math instruction.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Instructional Coach, K-2 Classroom Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 4: Improve student achievement in Writing across all grade levels.

Evaluation Data Sources: S.T.A.A.R., Common Assessments, Student Writing Portfolios and Teacher Observations





Summative Evaluation: None

Strategy 1: Provide professional development in the implementation of instructional practices for Writer's Workshop; including using mentor texts for grammar/conventions, individual student writing goals and individual student writing conferences.	
Strategy's Expected Result/Impact: Increase in student performance on state and classroom writing assessments/assignments, as well as developing a student love for writing.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, and Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide professional development for 5th grade Math and Science teachers in the implementation of instructional practices for writing.	
Strategy's Expected Result/Impact: Increase in student performance on state and classroom writing assessments/assignments, as well as developing students' ability to write across the curriculum.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and 5th grade Math and Science Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Stewart Creek Students will be more involved with hands-on, in-depth learning in the area of Science.

Evaluation Data Sources: S.T.A.A.R., Common Assessments, Teacher Lessons and Teacher Observations

Summative Evaluation: None

Strategy 1: Increased time devoted to science lesson planning in all grade levels.	
Strategy's Expected Result/Impact: Increased performance on state and campus assessments in the area of science, as well as an increased interest.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Arrange 5th grade teachers in teams of three in order to create a dedicated science teacher and a daily block of science time.	
Strategy's Expected Result/Impact: Increased performance on state and campus assessments in the area of science, as well as an increased interest.	Formative
Staff Responsible for Monitoring: Administration and 5th Grade Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: Improve academic achievement for students in special populations, as well as training for teachers working with each of these groups.

Evaluation Data Sources: S.T.A.A.R., Common Assessments, DRA Levels, Universal Screeners and number of students in special populations meeting the criteria for "At Risk".

Summative Evaluation: None

Strategy 1: Provide further professional development in the management of the Texas Performance Standards Project to better serve our Gifted and Talented population.	
Strategy's Expected Result/Impact: Improved academic achievement, increased interest and projects with an increased depth and knowledge level.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers serving Gifted and Talented Students	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide professional development in the implementation of the best instructional practices for ELLs.	
Strategy's Expected Result/Impact: Increase of ELL performance on state and campus assessments/assignments.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers serving English Language Learners	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Provide professional development in the implementation of the best instructional practices for students being served through Special Education

Strategy's Expected Result/Impact: Increased academic success of students being served through Special Education on state and campus assessments, assignments and curriculum.	Formative
Staff Responsible for Monitoring: Administration, Interventionists and Special Education Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Include Reading and Math Interventionists in all Initial ARD Meetings and Dyslexia 504 Meetings.





Strategy's Expected Result/Impact: Better communication and collaboration among colleagues for a smoother transition for students being considered for Special Education services.	Formative
Staff Responsible for Monitoring: Administration and Campus Diagnostician	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Academic screening for students new to Stewart Creek.

Strategy's Expected Result/Impact: Teachers will have a better starting point for instructing this population of students in a more timely manner.	Formative
Staff Responsible for Monitoring: Administration, Reading and Math Interventionists and Registrar	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


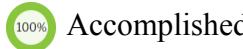
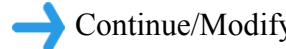

Performance Objective 7: Stewart Creek will provide all students with the opportunity to actively and successfully participate in Genius Hour.

Strategy 1: Provide staff development for all teachers on the 6Ps of Genius Hour		
Strategy's Expected Result/Impact: Improved student engagement with personal interests, resulting in academic gains.		Formative
Staff Responsible for Monitoring: Administration and Instructional Coach		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 8: Utilize the use of technology by teachers and students to enhance daily instruction and differentiation in all classrooms.

Evaluation Data Sources: Increased use of technology and application by students.

Summative Evaluation: None

Strategy 1: Build each classroom with access to the number of student laptops and computers to a minimum of nine.		
Strategy's Expected Result/Impact: Increased usage of online resources for students, as well as research tools that can carry over to Genius Hour and TPSP projects.		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and Classroom Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: 211 Title I \$14,000		June
ESF Levers: None		
Strategy 2: Provide professional development for teachers to introduce technology applications that could be used in the classroom to enhance student learning.		
Strategy's Expected Result/Impact: Increased student engagement.		Formative
Staff Responsible for Monitoring: Administration, Campus T.I.M. and Instructional Coach		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
   		

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Stewart Creek Elementary will provide a safe and orderly school environment conducive to learning for all students and staff members.

Strategy 1: Integrate Conscious Discipline in daily routines and interactions.		
Strategy's Expected Result/Impact: Students will use strategies from Conscious Discipline to control, manage various situations.		Formative
Staff Responsible for Monitoring: Counselor and Classroom Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide opportunities for fathers and grandfathers of SCE students to become Watch Dogs with a modified schedule to maximize interaction with students.		
Strategy's Expected Result/Impact: Increased school safety and community involvement.		Formative
Staff Responsible for Monitoring: Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Integrate charter and counseling activities such as Red Ribbon Week throughout the school year.

Strategy's Expected Result/Impact: Increased student awareness.	Formative
Staff Responsible for Monitoring: Counselor and Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Character Counts Curriculum 199 General Fund SCE \$500	

Strategy 4: Implement weekly character lessons using "Character Counts".

Strategy's Expected Result/Impact: Focused character curriculum to educate and motivate students to practice great leadership and character qualities.	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Conduct building walkthrouhs with Campus Maintenance Tech. to evaluate building safety needs or concerns.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration and Campus Maintenance Tech.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: Stewart Creek will establish procedures to monitor and assess financial responsibility with our campus budget.

Evaluation Data Sources: Campus Budget Reports

Summative Evaluation: None

Strategy 1: Create a campus budget based on campus allocations and plan accordingly based on previous year expenditures.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration, Campus Administration and Campus Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Effectively manage the campus Title I Budget to best benefit students.		
Strategy's Expected Result/Impact: Supplement campus budget with expenditures that will best enhance student learning.		Formative
Staff Responsible for Monitoring: Administration , Classroom Teachers, Instructional Coach and Director of Special Populations		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Schedule monthly budget meetings to monitor expenses.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Administration and Campus Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: Stewart Creek will promote and maintain a strong parent partnership in supporting the educational experience.

Evaluation Data Sources: Parent participation in various school opportunities.

Summative Evaluation: None

Strategy 1: Provide parents with the resource Home and School Connection to assist in their students education and partnership with the school.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 Title I \$750	
Strategy 2: Offer a "Settling in at SCE" to families new to Stewart Creek to facilitate the transition to our campus.	
Strategy's Expected Result/Impact: Increased participation in campus activities.	Formative
Staff Responsible for Monitoring: Administration, Counselor and Parent Volunteers.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Provide Conscious Discipline training to educate Pre-K and Kindergarten parents on strategies for student success in school.

Strategy's Expected Result/Impact: Improved partnership between parents and school.	Formative
Staff Responsible for Monitoring: Administration and Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 4: Offer evening parent/teacher conferences in the first 9 weeks of school.

Strategy's Expected Result/Impact: Parents will have a better understanding of academic and classroom expectations, in order to assist and monitor their student's progress.	Formative
Staff Responsible for Monitoring: Administration and Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: Invite and encourage parent participation in campus Title I activities such as, School Compact and Family Engagement Policy.

Strategy's Expected Result/Impact: A better understanding and involvement in the benefits of the Title I program.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 6: Invite and encourage parent participation in the district's Dyslexia Night.

Strategy's Expected Result/Impact: Provide a better understanding for parents of students with dyslexia the struggles they face, as well as strategies to assist their child.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration and Dyslexia Interventionist	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Host an Open House in the spring semester. Parents will be invited to participate in an interactive tour of the classroom and experience a typical day in the life of an SCE student.





Strategy's Expected Result/Impact: None	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration and Classroom Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 8: Provide a recorded "Parent Orientation" in the first three weeks of school.

Strategy's Expected Result/Impact: A clear picture of student expectations and ways parents can assist in their student's education.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration and Classroom Teachers.	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Stewart Creek will effectively communicate with parents.

Strategy 1: Implement the use of SeeSaw as a school wide communication tool.		
Strategy's Expected Result/Impact: Utilizing one platform will assist parents with managing communication from classroom teachers.		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach and Classroom Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	211 Title I \$3,525	Summative
		June
Strategy 2: Maintain an easy to navigate, informative campus website.		
Strategy's Expected Result/Impact: To keep parents and the community informed of all Stewart Creek has to offer.		Formative
Staff Responsible for Monitoring: Administration, Campus T.I.M.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

State Compensatory

Personnel for Stewart Creek Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debbie Hill	Interventionist		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Codi Thomas	Interventionist		1
Danette Key	Instructional Coach		1
Jennifer Dossey	Interventionist		1

Campus Funding Summary

199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Character Counts Curriculum		\$500.00
Sub-Total					\$500.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$3,000.00
1	2	4			\$7,500.00
1	2	5			\$60,000.00
1	3	3			\$60,000.00
1	3	5			\$5,000.00
1	8	1			\$14,000.00
4	1	1			\$750.00
4	2	1			\$3,525.00
Sub-Total					\$153,775.00
Grand Total					\$154,275.00

Addendums

Montgomery Independent School District

Lone Star Elementary School

Improvement Plan

2020-2021



The
Leader in Me™

Mission Statement

Lone Star Elementary will provide students with opportunities to excel academically,
demonstrate respect and appreciation for each other,
collaborate effectively for a greater purpose,
and pursue personal strengths.

Vision

Learn each day. Empower others. Accept everyone. Develop your greatness.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lone Star Elementary School is a PK-5th grade campus with an enrollment of 780 students. The specific demographics of the children include:

14% Economically Disadvantaged

84% White

12% Hispanic

1.7% African American

1.3% Two or More Races

Our student population has steadily increased due to growth in surrounding areas and Limited Open Enrollment.

Demographics Strengths

We are able to attract and retain qualified, experienced staff who are able to meet the needs of our children. The district has planned and allocated appropriately with staff and funding.

Student Learning

Student Learning Summary

May 2019 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	111	24	1527	75.63%	88.29%	58.56%	36.04%	05/01/19
Economic Disadvantage	17	20	1415	61.18%	70.59%	23.53%	11.76%	05/01/19
Asian	3	25	1552	77%	100%	66.67%	33.33%	05/01/19
Black/African American	2	15	1332	46.50%	50%	0%	0%	05/01/19
Hispanic	12	22	1480	68.83%	75%	33.33%	16.67%	05/01/19
Two or More Races	3	27	1594	85.67%	100%	66.67%	66.67%	05/01/19
White	91	25	1534	76.79%	90.11%	62.64%	38.46%	05/01/19
Female	61	24	1525	75.90%	90.16%	62.30%	32.79%	05/01/19
Male	50	24	1529	75.30%	86%	54%	40%	05/01/19
LEP	2	16	1341	48.50%	50%	0%	0%	05/01/19
Special Ed Indicator	3	13	1297	40.33%	33.33%	0%	0%	05/01/19

May 2019 STAAR Reading/ELA, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	111	26	1516	76.88%	91.89%	63.06%	40.54%	05/01/19
Economic Disadvantage	16	22	1432	65.13%	81.25%	25%	12.50%	05/01/19
Asian	3	25	1499	74.33%	66.67%	66.67%	66.67%	05/01/19
Black/African American	2	19	1362	56%	50%	0%	0%	05/01/19
Hispanic	13	23	1437	66.46%	84.62%	38.46%	30.77%	05/01/19
Two or More Races	3	29	1555	85%	100%	100%	66.67%	05/01/19
White	90	27	1530	78.67%	94.44%	66.67%	41.11%	05/01/19
Female	61	27	1541	80.03%	96.72%	70.49%	45.90%	05/01/19
Male	50	25	1485	73.04%	86%	54%	34%	05/01/19
LEP	2	24	1444	70.50%	100%	50%	0%	05/01/19
Special Ed Indicator	2	22	1406	65%	100%	0%	0%	05/01/19

May 2019 STAAR Mathematics, Grade 4

Total Students Raw Score Scale Score Percent Score Approaches Meets Masters Date Taken

Lone Star Elementary School	102	25	1631	72.89%	90.20%	66.67%	38.24%	05/01/19
Economic Disadvantage	11	20	1532	59.45%	72.73%	45.45%	9.09%	05/01/19
Asian	1	32	1822	94%	100%	100%	100%	05/01/19
Hispanic	15	22	1560	64.07%	80%	46.67%	20%	05/01/19
Two or More Races	5	23	1571	66.60%	80%	40%	20%	05/01/19
White	81	25	1645	74.65%	92.59%	71.60%	41.98%	05/01/19
Female	46	23	1577	66.09%	82.61%	50%	23.91%	05/01/19
Male	56	27	1675	78.48%	96.43%	80.36%	50%	05/01/19
LEP	3	13	1393	37.33%	33.33%	0%	0%	05/01/19
Special Ed Indicator	8	15	1449	44.25%	37.50%	25%	25%	05/01/19

May 2019 STAAR Reading, Grade 4

Total Students Raw Score Scale Score Percent Score Approaches Meets Masters Date Taken

Lone Star Elementary School	103	29	1627	80.10%	92.23%	79.61%	51.46%	05/01/19
Economic Disadvantage	12	24	1512	65.75%	75%	58.33%	8.33%	05/01/19
Asian	1	30	1619	83%	100%	100%	0%	05/01/19
Hispanic	16	26	1562	71.31%	81.25%	62.50%	25%	05/01/19
Two or More Races	5	29	1658	80%	80%	80%	40%	05/01/19
White	81	29	1638	81.80%	95.06%	82.72%	58.02%	05/01/19
Female	46	28	1611	77.67%	86.96%	76.09%	39.13%	05/01/19
Male	57	30	1640	82.05%	96.49%	82.46%	61.40%	05/01/19
LEP	3	18	1413	50%	33.33%	0%	0%	05/01/19
Special Ed Indicator	8	19	1459	51.88%	50%	12.50%	12.50%	05/01/19

May 2019 STAAR Writing, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	102	23	4142	72.86%	90.20%	62.75%	26.47%	05/01/19
Economic Disadvantage	12	20	3777	62.92%	75%	25%	16.67%	05/01/19
Asian	1	28	4786	88%	100%	100%	100%	05/01/19
Hispanic	16	21	3906	65.81%	75%	37.50%	12.50%	05/01/19
Two or More Races	5	25	4283	78%	100%	100%	20%	05/01/19
White	80	24	4173	73.76%	92.50%	65%	28.75%	05/01/19
Female	45	23	4144	72.53%	86.67%	60%	33.33%	05/01/19
Male	57	23	4141	73.12%	92.98%	64.91%	21.05%	05/01/19
LEP	3	15	3312	48%	33.33%	0%	0%	05/01/19
Special Ed Indicator	8	16	3430	49.25%	25%	25%	12.50%	05/01/19

April 2019 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	122	27	1696	76.20%	91.80%	68.03%	49.18%	04/01/19
Economic Disadvantage	26	22	1586	62.50%	76.92%	42.31%	23.08%	04/01/19
Asian	1	29	1688	81%	100%	100%	0%	04/01/19
Black/African American	2	22	1597	60%	50%	50%	50%	04/01/19
Hispanic	15	25	1627	68.27%	86.67%	46.67%	26.67%	04/01/19
Two or More Races	1	32	1770	89%	100%	100%	100%	04/01/19
White	103	28	1708	77.50%	93.20%	70.87%	52.43%	04/01/19
Female	61	28	1711	77.52%	95.08%	67.21%	49.18%	04/01/19
Male	61	27	1682	74.87%	88.52%	68.85%	49.18%	04/01/19
LEP	3	20	1536	55%	66.67%	33.33%	0%	04/01/19
Special Ed Indicator	9	18	1513	51.33%	66.67%	11.11%	0%	04/01/19

May 2019 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	11	18	1536	50.36%	45.45%	18.18%	9.09%	05/01/19
Economic Disadvantage	5	14	1452	37.60%	20%	0%	0%	05/01/19
Black/African American	1	9	1382	25%	0%	0%	0%	05/01/19
Hispanic	2	15	1473	41.50%	0%	0%	0%	05/01/19
Two or More Races	1	35	1948	97%	100%	100%	100%	05/01/19
White	7	18	1517	49.86%	57.14%	14.29%	0%	05/01/19
Female	4	22	1620	61%	50%	25%	25%	05/01/19
Male	7	16	1487	44.29%	42.86%	14.29%	0%	05/01/19
LEP	1	14	1459	39%	0%	0%	0%	05/01/19
Special Ed Indicator	2	13	1445	36%	0%	0%	0%	05/01/19

April 2019 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	123	30	1633	78.16%	86.99%	68.29%	45.53%	04/01/19
Economic Disadvantage	25	25	1533	64.64%	64%	40%	12%	04/01/19
Asian	1	36	1787	95%	100%	100%	100%	04/01/19
Black/African American	2	27	1544	70%	100%	50%	0%	04/01/19
Hispanic	15	28	1589	73.33%	80%	60%	33.33%	04/01/19
Two or More Races	2	38	1941	98.50%	100%	100%	100%	04/01/19
White	103	30	1633	78.47%	87.38%	68.93%	46.60%	04/01/19
Female	62	30	1643	80.08%	93.55%	67.74%	43.55%	04/01/19
Male	61	29	1622	76.21%	80.33%	68.85%	47.54%	04/01/19
LEP	3	29	1619	77.33%	100%	66.67%	33.33%	04/01/19
Special Ed Indicator	9	21	1471	54.67%	33.33%	33.33%	11.11%	04/01/19

May 2019 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	16	20	1452	52.44%	56.25%	12.50%	0%	05/01/19
Economic Disadvantage	9	22	1481	57.56%	77.78%	22.22%	0%	05/01/19
Hispanic	3	23	1491	59.33%	100%	0%	0%	05/01/19
White	13	19	1443	50.85%	46.15%	15.38%	0%	05/01/19
Female	4	21	1457	53.75%	75%	0%	0%	05/01/19
Male	12	20	1450	52%	50%	16.67%	0%	05/01/19
Special Ed Indicator	5	19	1438	50.20%	40%	20%	0%	05/01/19

May 2019 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	123	28	4152	78.20%	82.93%	60.16%	37.40%	05/01/19
Economic Disadvantage	26	23	3712	64.35%	57.69%	30.77%	11.54%	05/01/19
Asian	1	31	4239	86%	100%	100%	0%	05/01/19
Black/African American	2	20	3453	54.50%	50%	50%	0%	05/01/19
Hispanic	14	26	3965	71.21%	64.29%	35.71%	21.43%	05/01/19
Two or More Races	2	35	4870	95.50%	100%	100%	100%	05/01/19
White	104	29	4176	79.18%	85.58%	62.50%	39.42%	05/01/19
Female	60	28	4147	78.50%	85%	58.33%	36.67%	05/01/19
Male	63	28	4157	77.90%	80.95%	61.90%	38.10%	05/01/19
LEP	3	25	3765	68.33%	66.67%	33.33%	0%	05/01/19
Special Ed Indicator	9	21	3573	59%	44.44%	22.22%	11.11%	05/01/19

Student Learning Strengths

We continue to be proud of our students' achievement. Our 4th graders exceeded expectations on Writing STAAR due to a solid foundation by former grade

level teachers and targeted instruction from their 4th grade teachers. Masters' Grade Level and Student Growth continues to grow under our teachers' diligent efforts.

Students continue to show growth on district Benchmarks; no STAAR data due to Covid.

Interventionists in Reading and Dyslexia provide consistent research-based instruction to maximize learning opportunities for students up to four times per week. Special Education teachers provided individualized instruction and intervention based on students' needs. All students receiving interventions based on individual needs will show positive growth in the academic areas targeted.

School Processes & Programs

School Processes & Programs Summary

Lone Star Elementary is proud to be the first campus in MISD to be part of the Franklin Covey Organization's The Leader In Me. Along with many days of training and coaching for our staff, this has provided us with a solid framework to build our programs and student initiatives. The staff and students at our school are committed to the 7 Habits, based on Stephen Covey's Seven Habits of Highly Effective People:

1. Be Proactive;
2. Begin with the End in Mind;
3. Put First Things First;
4. Think Win-Win;
5. Seek First to Understand, Then to be Understood;
6. Synergize; and
7. Sharpen the Saw

All of our students have leadership opportunities in their classrooms as part of this initiative and many have campus roles as well. Each staff member has a specific role in the creation and implementation of our campus vision. Our school is organized with staff taking part in the following areas:

Student Learning; Staff Learning; Family Learning; Shared Leadership; Leadership Environment; Leadership Events; and Aligning Academics. We will continue to focus on the Aligning Academic piece, providing each student in our campus with a Leadership Notebook for personal accountability. Although the items and use of the notebook will differ by grade levels, each child has the following sections: 1. My Self (all about me; personal mission statement); 2. My Habits (the 7 habits information; personal WIGs - Wildly Important Goals); 3. My Data (where students will keep track of their progress on items such as reading levels, sight words, math facts, attendance, etc); 4. My Leadership (roles they are involved in or would like to try out at school or at home); and 5. My Celebrations (personal success, certificates or awards they receive).

Our staff also maintain a Leadership Notebook in order to model and understand the importance of this approach.

School Processes & Programs Strengths

The parents of Lone Star Elementary students have been very supportive for the start of our TLIM journey. We look forward to providing further resources and opportunities to share information and training with them. We believe that these skills and strengths set our students up for many successes in - and out of - the classroom!

Perceptions

Perceptions Summary

The Leader in Me is becoming not just what we do at Lone Star, it is part of who we ARE. Students help greet visitors and coordinated programs in our school. Tribe Day (vertical student enrichment) happens about 8 times per year, and helps create a collaborative spirit, an opportunity for multi-age learning, and student-teacher relationships across the school. Our goal is that students always know there is an adult to help them, but also realize that they have the capacity to make good decisions on their own. We are an inclusive, kind campus, where students want to have the opportunity to help our Life Skills students, our PreK learners, or to be a reading/math buddy to our kindergartners.

Our staff has fully supported The Leader in Me and support the beliefs and instructional opportunities in the classroom.

Parent feedback results from the 2018-19 school year, used for 19-20 planning, includes:

2018-19 Parent Survey Results

1. My child feels safe at school. **YES (97%) NO (3%)**
2. I have an opportunity to be involved to the level I desire. (Watch DOGS, PTA, classroom volunteer, fundraising/donations, at-home supporter) **YES (97%) NO (3%)**
3. The Leader In Me is effective for my child (my child is learning leadership skills, applying the 7 Habits, etc.) **YES (94%) NO (6%)**
4. I would like more TLIM at-home ideas and activities for my family. **YES (59%) NO (41%)**
5. I have opportunities to stay informed about campus events (newsletters, webpage, text reminders, etc.) **YES (100%) NO (0%)**
6. I have opportunities to stay informed about class events (webpage, text reminders, etc.) **YES (94%) NO (6%)**
7. If I have a concern or question, I am responded to in a timely manner (within 24 hour period). **YES (85%) NO (15%)**
8. **TRIBE Goals: Students will work collaboratively and respectfully with all age groups. Students will be familiar with teachers of other grade levels. Common verbiage & lessons will be used throughout the campus for The Leader in Me. Leadership skills will be learned and applied through both planned and natural opportunities. Teachers will cooperatively plan activities unique for their tribe. Relationships between staff/staff, students/students, and students/staff will strengthen. Positive culture will continue on non-tribe days! I think these goals are important for my child's school. YES (100%) NO (0%)**
9. I think the Tribe Day is an effective way to meet the goals listed above. **YES (97%) NO (3%)**
10. Our mission for the children and the staff is that we L.E.A.D: **Learn each day. Empower others. Accept everyone. Develop your greatness. How are we doing? 4.58/5 stars**

Perceptions Strengths

We are proud of the positive, child-centered reputation our campus has achieved. We continue to have newly enrolled families tell us that they selected their home in order to attend Lone Star. It is a responsibility that we take seriously and we go out of our way to make sure that each child and family is given the attention they need in order to be successful. Our staff is open with communication and visible on campus. As we grow and change, we all believe that it is critical that we maintain that focus and deep love for children.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: MISD will seek to maintain an overall "A" rating as a District under the new Federal Accountability system and will support all campuses through professional development and resources so that each campus receives an overall "A" rating.

Strategy 1: Implement Montgomery Aligned Curriculum in all grade levels and subject to ensure that students receive an appropriate scope and sequence of the TEKS through the use of a balanced literacy program and a balanced math program.

Strategy's Expected Result/Impact: Walkthroughs, evaluations, and lesson plans will show instructional alignment.	Formative
Staff Responsible for Monitoring: Principal, AP, Coach, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 2: Implement Balanced Literacy and Balanced Math programs in PK-5 classrooms, address varied needs through small group with differentiated students, and provide teachers training on "The First 20 Days"

Strategy's Expected Result/Impact: Progress chart of reading levels will show student growth.	Formative
Staff Responsible for Monitoring: Principal, Reading Interventionist, Instructional Coach	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 3: Teachers will analyze common assessment results, Universal Screener data, and STAAR information to identify students needing targeted Reading and/or Math intervention and meet with administration to discuss plans for success.

Strategy's Expected Result/Impact: Student progress, growth, reading & math scores will improve.	Formative
Staff Responsible for Monitoring: Principal, AP, Coach, Reading Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Instructional Coach will support classroom teachers in Reading, Math, Technology, Classroom Management, and Instructional Planning to enhance student learning.

Strategy's Expected Result/Impact: Student discipline and academic success will improve.	Formative
Staff Responsible for Monitoring: Principal, Instructional Coach	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Teachers will participate in Professional Learning Communities on a regularly scheduled basis (3 X per 9 weeks) with a PLC time built into the master schedule.

Strategy's Expected Result/Impact: Instruction will be aligned and student success will continue to improve.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Teachers will use Eduphoria to read data and plan for instruction based on Universal Screeners, local assessments, and STAAR

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Reading Interventionist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 7: The Literacy Library will be used by all ELA teachers in order to provide authentic, on-level literature for reading groups..

Strategy's Expected Result/Impact: Reading levels will continue to show growth.

Staff Responsible for Monitoring: Principal, Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Implement strategies from Schoolwide Enrichment Model, providing differentiation and purpose for all students through Tribe Days with vertical grouping

Strategy's Expected Result/Impact: Tribe showcases, student surveys, parent feedback will show student had opportunities for social and academic growth.

Staff Responsible for Monitoring: Principal, Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 9:

Writing across all grade levels will be an area of focus through review and implementation of MAC, PLC planning, teacher-developed assessments, and scheduled administrative review.

Strategy's Expected Result/Impact: Student writing skills will improve.

Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Grade level goals will be publicly followed and updated on bulletin boards in the hallways.

Strategy's Expected Result/Impact: Student attendance and academic goals will be celebrated and recognized.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Aligning Academics Team

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 11: Students will track individual goals and progress in their Leadership Notebooks to show their success and growth.

Strategy's Expected Result/Impact: Discussion and sharing of notebooks will lead to celebrations and success, as evidenced through walkthroughs and student success on standard measures.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 12: Teachers will plan weekly to collaborate and implement research-based strategies and implement MAC according to the timeline.

Strategy's Expected Result/Impact: Teachers will share ideas and develop plans through a PLC model.	Formative
Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 13: Teachers professional goals will align with the student goals set through The Leader In Me so that everyone is supporting our schoolwide plans.

Strategy's Expected Result/Impact: Teachers and students will achieve their goals.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: The STAAR School Progress measure (Domain II) will increase by 3% during the 2019-2020 school year, with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Strategy 1: Teachers will utilize appropriate reading curriculum, instruction, and staff development that support higher level questioning, guided reading, vocabulary development, and vertically aligned literature

Strategy's Expected Result/Impact: Student RtI, STAAR, and common assessments will show growth.	Formative
Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Teachers will utilize appropriate writing curriculum, instruction, and staff development that support mentor sentences, grammar and conventions, multi-content writing, and Writers' Workshop

Strategy's Expected Result/Impact: Student RtI, STAAR, and common assessments will show growth.	Formative
Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will utilize appropriate math curriculum, instruction, and staff development that support differentiation, small group instruction, hands-on practices, and inductive reasoning.

Strategy's Expected Result/Impact: Student RtI, STAAR, and common assessments will show growth.	Formative
Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Teachers will utilize science & social studies curriculum, instruction, and staff development that support exploratory learning, hands-on labs, socratic discussion, vocabulary development, and global citizenship.

Strategy's Expected Result/Impact: Student RtI, STAAR, and common assessments will show growth.	Formative
Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Teachers will work together in vertical planning session to ensure students are prepared for each grade level's TEKS, focusing on the critical elements.

Strategy's Expected Result/Impact: Common assessments will show growth	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Teachers will develop and implement common formative assessment to assist in monitoring strengths and needs, while directing small group instruction.

Strategy's Expected Result/Impact: Students will exhibit growth using the common assessment at BOY, MOY, and EOY	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Interventions and classroom differentiation will be provided through online programs to individualize for student needs and strengths.

Strategy's Expected Result/Impact: Program reports will show evidence of student progress	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Teachers will analyze universal screener data and STAAR results to identify students needing targeted Reading and/or Math intervention

Strategy's Expected Result/Impact: Student progress will continue	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: Language Arts teachers will participate in Reading Academy Cohort 1 to fulfill the state requirement and continue their professional development


Strategy's Expected Result/Impact: Small group reading instruction will continue to support student growth	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 10: Administrators will create balanced classrooms using data and feedback from the teachers.

Strategy's Expected Result/Impact: The use of Class Creator software will ensure that student discipline and counseling referrals will decrease while academic progress continues	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: The STAAR "Closing the Gaps" category (Domain III) will increase from an 88% to 90% during the 2019-2020 school year with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Strategy 1: Make RtI decisions based on at least two pieces of data from teachers, including DRA levels, universal screeners, STAAR results, and common assessments		
Strategy's Expected Result/Impact: RtI decisions will be appropriate for student needs.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers		Nov
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Response to Intervention (RtI) will be implemented in each grade level in order to identify, monitor, and support struggling learners		
Strategy's Expected Result/Impact: Targeted intervention will address student needs		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Response to Intervention committee will use the District's retention policy and data when making placement decisions for struggling students

Strategy's Expected Result/Impact: RtI notes and data will support placement	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Students within the Dyslexia Intervention Program will receive services in a pull-out program to support classroom instruction.

Strategy's Expected Result/Impact: Principal, Assistant Principal, Coach, Interventionist, Teachers	Formative
Staff Responsible for Monitoring: Student progress will continue	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Morning intervention time will be offered in the computer lab for qualifying students in order to support the classroom instruction.

Strategy's Expected Result/Impact: 'Student progress will improve as evidenced by attendance sheets, RtI meeting notes, and computer program reports	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: All English Language Learners will be appropriately placed in teachers' classrooms who maintain an English as a Second Language certification.

Strategy's Expected Result/Impact: Student growth will be evident as reported through TELPAS	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Spring tutors will be hired to assist students in their academic growth for common and state assessments. Tutors will be highly qualified teachers.

Strategy's Expected Result/Impact: Students will have increased progress of growth	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Students receiving Special Education services will be placed in the least restrictive environment.

Strategy's Expected Result/Impact: IEP goals and documentation will show student progress	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Diagnostician, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA)

Strategy 1: Students will receive the required minutes per week of physical activity through PE and the required grade level curriculum.		
Strategy's Expected Result/Impact: Walkthroughs and lesson plans will identify and monitor appropriate activities.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Students will be engaged in moderate to physical activity (MVPA) at least 10% of the PE class time		
Strategy's Expected Result/Impact: Students will be physically fit and enjoy movement		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Students will be engaged in physical education activities that are developmentally and sequentially appropriate while maintaining a safe and enjoyable climate		
Strategy's Expected Result/Impact: Walkthroughs and lesson plans will show that students are exposed to a variety of appropriate activities and opportunities		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Core subject curriculum and Coordinated School Health components will be implemented throughout the PE time.

Strategy's Expected Result/Impact: Students will have a variety of learning in the PE classroom	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Continue implementation of Dropout Prevention Program and strategies at all campuses in order to reduce the dropout rate to less than 1%.

Strategy 1: Identify students needing targeting reading/math interventions in all grade levels, K-5		
Strategy's Expected Result/Impact: DRA, common assessments, STAAR will show need and growth		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Reading Interventionist, Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Ensure that student attendance is an area of focus by providing monthly incentives, individual student goal setting, and weekly reminders of the importance of coming to school.		
Strategy's Expected Result/Impact: Attendance rate will improve		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Registrar, Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Scheduled meetings to track students who may be at-risk of failure or experiencing other difficulties, in order to streamline and document the support and approaches.		
Strategy's Expected Result/Impact: Student success will improve.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers		Nov
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Provide staff development and direction to ensure collaboration between general education and special education teachers so that student identification and support are coordinated.

Strategy's Expected Result/Impact: Communication and collaboration will increase student performance	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Diagnostician, Special Ed Teachers, Teachers	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Work on special ed master schedule to provide students of special education support from within the department as a whole, no just individual programs.

Strategy's Expected Result/Impact: Student academic support will be provided with greater flexibility and success.	Formative
Staff Responsible for Monitoring: Assistant Principal, Special Ed Teachers	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Identify and serve students who qualify for services and support under the McKinney-Vento Act for homeless status.

Strategy's Expected Result/Impact: Student residency questionnaire and free/reduced roster will ensure children are not overlooked.	Formative
Staff Responsible for Monitoring: Principal, Counselor, Registrar	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Selected students will work with MISD police officers in a Leadership Academy to help foster student success and resilience.

Strategy's Expected Result/Impact: Student success will improve and classroom behavior will improve	Formative
Staff Responsible for Monitoring: Counselor, Police Officers	Nov
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Students will participate in campus leadership opportunities to help with events, programs, and tutoring through The Leader in Me

Strategy's Expected Result/Impact: Behavior and academic success will improve	Formative
Staff Responsible for Monitoring: Principal, Teachers, Staff	Nov
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: Provide credit recovery through summer school and Jump Start programs

Strategy's Expected Result/Impact: Students will close academic gaps	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: MISD will develop a quality technology program to maximize teaching and learning in 100% of the K-12 classrooms.

Strategy 1: Campus TIMs will schedule training per nine-weeks to model and share instructional technology tools and resources.	
Strategy's Expected Result/Impact: Classroom observations will show increased use of valuable technology	Formative
Staff Responsible for Monitoring: Principal, TIMs	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Maintain instructional expectation that students will create and produce projects using digital recorder, powerpoint, apps, and/or other educational processes	
Strategy's Expected Result/Impact: Student progress and classroom visits will showcase technology use	Formative
Staff Responsible for Monitoring: Principal, TIM, Teachers	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 3: Note student and teacher use of technology in formal classroom walkthroughs; maintain grade level laptop carts, a computer lab, and equipment for staff to utilize	
Strategy's Expected Result/Impact: Classroom walkthroughs will show evidence of technology use	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Students will operate and run the morning announcements on live streaming		
Strategy's Expected Result/Impact: Students will have an understanding of the components of video announcements		Formative
Staff Responsible for Monitoring: Librarian, Teachers		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Students will use SMART boards as interactive components of their instruction and workstations.		
Strategy's Expected Result/Impact: Classroom observations will support the student use of these items.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 6: Students and teachers will use the laptop carts and computer lab. Campus will work to have computer carts for each grade level		
Strategy's Expected Result/Impact: Student products will show technology knowledge		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 7: Students will have opportunities to use makerspace items, laptops, and tablets in the library. and during CAMP (Computer Art Music PE) rotations

Strategy's Expected Result/Impact: Students will collaborate during library time		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Librarian		
Title I Schoolwide Elements: 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Montgomery ISD will provide safe and orderly learning environments by ensuring 100% of staff and students are trained on safety policies, procedures, and protocols.

Strategy 1: Students will participate in daily The Leader in Me lessons as a campus-wide initiative to teach communication, problem-solving, respect, empathy, and self-discipline.	
Strategy's Expected Result/Impact: Increase in academic and social success	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Students will participate in Tribe/Vertical team days, where classes will work together across grade levels for enrichment, problem solving, and co-curricular activities.	
Strategy's Expected Result/Impact: Behavior and academic improvement	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Develop leadership skills, proactive behaviors, and student roles"/jobs" through the implementation of The Leader in Me process.

Strategy's Expected Result/Impact: Decrease in discipline reports, increase in academic achievement	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Staff	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide CPR/AED First Aid Training to all team leaders and staff that supervise students off campus.

Strategy's Expected Result/Impact: Increase in staff awareness and abilities	Formative
Staff Responsible for Monitoring: Nurse	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Combine Red Ribbon Week with 'Good Choices' and "Be a Buddy, Not a Bully" activities to focus on leadership and opportunity for all students to participate.

Strategy's Expected Result/Impact: Decrease in discipline referrals.	Formative
Staff Responsible for Monitoring: Principal, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: All teachers and employees will complete certification through the Texas Behavior Support Initiative.


Strategy's Expected Result/Impact: Staff will have awareness of appropriate behavior intervention techniques	Formative
Staff Responsible for Monitoring: Principal, Teachers, Staff	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 7: Teachers will implement Conscious Discipline techniques and strategies to help students learn to self-regulate and problem solve.

Strategy's Expected Result/Impact: Classroom observations and discipline report data will support the decrease of behavior concerns.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 8: Guidance lessons and small group guidance lessons will be implemented by the school counselor as needs arise. Teachers will complete surveys and discuss in RtI meetings.

Strategy's Expected Result/Impact: Student behavior and academic skills will arise.	Formative
Staff Responsible for Monitoring: Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Montgomery ISD will vigorously enforce safety and security policies, procedures, and protocols.

Strategy 1: All staff will be trained in annual safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management protocols.		
Strategy's Expected Result/Impact: Staff awareness in critical issues will promote a safe environment.		Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Nurse		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide CPI and behavior training for staff working with specified students in order to meet their individual needs.		
Strategy's Expected Result/Impact: Behavior Intervention Plans will show strategic methods and data will support the appropriate choices.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Staff and students will practice various types of drills, including fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.		
Strategy's Expected Result/Impact: Drill reports will show that staff understand and can implement the safety plans.		Formative
Staff Responsible for Monitoring: MISD Police, Principal, AP, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: All visitors will be required to sign in with a valid, government-issued ID and wear a visitor badge while in the school

Strategy's Expected Result/Impact: Electronic tracking and monitoring of visitors will assist with safety of students

Staff Responsible for Monitoring: Principal, AP, receptionist, staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Montgomery ISD will provide active shooter training at all campuses.

Strategy 1: All staff will receive mandatory training updates that include bullying, CPS, T-TESS overview, and safety-related issues including active shooter management. MISD Police will interact with staff and substitutes to ensure that questions are answered and protocols are practiced.

Strategy's Expected Result/Impact: Staff will be prepared to the fullest extent possible.

Staff Responsible for Monitoring: MISD Police

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished







Continue/Modify



Discontinue

Performance Objective 4: Montgomery ISD will maintain a low incident rate for drugs and violent crimes on campuses.

Strategy 1: Students will participate in Red Ribbon Week activities to promote drug awareness and anti-bullying.		
Strategy's Expected Result/Impact: Students will continue to make good choices due to awareness of drugs, violence, harmful words, etc.		Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: Montgomery ISD will establish procedures to monitor and assess financial responsibility with 100% accuracy.

Strategy 1: Create a campus budget with attention to cutting unnecessary expenses. Gather information from teachers and staff to support critical needs.	
Strategy's Expected Result/Impact: Budget will show good stewardship of funds	Formative
Staff Responsible for Monitoring: Principal, Secretary, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: The principal and secretary will meet regularly to review monthly budget reports and address with grade levels/departments/etc.	
Strategy's Expected Result/Impact: Purchasing will be completed in a responsible, appropriate manner	Formative
Staff Responsible for Monitoring: Principal, Secretary	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: Work with staff to develop long term goals for the campus, such as cafeteria tables, outside furniture, technology, replacement of recess equipment, etc.


Strategy's Expected Result/Impact: Replacement of large items will occur in a rotation so that it is financially feasible.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical needs in order to repair and receive assistance.

Strategy's Expected Result/Impact: The building will operate in excellent working condition	Formative
Staff Responsible for Monitoring: Principal, AP. Maintenance	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Montgomery ISD will provide a long and short-term capital asset plan.

Performance Objective 3: Montgomery ISD will minimize the amount of funding needed from fund balance to cover the 2019-20 budget deficit.

Performance Objective 4: Montgomery ISD will adopt a balanced budget for the 2020-2021 school year.





Performance Objective 5: Montgomery ISD will have an unqualified, clean audit with no findings.

Performance Objective 6: Montgomery ISD will ensure an appropriate system of checks and balances exists in all Financial Systems.





Performance Objective 7: Montgomery ISD will ensure an appropriate system of checks and balances exists in all Financial Systems.

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.





Performance Objective 1: MISD compensation, contracts and benefit plans will be reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Strategy 1: Provide staff and newly hired employees with information so that they receive insurance and benefits.		
Strategy's Expected Result/Impact: Staff will stay well-informed.		Formative
Staff Responsible for Monitoring: Principal, Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: During the 2019-2020 year, MISD will provide all essential positions necessary to accommodate growth for 100% of the student population.

Strategy 1: Use of the Frontline Applicant system will allow administrators to identify and interview highly qualified candidates for campus openings.	
Strategy's Expected Result/Impact: Principal, Assistant Principal	Formative
Staff Responsible for Monitoring: Strength of teachers will be supported by classroom data	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Begin the hiring process and planning before the beginning of the recruiting/hiring season to ensure competitiveness with the surrounding districts.	
Strategy's Expected Result/Impact: Staff will be highly qualified and experienced as appropriate.	Formative
Staff Responsible for Monitoring: HR Department, Principal, Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Program.

Strategy 1: New teachers will be assigned a mentor and work together to complete the mentoring program as support.		
Strategy's Expected Result/Impact: New teachers will be successful and remain in our district.		Formative
Staff Responsible for Monitoring: Principal, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.

Strategy 1: Campus will participate in the MISD "Teacher of the Year" and "Spirit of Montgomery" program, recognition, and banquet through the nomination process.		
Strategy's Expected Result/Impact: Staff will provide input on honorees		Formative
Staff Responsible for Monitoring: Principal, AP, Teachers, Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Administrators will provide information on continuing education opportunities to develop leadership capacity for MISD		
Strategy's Expected Result/Impact: District opportunities and announcements will be shared with staff, and mentoring will be provided.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Provide weekly information, opportunities, and events to teachers through a staff-only website.		
Strategy's Expected Result/Impact: Staff will be informed and up to date regarding campus activities and practices.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Staff will recognize each other at monthly faculty meeting for 4 topics:
 Learn each day
 Empower others
 Accept everyone
 Develop your greatness

Strategy's Expected Result/Impact: Culture of professional growth will continue	Formative
Staff Responsible for Monitoring: Principal, Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Teachers will continue to work within Professional Learning Communities for vertical teaming, planning, and growth/development

Strategy's Expected Result/Impact: Planning will meet staff needs and campus target areas	Formative
Staff Responsible for Monitoring: Principal, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.


Strategy's Expected Result/Impact: Teachers will support classroom products of gifted/talented students		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Instructional Coach, Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		


 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: 100% of MISD of teachers and instructional aides will be considered Effective Teachers according to sate certifications and district criteria.

Strategy 1: Recruit and retain highly qualified staff by participating in the MISD applicant screening and campus interview process.		
Strategy's Expected Result/Impact: Highly qualified staff will support student success		Formative
Staff Responsible for Monitoring: Principal, AP, Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Prior to being hired, certifications will be carefully examined for the position being filled.		
Strategy's Expected Result/Impact: All positions will be filled appropriately.		Formative
Staff Responsible for Monitoring: HR Department, Principals		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: All instructional aides will meet the requirement for the classification of Highly Qualified or participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation to earn the classification.		
Strategy's Expected Result/Impact: Positions will be filled appropriately.		Formative
Staff Responsible for Monitoring: HR Department, Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Strategy 1: Promote positive communication between the school, home, and community through the campus website, School Messenger communication system, classroom communication, and parent conferences.		
Strategy's Expected Result/Impact: Parent survey will support the communication is successful.		Formative
Staff Responsible for Monitoring: Principal, AP, Teachers		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Request feedback from parents at the end of the year to assess areas of improvement and recognition.		
Strategy's Expected Result/Impact: Use the collected information to guide plans for the school year.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Facilitate communication and involvement opportunities with OHJH and LCHS, sharing information and dates with parents.		
Strategy's Expected Result/Impact: Families will be connected to secondary schools in our feeder pattern.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: A social media schedule will be followed so that parents and stakeholders receive information in a variety of methods.

Strategy's Expected Result/Impact: Social media presence will contribute to positive relationships.	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: Teachers will create and maintain a classroom website that includes calendar, helpful links, and class information.

Strategy's Expected Result/Impact: Parents will stay informed.	Formative
Staff Responsible for Monitoring: Principal, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 6: Utilize and train staff on TxEIS and Ascender/Parent Portal systems for parent and teacher use.

Strategy's Expected Result/Impact: Teachers and parents will use system efficiently to support student learning.	Formative
Staff Responsible for Monitoring: Teachers, TIMs, Registrar	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7: MISD will provide opportunities for parent involvement at 100% of the campuses and at the district level.

Strategy 1: Offer community driven programs, including but not limited to Meet the Teacher, Open House, Tribe Showcase, Book Fair, Lunch with Loved Ones, and Leadership Day.	
Strategy's Expected Result/Impact: Visitors will experience special events and support campus initiatives.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will keep parents up to date on student progress through conferences, IEP meetings, websites, email, and phone calls.	
Strategy's Expected Result/Impact: Strong communication will support student success.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 3: Implement the Watch D.O.G.S. volunteer program for fathers, uncles, grandfathers, and male mentors.	
Strategy's Expected Result/Impact: Representation will build effective relationships at the campus.	Formative
Staff Responsible for Monitoring: Principal, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: PTA Meetings will include teacher representative, guest speaker, and tips from the counselor so that time is used effectively and all stakeholders represented.

Strategy's Expected Result/Impact: Agendas will be planned effectively.	Formative
Staff Responsible for Monitoring: PTA Board, Principal, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: Recruit members for LSE PTA and provide opportunities for parents and volunteer to assist at the campus.

Strategy's Expected Result/Impact: PTA attendance and volunteer opportunities will increase	Formative
Staff Responsible for Monitoring: Principal, Teachers, Visitors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 6: Hold an evening "Kindergarten Round Up" in the spring with staff present to answer questions so that incoming kindergartners and families can tour the school.

Strategy's Expected Result/Impact: Attendance will help foster parent connections and communication	Formative
Staff Responsible for Monitoring: Principal, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 7: Continue to provide parent and staff survey in the spring to identify strengths and target areas for upcoming school years.

Strategy's Expected Result/Impact: Data collected will be used for Campus Improvement Plan	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 8: Provide opportunities for community and student connections by participating in such programs as Houston Livestock Show & Rodeo artwork, Republican Women Essay Contest, Artist of the Month, and others as they arise.

Strategy's Expected Result/Impact: Student creativity will be honored.	Formative
Staff Responsible for Monitoring: Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Personnel for Lone Star Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Winn	Instructional Coach		1
Melissa Kercheval	Interventionist		1

Campus Funding Summary

Addendums

Montgomery Independent School District

Madeley Ranch Elementary School

Improvement Plan

2020-2021



Mission Statement

Our goal at Madeley Ranch is to provide a safe and loving environment that celebrates each student's individual strengths while providing a solid academic foundation during their formative elementary years.

Make an Impact. Reach Every Student. Empower Minds.

Value Statement

All students deserve the opportunity to discover and cultivate their interests and passions through innovative learning experiences that inspire them to add value to their community and world.

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Goals

Revised/Approved: August 5th 2020

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: MISD will seek to maintain an overall "A" rating as a District under the new Federal Accountability system and will support all campuses through professional development and resources so that each campus receives an overall "A" rating.

Strategy 1: Teachers will remain familiar with and implement MAC (Montgomery Aligned Curriculum) in all subject areas.	
Strategy's Expected Result/Impact: Evidence of alignment in lesson plans and through informal and formal observations.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Implement Balanced Literacy and Balanced Math programs in PK-5 classrooms, address varied needs through small group with differentiated students, and provide teachers training on "The First 20 Days" of instruction.	
Strategy's Expected Result/Impact: Student progress	Formative
Staff Responsible for Monitoring: Principal, Interventionist, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Continue with RANCH TIME, a 30 minute enrichment block built into the Master Schedule for teachers to work with small groups, provide enrichment, hands on opportunities and intervention.

Strategy's Expected Result/Impact: Master schedule, student progress, staff schedules	Formative
Staff Responsible for Monitoring: Administration, Grade Level Teachers, Interventionist, Instructional Coach, Paraprofessionals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Instructional staff will be provided professional development opportunities across all content areas, in addition to identifying areas of need, intervention strategies and creating a meaningful classroom environment. Teachers will be given time each quarter to meet and plan with grade level teams, plan assessments, and collaborate looking ahead.

Strategy's Expected Result/Impact: Lesson plans, team meetings, PLC notes	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Train Reading teachers on implementation of Amplify intervention/assessment program.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Reading Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 6: Teachers will plan weekly to collaborate and align with MAC and appropriate timeline.		
Strategy's Expected Result/Impact: Teachers will continue to work through the PLC model.		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 7: Reading/Language Arts teachers will continue to work closely in understanding and implementing Benchmark Language Arts Curriculum.		
Strategy's Expected Result/Impact: Lesson plans, informal and formal observations		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Language Arts Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 8: Vertical team planning time provided throughout the year to bridge planning and instruction across grade levels in math and language arts.		
Strategy's Expected Result/Impact: Lesson plans, scheduled planning times		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 9: Language Arts teachers will participate in Reading Academy Cohort 1 to fulfill the state requirement and continue their professional development.

Strategy's Expected Result/Impact: Artifacts and small group instruction to support student growth.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Language Arts teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: The STAAR School Progress measure (Domain II) will increase by 3% during the 2019-2020 school year, with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Strategy 1: Early identification for students needing targeted reading/math interventions in all grade levels.		
Strategy's Expected Result/Impact: Kindergarten Pre-Assessment, STAAR Data, DRA, Common Assessments, Universal Screeners		Formative
Staff Responsible for Monitoring: Administration, Counselor, Grade Level Teachers, State Comp Ed Teacher, Coach, Intervention		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers will evaluate STAAR Item Analysis, Universal Screeners, common assessments and student progress to identify areas in need of intervention for reading and math. Grade level teachers will meet with RTI Team on a regular basis to formulate plans for intervention and response for student success.		
Strategy's Expected Result/Impact: Student progress/growth in areas of reading and math.		Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Grade level teachers, Interventionist, Diagnostician, RTI Personnel		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Utilize TxEIS, PEIMS, Eduphoria and other forms of data to track the participation rate, performance and instructional setting of students taking STAAR and other assessments.

Strategy's Expected Result/Impact: MOY & EOY Assessments, BEnchamrk data, STAAR date, report card data, general student progress	Formative
Staff Responsible for Monitoring: Administration, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 4: Ensure students receiving special programming (ESL, Special Education, etc.) are placed in appropriate settings with certified staff.


Strategy's Expected Result/Impact: Student schedules, master schedules, class lists, staff schedules	Formative
Staff Responsible for Monitoring: Administration, Diagnostician, Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 5: Teachers will utilize STAAR Item Analysis for students (with guidance from LEAD4ward trainings/model) to establish specific areas of improvement for student subgroups.

Strategy's Expected Result/Impact: STAAR Data	Formative
Staff Responsible for Monitoring: Administration, Coach, Interventionist, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: The STAAR "Closing the Gaps" category (Domain III) will increase from an 88% to 90% during the 2019-2020 school year with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Strategy 1: Special Education students will be served in the least restrictive environment in the appropriate general education or self contained program.	
Strategy's Expected Result/Impact: Staff schedules, student schedules, master schedule.	Formative
Staff Responsible for Monitoring: Administration, Diagnostician, IEP Teams	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Dyslexia: Dyslexia Intervention Program will be provided through pull-out services to support identified dyslexic students.	
Strategy's Expected Result/Impact: Student Progress	Formative
Staff Responsible for Monitoring: Administration Dyslexia Interventionist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: All identified G/T and Advanced Academic students will receive differentiated instruction and placed in a homogeneous class. Each GT identified student Will complete and showcase project through TPSP (Texas Performance Standards Project).

Strategy's Expected Result/Impact: Master Schedule Student Progress	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Counselor, Grade level teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Continue with RANCH TIME, a 30 minute enrichment block built into the Master Schedule for teachers to work with small groups, provide enrichment, hands on opportunities and intervention. Specific focus for this year may include students who showed little progress during remote learning period Spring & Fall 2020.

Strategy's Expected Result/Impact: Master schedule, student progress	Formative
Staff Responsible for Monitoring: Administration, Interventionist, Grade level teachers, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Utilize RTI Team to identify, intervene and monitor the progress of students identified for Title I targeted assistance. RTI Team will meet every 6 weeks to review progress and adjust services and accommodations as needed.

Strategy's Expected Result/Impact: Intervention schedules, master schedule, student progress	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionist, Grade Level Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Provide a wide variety of and access to multiple instruction intervention methods and programs, based on student needs.

Strategy's Expected Result/Impact: Individualized student progress

Staff Responsible for Monitoring: Administration, Interventionists, Grade Level Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA)

Strategy 1: Students will receive at least the minimum required minutes of PE per week, focused on their age appropriate standards.		
Strategy's Expected Result/Impact: Master Schedule		Formative
Staff Responsible for Monitoring: Administration, PE Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Integrate core curriculum content into physical education curriculum.		
Strategy's Expected Result/Impact: Classroom observations, lesson plans		Formative
Staff Responsible for Monitoring: Administration, PE Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Students will be engaged in moderate to vigorous physical activity (MPVA) 10% of the class time.		
Strategy's Expected Result/Impact: Fitnessgram results, observations, lesson plans		Formative
Staff Responsible for Monitoring: Administration, PE Teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Develop quality Physical Education Lesson plans that are developmentally and sequentially appropriate.

Strategy's Expected Result/Impact: Lesson Plans, TEKS	Formative
Staff Responsible for Monitoring: Administration, PE Teacher	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: Provide state approved Coordinated School and Health Components into the curriculum.

Strategy's Expected Result/Impact: Classroom observations, lesson plans	Formative
Staff Responsible for Monitoring: Administration, PE Teacher	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Continue implementation of Dropout Prevention Program and strategies at all campuses in order to reduce the dropout rate to less than 1%.


Strategy 1: Utilize consistent procedures to identify, intervene and monitor the progress of At Risk students and implement procedures and strategies within best practice to meet the needs of these students.		
Strategy's Expected Result/Impact: Student performance, STAAR, Benchmark data, report card data		Formative
Staff Responsible for Monitoring: Administration, Interventionist, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide credit recovery through online courses offered in Summer School as well as summer enrichment programs for students who need a 'jump start' into the next grade level.		
Strategy's Expected Result/Impact: report card results		Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Continue to follow local procedures to monitor student promotion/retention.		
Strategy's Expected Result/Impact: Retention rates, report card data		Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Continue implementation of NEAT Club to motivate students to be 'never ever absent or tardy.'

Strategy's Expected Result/Impact: % decrease in overall absences and tardies	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Counselor	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

Strategy 5: Identify and serve students who qualify for support services and support under the McKinney-Vento Act (homeless status.)

Strategy's Expected Result/Impact: Student residency questionnaires, free & reduced rosters	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor, Special Programs Coordinator	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: MISD will develop a quality technology program to maximize teaching and learning in 100% of the K-12 classrooms.

Strategy 1: Utilization of computer lab for student research.		
Strategy's Expected Result/Impact: Student research		Formative
Staff Responsible for Monitoring: Administration, Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Technically Wednesdays: In house staff development highlighting equipment and programs housed at or owned by MRE.		
Strategy's Expected Result/Impact: Increased use of technology during instruction and with students.		Formative
Staff Responsible for Monitoring: Administration, TIM		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Continue implementation of Library Media Program with various forms of technology using tablets, maker space, robotics, legos to engage readers in a different way.		
Strategy's Expected Result/Impact: increased engagements and skills, increased circulation		Formative
Staff Responsible for Monitoring: Administration, Library Media Specialist		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Each teacher will utilize Smart Board, document camera and other technology to enhance instruction in the classroom.

Strategy's Expected Result/Impact: Increased staff and student use of technology, walkthroughs, lesson plans

Staff Responsible for Monitoring: Administration, TIM, Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Montgomery ISD will provide safe and orderly learning environments by ensuring 100% of staff and students are trained on safety policies, procedures, and protocols.

Evaluation Data Sources: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation: None

Strategy 1: Continued practice of fire drills, shelter in place and lock down drills to ensure staff and students are prepared for emergency situations.	
Strategy's Expected Result/Impact: Drill reports and MISDPD Feedback	Formative
Staff Responsible for Monitoring: Administration, MRE STaff, MISDPD	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Implement violence prevention intervention through guidance lessons and classrooms.	
Strategy's Expected Result/Impact: Low incidence of discipline	Formative
Staff Responsible for Monitoring: Administration, Counselor, STaff, MISDPD	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Provide training for teachers and staff on suicide prevention, conflict resolution, dating violence, sexual abuse, anti-bullying strategies and human trafficking.

Strategy's Expected Result/Impact: Annual trainings and updates	Formative
Staff Responsible for Monitoring: Administration, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Continue to conduct safety, hazardous materials, blood borne pathogens, drug and alcohol abuse and integrated management training to employees.

Strategy's Expected Result/Impact: Annual updates and trainings	Formative
Staff Responsible for Monitoring: District and Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Continue to train appropriate staff on CPR and the use of AEDs.

Strategy's Expected Result/Impact: Annual updates and certificates of completion	Formative
Staff Responsible for Monitoring: Administration Nurse	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Train and implement Behavior Crisis Management Teams for the campus through utilization of the Texas Behavior Support Initiative and Crisis Prevention Intervention.

Strategy's Expected Result/Impact: Certificates of completion	Formative
Staff Responsible for Monitoring: Administration, all teaching staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Offer varied grade level assemblies for students regarding the student code of conduct, academic responsibilities and bullying, safety issues.

Strategy's Expected Result/Impact: Decrease in referrals, teacher feedback, decrease in reports of unsafe behavior	Formative
Staff Responsible for Monitoring: Administrators, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Incorporate character education through Counselor's Corner, daily live announcements, guidance lessons, Conscious Discipline, Watch Dogs, and companion dogs.

Strategy's Expected Result/Impact: Positive teacher and parent feedback Survey results	Formative
Staff Responsible for Monitoring: Administration, Counselor, Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 9: Annual updates for staff, students and families regarding Student Code of Conduct.


Strategy's Expected Result/Impact: Handbook signature pages	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 10: Begin to explore options for school-wide Social Emotional Curriculum for implementation in our daily operations.

Strategy's Expected Result/Impact: Social Emotional Well Being of Students, identify students needing more support	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Counselor, Staff	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Montgomery ISD will vigorously enforce all safety and security policies, procedures, and protocols.

Evaluation Data Sources: Campus staff development agendas and sign-in sheets
Police department schedule & documentation

Summative Evaluation: None

Strategy 1: Continue to utilize VSoft program for tracking visitors who enter the building.		
Strategy's Expected Result/Impact: Increased security		Formative
Staff Responsible for Monitoring: Administration, Office Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Annual updates on all safety trainings and implementation of required procedures regarding the overall safety of our campus.		
Strategy's Expected Result/Impact: Decreased incidents		Formative
Staff Responsible for Monitoring: All staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Continue Safety Patrol (5th Graders) during arrival and dismissal times to help with safety during transitions.

Strategy's Expected Result/Impact: Lack of incidents	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Sponsor(s)	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Montgomery ISD will maintain a low incident rate for drugs and violent crimes on all campuses.

Evaluation Data Sources: Discipline records/documentation

Police report documentation

Summative Evaluation: None

Strategy 1: 100% of Student Population will participate in Red Ribbon Week.		
Strategy's Expected Result/Impact: Red Ribbon Week agenda, assemblies,		Formative
Staff Responsible for Monitoring: Administration, Counselor, MRE Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility with 100% accuracy.

Evaluation Data Sources: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation: None

Strategy 1: Continue to meet with building secretary monthly to review expenditures and budgets.		
Strategy's Expected Result/Impact: Balanced Campus Budget		Formative
Staff Responsible for Monitoring: Principal, Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Continue to track campus allocations, revenues and expenditures throughout the school year.		
Strategy's Expected Result/Impact: Balanced budget		Formative
Staff Responsible for Monitoring: Principal, Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Annually review cost saving measures to determine effectiveness.

Strategy's Expected Result/Impact: Comparison of expenditures	Formative
Staff Responsible for Monitoring: Principal, Secretary, CFO	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 4: Establish long term savings goals or purchase plans for larger ticket items needed on campus.

Strategy's Expected Result/Impact: Long term savings plans	Formative
Staff Responsible for Monitoring: Principal, Secretary	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: Continue to conduct building walkthroughs throughout the year with Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical and other concerns to report any problems to COO.

Strategy's Expected Result/Impact: Building walkthroughs	Formative
Staff Responsible for Monitoring: Principal, Secretary, COO, Maintenance Personnel	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: MISD will provide a long and short-term capital asset plan.

Performance Objective 3: Montgomery ISD will minimize the amount of funding needed from fund balance to cover the 2019-2020 budget deficit.

Evaluation Data Sources: Financial records/Budget expenditures

Summative Evaluation: None

Performance Objective 4: Montgomery ISD will adopt a balanced budget for the 2020-2021 school year.

Evaluation Data Sources: Budget records
Board agenda item

Summative Evaluation: None

Performance Objective 5: Montgomery ISD will receive an unqualified, clean audit with no findings.

Evaluation Data Sources: Audit report and documentation

Summative Evaluation: None

Performance Objective 6: Montgomery ISD will ensure that an appropriate system of checks and balances exists in all Financial Systems.

Evaluation Data Sources: Financial data.





Summative Evaluation: None

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: MISD compensation, contracts and benefit plans will be reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Sources: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.





Summative Evaluation: None

Strategy 1: Ensure newly hired employees, as well as those returning, are up to date on benefits, contracts, and processes.		
Strategy's Expected Result/Impact: Informed staff.		Formative
Staff Responsible for Monitoring: Principal, Secretary		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: During the 2019-2020 year, MISD will provide all essential positions necessary to accommodate growth for 100% of the student population.

Evaluation Data Sources: Growth project study





Summative Evaluation: None

Strategy 1: Utilize Frontline Application for Recruitment to search for an interview appropriate candidates for vacant and added positions.	
Strategy's Expected Result/Impact: Positions filled in a timely manner.	Formative
Staff Responsible for Monitoring: Principal, Secretary, HR	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Program.

Evaluation Data Sources: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms





Summative Evaluation: None

Strategy 1: Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary.	
<p>Strategy's Expected Result/Impact: Participant Evaluations reflect at least 95% positive response to the usefulness of the mentoring support. Letter of invitation, Training Agenda, Signature Pages and Participant Evaluations.</p> <p>Staff Responsible for Monitoring: Administration, MRE Staff</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.

Evaluation Data Sources: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Summative Evaluation: None

Strategy 1: Recognize "Teacher of the Year" and "Spirit of Montgomery" program, recognition, and banquet through the district process.		
Strategy's Expected Result/Impact: Staff involvement in process.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide information on continuing education opportunities to develop leadership capacity for MISD.		
Strategy's Expected Result/Impact: District Announcements, District E-Blast, Postings to "Community Connections		Formative
Staff Responsible for Monitoring: Executive Director of HR/Communications, Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: 100% of MISD teachers and instructional aides will be considered Effective Teachers according to state certifications and district criteria.

Performance Objective 6: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Evaluation Data Sources: Social Media posts, newsletters, website posts, School Messenger messages

Summative Evaluation: None

Strategy 1: Promote positive communication between the school, home, and community through the campus website, School Messenger (Email and phone system), Smore Newsletters, phone communication and parent conferences	
Strategy's Expected Result/Impact: Parent Response/Involvement Parent Survey Publication of website, Facebook and Newsletter	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
Strategy 2: Promote positive communication between the school, home, and community by partnering with parents, community members and business partners to implement SEM.	
Strategy's Expected Result/Impact: Student Products, Showcase, Observation Increase of Parent Participation of volunteers	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, SEM Coordinator, and MRE Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 3: Continue to utilize Social Media, including Facebook and Twitter accounts to provide real time communication to Stakeholders.

Strategy's Expected Result/Impact: Current postings	Formative
Staff Responsible for Monitoring: Principal, Counselor, Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 4: Create a resource for all new families coming to MRE to ensure that they understand our policies, procedures, programs, events, and campus culture.

Strategy's Expected Result/Impact: Increase of parent participation at MRE. Parent End of the Year Survey	Formative
Staff Responsible for Monitoring: Administrators, Librarian, MRE Staff, and PTO	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Continue Madeley Memo (newsletter from admin to staff) each week.

Strategy's Expected Result/Impact: Informed Staff	Formative
Staff Responsible for Monitoring: Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Host Curriculum/Info night to inform/educate parents about grade level expectations.

Strategy's Expected Result/Impact: Feedback		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administrators Staff		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 7: MISD will provide opportunities for parent involvement at 100% of the campuses and at the district level.

Strategy 1: Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses		
Strategy's Expected Result/Impact: Data Collected for Campus Improvement Plan, Parent Survey		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide opportunities for parents to become involved at school (Donuts with Grownups, Fun Run, Meet the Teacher, Veteran's Day, Parent Info and Curriculum Night)		
Strategy's Expected Result/Impact: Parent involvement and response/feedback		Formative
Staff Responsible for Monitoring: Administrators PTO MRE Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Continue MISD Volunteer Programs for parents and community members.		
Strategy's Expected Result/Impact: Volunteer Membership Roster Event Calendar		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 4: Continue the Watch D.O.G.S. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.


Strategy's Expected Result/Impact: Start-Up Meeting Agenda Signature Pages Visitation Calendar	Formative
Staff Responsible for Monitoring: Principal, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Continue P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.

Strategy's Expected Result/Impact: Rosters Event Calendar Webpage	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Addendums

Montgomery Independent School District

Keenan Elementary School

Improvement Plan

2020-2021

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

“Welcome to the Keenan Kingdom...Be our guest!”

Twitter: Keenan Elementary

@keenanlions

Instagram: keenanelementary

Facebook: Keenan Elementary School

Vision

Keenan Elementary Lions

Developing Young Learners into Future Ready Leaders!

Value Statement

Campus Mantra:

Lions growing in love, learning, and leadership...

Don't stop until you're PROUD.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keenan Elementary School

Demographics: KES is comprised of students in EE-5th grade. KES had 759 students enrolled; 455 males and 345 females. There are 26 American Indian/Alaskan (3%), 16 Asian (2%), 25 Black (3%), 116 Hispanic (15%), 9 Hawaiian/Pacific (1%), 13 Multiracial (2%) and 595 White (74%). The following table shows the number of students by ethnicity and gender that we presently have in each special program.

Early Education—31

Pre-Kindergarten -37

Kindergarten—108

1st grade—108

2nd grade—124

3rd grade—122

4th grade—126

5th grade—144

Program	Total for KES	Percentage
Gifted and Talented	35	4.6%
Special Education	102	13%
Free and Reduced Lunch (LSE)	206	27%
LEP/ESL	21	2.5%

2019-2020 Composition of KES Staff

Title	# in that Position
Homeroom Teachers	36
Co-Teachers	2

Title	# in that Position
Shared Speech Therapist	1
Reading/Math Intervention	1
Instructional Coach	1
Certified Music Teacher	1
Certified PE Teacher	1
Full time In-Class Support Para	8
Full-Time Behavior Specialist PE Para	0
Certified Art Teacher	1
Certified Librarian	1
Para (Sec/Recep/Registrar)	3
Prin/AP/Counselor/Nurse	4
Shared Diagnostician	1
Full time Dyslexia	1.5

Demographics Strengths

Strengths: Our school is staffed with a mixture of teachers that have various levels of experience. Our class sizes are manageable with an average of a 22:1 ratio in grades K-4th grade and 5th grade 24:1. We have ESL certified teachers and G/T certified teachers at all grade levels, which is a tremendous benefit to our students. The Instructional Coach on campus has been very beneficial over the past 4 years. It is great support for our teachers and staff.

Student Learning

Student Learning Summary

Student progress is monitored by administering benchmarks, common assessments, and unit tests. Common assessments are used to track student progress and STAAR released tests are used for benchmarks. The Montgomery Aligned Curriculum (MAC) continues to be utilized. By using Eduphoria, teachers are able to analyze test results and align instruction in order to meet student needs based on performance. After determining needs in accordance with the data, instructional strategies and activities are created. As teachers, we all strive to maximize student engagement and utilize numerous techniques, activities and technological opportunities. This year we utilized Imagine Math and Imagine Learning; computer based programs which monitors individual student progress in Reading, Language Arts and Math. As teams, we are given the opportunity each nine weeks to plan together in order to align our curriculum with assessments and also to ensure that we are enhancing higher level thinking by following district and state guidelines that fosters students meeting success. Parents of our students feel that homework and assessments are appropriate for students and that teachers make themselves readily available to assist on homework as needed.

Keenan STAAR Scores --A Rated Campus

3rd Grade

2019-2020

Reading

89%

Math

95%

4th Grade 2019-2020

Reading 86%

Writing 78%

Math 87%

5th Grade 2019-2020

Reading 94%

Math 95%

Science 85%

Overall campus score = 94%

Student Achievement = 91%

School Progress = 88%

Closing the Gaps = 100%

School Processes & Programs

School Processes & Programs Summary

All teachers and staff at KES are Highly Qualified and new teachers are all assigned a mentor teacher and participate in New Teacher Orientation at both the District & Campus levels.

Teaching staff is made up of teachers who have 1-20+ years of experience. Turnover rates remain low.

KES teachers will be provided with multiple team planning days throughout the school year, offered staff development opportunities in a variety of formats, and will be able to participate in vertical alignment curriculum planning workshops throughout the year.

Our teams are well-balanced with both experienced and new teachers; weekly team meetings will hopefully show strong collaboration and communication.

KES will continue with the implementation of an Instructional Coach. The instructional coach was well received throughout the district last year.

School Processes & Programs Strengths

Teacher Survey

The teachers surveyed addressed a variety of areas relating to our school climate. Teachers reported that there is a good 'vibe' at KES! Teachers feel the atmosphere is supportive from both their peers and administration. Teachers feel like relationships are built here at Keenan and believe that teachers care about each other and their students. Teachers also believe the school is safe and clean.

Of the teachers surveyed, a few concerns mentioned were:

- Teachers would like to see more cross curriculum planning (vertical) with grade levels above and below them.
- More behavior training
- Continue to plan and training on new Benchmark adoption
- More training with remote learning--a platform that is used school wide

Parent Survey

The parent surveys addressed the areas of caring environment, problem solving, communication, student progress, overall satisfaction with Keenan. The parent response was overwhelmingly positive and denoted that Keenan is strong in the communication department and customer service, this includes both administration and staff. KES sets high expectations academically. They were pleased with SeeSaw and the communication and student's work that was shared with them throughout the school year.

Perceptions

Perceptions Summary

Welcome to the Keenan Kingdom, Be Our Guest

One of the core beliefs at Keenan Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. WE focus on building relationships with our families, students and within our KES family. At Keenan Elementary, we are growing our students to be "Future Ready Lions." When we say "Future Ready," we are focusing on student growth, leadership skills, coding, MISD MAC curriculum, and eventually hope to add in Spanish through our Specials classes.

Keenan Elementary believes in M.A.G.I.C.

Model expected behavior

Accept responsibility

Give respect

Improve through goals

Cooperate

These five expectations will be a focus area for KES students. We will have traditions (rules) in place that students will follow and model.

Perceptions Strengths

Create the kind of climate in your school organization where personal growth is expected, recognized, and rewarded.
Author Unknown

School Context & Organization: The school context and organization committee drafted a survey consisting of 9

questions with a 1-5 rating. (1 being not at all to 5 being very much so). The findings indicate:

- * 91% of the staff at KES feel that they somewhat have a voice in policies, procedures, and schedules.
- * 90% of KES staff felt that they somewhat had a voice in school issues and concerns.
- * 88% of KES surveyed reported that they felt that our administration was receptive to questions, ideas, and concerns.
- * 89 % of the staff felt that committee and decision making bodies we currently have in place at KES allow for all groups are somewhat part of solutions to identified problems
- * 77% surveyed felt that they somewhat had adequate time devoted to students who are performing poorly.
- * When asked if they felt that adequate time was given to tested subjects 57 % were middle of the road.
- * A strong 90% of the staff surveyed felt that the built in tutorial time was worthwhile.
- * 88% surveyed somewhat felt that our master schedule protected classes from unnecessary interruptions.

A breakdown of the demands that staff felt overshadowed the focus on student achievement is as follows:

Behavior - 75%

Testing - 40 %

Documentation - 50%

Paperwork - 33%

Grading - 19%

Phone, email, & other - 35%

General Comments from some of those surveyed:

- A) Losing too much class time for programs & pullouts--don't have the time we need to work with those students.
- B) Technology that works
- C) More behavior training

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: MISD will seek to maintain an overall "A" rating as a District under the new Federal Accountability system and will support all campuses through professional development and resources so that each campus receives an overall "A" rating.

Evaluation Data Sources: Common Assessment Data; Classroom Observations; STAAR Scores and Accountability Index, PD calendars

Summative Evaluation: None

Strategy 1: Identify students needing intervention by meeting at least 2 of the following criteria to receive math and reading services through intervention. We will look at DRA, Universal Screeners and STAAR results.	
Strategy's Expected Result/Impact: Student Results	Formative
Staff Responsible for Monitoring: Administrators Teachers RTI Team Interventionist Coach	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Implementation of a balanced literacy program using MAC addressing the varied needs through instruction utilizing Gretchen Barnaby, Comprehensive Tool Kit, Reading Horizons, Word Study, Fluency, and literature groups.

Implementation of a balanced math program using MAC addressing the varied needs through instruction utilizing " Target the Question for problem solving, Target the TEKS, Singapore Math for problem solving method, Big Brains and Think Through Math.

Strategy's Expected Result/Impact: Student Performance Unit Tests Teacher observations/walk- throughs Teacher Feedback PLC Meeting every Thursday <hr/> Staff Responsible for Monitoring: Teachers Administrators Coach <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
<hr/> Problem Statements: None <hr/> Funding Sources: None	

Strategy 3: Use MAC (Montgomery Aligned Curriculum) in all subject areas and Plan with subject area teams.

Strategy's Expected Result/Impact: Lesson Plans Walk-Throughs Direct Observation Thursday PLC Planning <hr/> Staff Responsible for Monitoring: Teachers Administrators Curriculum Department Coach <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
<hr/> Problem Statements: None <hr/> Funding Sources: None	

Strategy 4: A 30 minute Enrichment time is built in the Master schedule to work with students in small groups. (P.R.I.D.E Time)

Strategy's Expected Result/Impact: Master Schedule

- Auxiliary Staff Schedules
- Student Progress
- Teacher Feedback

Staff Responsible for Monitoring: Administrators

- Specials Teachers
- Paraprofessional
- Coach

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5:) Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies.

Curriculum Teams will meet each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments and/or build new ones with the others.

Strategy's Expected Result/Impact: Lesson Plans

- Team Meetings
- Student Generated Products
- PLC's

Staff Responsible for Monitoring: Administrators

- TIM
- C&I Coordinators
- CoachWalk-Throughs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies.

Curriculum Teams will meet each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments and/or build new ones with the others.

Strategy's Expected Result/Impact: Walk-Throughs Lesson Plans Team Meetings Student Generated Products PLC's Staff Responsible for Monitoring: Administrators TIM C&I Coordinators Coach Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 7: School-Wide Reading Recognition Program differentiated each nine-weeks through the library.

Strategy's Expected Result/Impact: Student Participation Teacher Participation Staff Responsible for Monitoring: Administrators Librarian Reading Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 8: Continue to implement more writing across all curriculum subject areas. Teachers will create a portfolio for each student. 3 writing samples will be collected throughout the year.

Strategy's Expected Result/Impact: STAAR writing scores Student skills	Formative
Staff Responsible for Monitoring: Classroom Teachers Administrators Coach	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 9: Team meetings are held weekly with content area teams to plan and work together on upcoming plans in MAC.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Team Leaders Principal Coach	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 10: Students will WRITE everyday in their writing journals. Principal and teacher will take up once a week to respond and write back to students.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Principal Reading Teacher	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 11: Reading/Language Arts teachers will work very closely in planning and learning the new Benchmark adoption.	
Strategy's Expected Result/Impact: PLC's	Formative
Staff Responsible for Monitoring: Admin. Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 12: PLC Meetings will take place EVERY Thursday of the 2020-2021 school year. Data talks, kid talks, curriculum, etc. Team norms and school mantra are followed during each meeting.	
Strategy's Expected Result/Impact: PLC Meetings	Formative
Staff Responsible for Monitoring: Instructional Coach Administrators PLC Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 13: Train and implement a core team using Thinking Maps.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Instructional Coach Administrators Jennifer Bagwell	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 14: Plan and implement vertical planning with grade levels. High focus on ELA/Reading teams.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Instructional Coach Administrators Teachers	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 15: Train Reading teachers in new Amplify intervention/assessment program.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Coach Admin. Interventionist Reading Teachers	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: Build a foundation of reading and math	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: The STAAR School Progress measure (Domain II) will increase by 3% during the 2019-2020 school year with a focus specifically on subgroups including: White, Hispanic, African American, Special Ed., & Economically Disadvantaged.

Evaluation Data Sources: STAAR scores and local assessment data

Summative Evaluation: None

Strategy 1: ESL: Make sure ESL students are placed in certified ESL teacher classrooms.	
Strategy's Expected Result/Impact: Student Progress Classroom Performance Master Schedule	Formative
Staff Responsible for Monitoring: ESL Teacher Teacher Administrator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	
Comprehensive Support Strategy	
Strategy 2: Provide a wide variety of and access to multiple computerized instruction opportunities based on individual student needs.	
Individualized computerized student progress report 50%	
Strategy's Expected Result/Impact: Individualized computerized student progress report	Formative
Staff Responsible for Monitoring: Teachers Administrators Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	

Strategy 3: Teachers will utilize Eduphoria to progress monitor all students' performance on local and state assessments

Strategy's Expected Result/Impact: Intervention Strategies and RTI documentation	Formative
Staff Responsible for Monitoring: Classroom Teachers Admin. Coach	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Students who did not perform satisfactory on the end of their 3rd and 4th grade assessment as well as those students retained will be identified and an individual improvement plan will be developed for each student.

Strategy's Expected Result/Impact: Student Progress Plans Developed Report Cards	Formative
Staff Responsible for Monitoring: Administrators Classroom Teachers RTI Committee Instructional Coach	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Early student identification for those students needing targeted reading/math interventions in all grade levels (K-5th).

<p>Strategy's Expected Result/Impact: DRA Kindergarten Pre-Assessment STAAR Data Eduphoria Data Common Assessments BOY Benchmark</p>	Formative
	Nov
	Jan
	Mar
<p>Staff Responsible for Monitoring: Administrators Teachers State Comp Ed Teachers Interventionist</p>	Summative
	June
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: Build a foundation of reading and math</p>	<p>Funding Sources: None</p>
<p>ESF Levers: None</p>	

Strategy 6: Teachers in 4th & 5th grade will evaluate the STAAR item analysis of the previous year STAAR Test, matching objectives to the TEKS in the specific content area to establish specific area to establish areas for comprehensive improvement (LEAD 4ward).

<p>Strategy's Expected Result/Impact: STAAR Data Eduphoria Data</p>	Formative
	Nov
	Jan
	Mar
<p>Staff Responsible for Monitoring: Administrators Counselor Teachers Coach Interventionist</p>	Summative
	June
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: Build a foundation of reading and math</p>	<p>Funding Sources: None</p>
<p>ESF Levers: None</p>	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: The STAAR "Closing the Gaps" category (Domain III) will increase from an 88% to 90% during the 2019-2020 school year with a focus specifically on subgroups including: White, African American, Hispanic, Special Ed. & Economically Disadvantaged.

Evaluation Data Sources: Local assessment data
STAAR data

Summative Evaluation: None

Strategy 1: Use Stride, Amplify, Protigy, and small group PRIDE time through Reading & Math to provide Tier 2 and 3 interventions for students who struggle in Reading and Math.	
Strategy's Expected Result/Impact: Student Progress	Formative
Staff Responsible for Monitoring: Principal Instructional Coach Teachers C&I	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, Learning Lab, and Resource classrooms.	
Strategy's Expected Result/Impact: ARD Documents Student Progress	Formative
Staff Responsible for Monitoring: Administrator Diagnostician Special Ed. Teacher	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Dyslexia: Dyslexia Intervention Program will be provided through pull-out services to support identified dyslexic students.

Strategy's Expected Result/Impact: Student Progress		Formative
Staff Responsible for Monitoring: Principal Dyslexia Specialist Teachers C&I		Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	June
ESF Levers: None		

Strategy 4: All identified G/T and Advanced Academic students will receive differentiated instruction and placed in a homogeneous class. Each GT identified student Will complete and showcase project through TPSP (Texas Performance Standards Project).

Strategy's Expected Result/Impact: Master Schedule Student Progress		Formative
Staff Responsible for Monitoring: Administrators Teachers GT Coordinator		Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	June
ESF Levers: None		

Strategy 5: Implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students. We will meet as a team in the beginning, middle and end of year.

<p>Strategy's Expected Result/Impact: Student Progress Meeting Notes/Agendas Coach</p> <hr/> <p>Staff Responsible for Monitoring: Administration RTI Coordinators/Committee Teachers</p> <hr/> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: A 30 minute Enrichment time is built in the Master schedule to work with students in small groups. (P.R.I.D.E Time) This year will be a focus on students with little or no work completed during remote learning.

<p>Strategy's Expected Result/Impact: Master Schedule Auxiliary Staff Schedules Student Progress Teacher Feedback</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Specials Teacher Paraprofessional Coach</p> <hr/> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA)

Evaluation Data Sources: Fitness Gram Report

Summative Evaluation: None

Strategy 1: To ensure 10% of class time, students are engaged in Moderate to vigorous physical activity. (MVPA)		
Strategy's Expected Result/Impact: Lesson Plans		Formative
Staff Responsible for Monitoring: PE Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: To integrate core curriculum content into physical education curriculum.		
Strategy's Expected Result/Impact: Walk-Through Observation Lesson Plans		Formative
Staff Responsible for Monitoring: Administration PE		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: To develop quality physical education programs that are developmentally and sequentially appropriate.	
Strategy's Expected Result/Impact: Walk-Through Observation Lesson Plans	Formative
Staff Responsible for Monitoring: Administration PE	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: To ensure a safe & enjoyable climate for students.	
Strategy's Expected Result/Impact: Lesson Plans Master Schedule Walk-Throughs	Formative
Staff Responsible for Monitoring: PE Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 5: To provide state approved Coordinated School health components into curriculum.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: PE Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 6: To ensure that physical activity is not used as punishment.


Strategy's Expected Result/Impact: Observations	Formative
Staff Responsible for Monitoring: Administration PE	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: To ensure that student/teacher ratios meet the state standards.

Strategy's Expected Result/Impact: Master Schedule	Formative
Staff Responsible for Monitoring: Administration PE	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: Continue implementation of Dropout Prevention Program and strategies at all campuses in order to maintain a dropout rate at less than 1%.

Evaluation Data Sources: 2017-2018 TAPR data/2016-2017 Annual Dropout Rate

Summative Evaluation: None

Strategy 1:) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students PK-12.		
Strategy's Expected Result/Impact: Observations Student Success		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Utilize procedures and strategies within best practices for meeting the needs of students in AT-Risk situations.		
Strategy's Expected Result/Impact: Student Success at the end of Year		Formative
Staff Responsible for Monitoring: Classroom teacher		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: KES will follow local procedures to monitor student retention.

Strategy's Expected Result/Impact: Retention Rates Report Card Results	Formative
Staff Responsible for Monitoring: RTI Team Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide credit recovery through summer school courses and Jump Start Program.

Strategy's Expected Result/Impact: Report card results	Formative
Staff Responsible for Monitoring: Counselor Administrator Teacher	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).

Strategy's Expected Result/Impact: Student residency questionnaires, free & reduced roster 55%	Formative
Staff Responsible for Monitoring: Principal, Counselor, Registrar, Director of Special Programs	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Create Data Folders for each student at KES to refer to during RTI process. Each student folder will be "filled" and passed on to the next grade level each year.

Strategy's Expected Result/Impact: Meet the needs of each individual student.	Formative
Staff Responsible for Monitoring: RTI Team Administrators Coach	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 7: Each 6 weeks organize ATTENDANCE celebrations for students and/or grade levels that met goal of 98%.

Strategy's Expected Result/Impact: Improve attendance during the school year.	Formative
Staff Responsible for Monitoring: Assistant Principal Teacher	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 8: The Third Thursday of each month (Third Thursday), students wear their favorite college shirt to school. Mrs. Wunderlich will highlight a specific college each week we wear our shirts. Facts are given on the morning announcements.

Strategy's Expected Result/Impact: Student's wearing shirts	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6: MISD will develop a quality technology program to maximize teaching and learning in 100% of the K-12 classrooms.

Evaluation Data Sources: Technology use & # of technological opportunities offered

Summative Evaluation: None

Strategy 1: Utilize the laptop carts and computer lab in each classroom that are provided. Our school-wide goal is to provide a cart per grade level.	
Strategy's Expected Result/Impact: Teacher feed back Student Products Use of lab	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Librarian Principal Teachers	Mar
	Summative
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	June
Problem Statements: None Funding Sources: None	
Strategy 2: Schedule and highlight presentations at team meetings so that teachers can present their student generated products to the staff.	
Teacher presentations at faculty meetings	
Strategy's Expected Result/Impact: Teacher presentations at faculty meetings	Formative
Staff Responsible for Monitoring: TTES walk-throughs (Administrators)	Nov
	Jan
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 3: SMART Boards will be used in the classrooms to increase the use of technology as an instructional tool.	
Strategy's Expected Result/Impact: Classroom Observation	Formative
Staff Responsible for Monitoring: Principal TOP Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: Continue to implement a TECH/Robotics Club with a team of students who learn and take on a technology leadership role to assist and support students & teachers in the integration and use of technology in the school community.	
Strategy's Expected Result/Impact: Teacher and Student feedback	Formative
Staff Responsible for Monitoring: Administrator Teacher willing to sponsor club	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 5: PBL (Project Based Learning) implemented in the classrooms. Continue to grow the program this year by hopefully adding addition teachers with training.	
Strategy's Expected Result/Impact: Projects crested in classroom	Formative
Staff Responsible for Monitoring: PBL Teachers Curriculum Departmen Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Implement and continue to train teachers and students with the use of Coding. Coding will be a school wide initiative.

Strategy's Expected Result/Impact: Student use.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 7: Morning announcements will go LIVE every morning with 5th grade students helping run the tech equipment. (Facebook)

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Librarian Principal Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 8: Implement and check out to classroom teachers STEM tubs from the library. (Future Ready Leaders)

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Librarian Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 9: Train and implement Google Classroom in a 4th and 5th grade classroom.	
Strategy's Expected Result/Impact: Assignments through Google Classroom	Formative
Staff Responsible for Monitoring: TIMS Classroom Teachers Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 10: Implement student driven announcements.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 11: Utilize the TxEIS computer student software system to: a. Promote a paperless system for campus attendance, grade reporting, and discipline. b. Provide for parent viewing and teacher grading with TxEIS. c. Train new staff on TxEIS with the use of campus technology integration specialist.	
Strategy's Expected Result/Impact: TxEIS Report	Formative
Staff Responsible for Monitoring: Teachers Technology Principals	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 12: Encourage teachers and staff to use Remind 101 and School Messenger to communicate with parents on a weekly/daily basis.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 13:) EVERY Teacher will use and set up SeeSaw portfolio for each student. A minimal of 3 lessons/celebrations will be shared this school year.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 14: Use the technology programs, STRIDE, Protigy, Amplify, and Amplify intervention kit. Students will use to build on TEKS and skills. Teachers will use to form small group and individualized instruction through reading and math

Strategy's Expected Result/Impact: RTI	Formative
Staff Responsible for Monitoring: Admin., Coaches, and Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Montgomery ISD will provide safe and orderly learning environments by ensuring 100% of staff and students are trained on safety policies, procedures, and protocols.

Evaluation Data Sources: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Summative Evaluation: None

Strategy 1: Start the school year by building relationships with our students, families and each other. Continue as a focus area throughout the school year.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Traditions that Keenan students will follow...

Keenan Elementary believes in M.A.G.I.C.

Model expected behavior

Accept responsibility

Give respect

Improve through goals

Cooperate

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Monthly home visits to celebrate students who have gone above and beyond to follow MAGIC at KES.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Admin. Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Student "Shout Outs" at the end of the day for "good" behavior. (Golden Tickets)

Strategy's Expected Result/Impact: Increasing amount of good behavior	Formative
Staff Responsible for Monitoring: Administrators Office Staff Teachers	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical concerns, etc. to report any problems to the Asst. Superintendent.

Strategy's Expected Result/Impact: Building Walk-Throughs	Formative
Staff Responsible for Monitoring: Maintenance Principal Assistant Sup.	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Montgomery ISD will vigorously enforce all safety and security policies, procedures, and protocols.

Evaluation Data Sources: Student/Parent Handbooks PK-5, Campus training documentation, Parent & student signature documentation, discipline records, Event Flyers

Summative Evaluation: None

Strategy 1: Implement Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.	
Strategy's Expected Result/Impact: Classroom Observations Conduct Report	Formative
Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers Specials Teachers Auxiliary Teachers	Nov Jan Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Summative
Problem Statements: None Funding Sources: None	June
Strategy 2: Offer grade-level assemblies for grades 3-5 regarding Student Code of Conduct, academic responsibilities, bullying & safety issues.	
Strategy's Expected Result/Impact: Number of discipline referrals Decrease in bullying incidents Teacher feedback Assembly schedules	Formative
Staff Responsible for Monitoring: Administrators Counselor Teachers	Nov Jan Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Summative
Problem Statements: None Funding Sources: None	June

Strategy 3: Conduct safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pet management training to employees.

Strategy's Expected Result/Impact: Annual Employee Review & Training	Formative
Staff Responsible for Monitoring: Nurse Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Train appropriate staff on CPR and the use of the AED

Strategy's Expected Result/Impact: Training completion certificates	Formative
Staff Responsible for Monitoring: Nurse Staff involved that need training	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: All teachers and employees will complete certification through the TBSI (Texas Behavior Support Initiative).

Strategy's Expected Result/Impact: Completion Certificate	Formative
Staff Responsible for Monitoring: Teachers Administration Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Incorporate character education, conflict resolution, and anti-bullying through daily announcements, guidance lessons, MISD character Cub Program, and campus assemblies.

<p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals. Positive teacher and parent feedback. Parent/Teacher Survey</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Counselor Classroom & Specials Teachers</p> <hr/> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Montgomery ISD will provide active shooter training at all campuses.

Evaluation Data Sources: Campus staff development agendas and sign-in sheets
Police department schedule & documentation

Summative Evaluation: None

Strategy 1: V-Soft program for tracking of all visitors in the building.	
Strategy's Expected Result/Impact: Increased building security	Formative
Staff Responsible for Monitoring: Administrators Office Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Continue with our Student Safety Team (Student Council grade 5) during morning and afternoon transitions. Students will be in hallways, car rider lines and buses to help "patrol" these areas.	
Strategy's Expected Result/Impact: Improved student Behavior	Formative
Staff Responsible for Monitoring: Administrators Student Council Sponsors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Practice fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.	
Strategy's Expected Result/Impact: Drill Report MISD Police Feedback	Formative
Staff Responsible for Monitoring: MISD Police Teachers Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide CPI training and Behavioral training for a select team to better address students needs.	
Strategy's Expected Result/Impact: Behavior Intervention Plans Teacher success	Formative
Staff Responsible for Monitoring: Administrators Jesse Hinkle--Special Education CPI Instructor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Implement the district wide Safety Plan to provide a safe environment campus wide.	
Strategy's Expected Result/Impact: CAC meeting notes Teacher & parent feedback 100%	Formative
Staff Responsible for Monitoring: Administrators Faculty and Staff School Resource Officers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Montgomery ISD will maintain a low incident rate for drugs and violent crimes on all campuses.

Evaluation Data Sources: Discipline records/documentation
Police report documentation

Summative Evaluation: None

Strategy 1: Implement in every classroom the "Pawsitive" behavior cards--Schoolwide discipline program.		
Strategy's Expected Result/Impact: Teachers Office Staff		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Monthly home visits to celebrate students who have gone above and beyond to follow MAGIC at KES.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administrator Team		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Guidance lessons and small group guidance lessons will be implemented by school counselor on needs of children surveyed by teachers on campus they feel are needed.


Strategy's Expected Result/Impact: Behavior	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Offer Red Ribbon Week activities to promote drug awareness and anti-bullying.

Strategy's Expected Result/Impact: Increased knowledge of good habits.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility with 100% accuracy.

Evaluation Data Sources: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation: None

Strategy 1: Create the campus budget based on campus budget allocations. Make necessary changes from previous year by reviewing where money was spent.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Finance Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Principal Secretary	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: MISD will provide a long and short-term capital asset plan

Performance Objective 3: Montgomery ISD will minimize the amount of funding needed from fund balance to cover the 2019-2020 budget deficit.

Evaluation Data Sources: Financial records/Budget expenditures

Summative Evaluation: None

Performance Objective 4: Montgomery ISD will adopt a balanced budget for the 2020-2021 school year.

Evaluation Data Sources: Budget records
Board agenda item

Summative Evaluation: None

Performance Objective 5: Montgomery ISD will receive an unqualified, clean audit with no findings.

Evaluation Data Sources: Audit report & documentation

Summative Evaluation: None

Performance Objective 6: Montgomery ISD will ensure that an appropriate system of checks and balances exists in all Financial Systems.

Evaluation Data Sources: Financial data





Summative Evaluation: None

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: MISD compensation, contracts and benefit plans will be reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Sources: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.





Summative Evaluation: None

Strategy 1: Begin the hiring process and planning before the beginning of the recruiting/hiring season to ensure competitiveness with the surrounding districts.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administrators HR Department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	
Strategy's Expected Result/Impact: Training sign-in sheet and agendas, teacher feedback, lesson plans, MAC resources	Formative
Staff Responsible for Monitoring: Principal, Director of Special Programs, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: During the 2019-2020 year, MISD will provide all essential positions necessary to accommodate growth for 100% of the student population.

Evaluation Data Sources: Growth Project Study


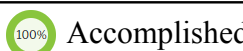
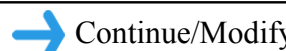
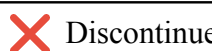
Summative Evaluation: None

Strategy 1: Participate in district and area job fairs.		
Strategy's Expected Result/Impact: Applicants from Job Fair		Formative
Staff Responsible for Monitoring: HR/Communications Principals		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Utilize regional service center data to assist in the identification of critical, certified shortage areas, viable and reliable ACP programs and certified personnel placements.		
Strategy's Expected Result/Impact: Region VI Job App Region VI ACP Program District Wide ACP Announcements		Formative
Staff Responsible for Monitoring: Executive Directors HR/Communication Special Ed. Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Program.

Evaluation Data Sources: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms

Summative Evaluation: None





Strategy 1: Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary. Buddies will also be provided for teachers who are new to the district, but not new to teaching.	
Strategy's Expected Result/Impact: Participant reflect positive feedback	Formative
Staff Responsible for Monitoring: Teachers HR/Communications Administrators	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Create and implement our own KES mentor program with students and teachers.	
Strategy's Expected Result/Impact: Positive influence for students by a mentor teacher.	Formative
Staff Responsible for Monitoring: None	Nov
	Jan
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
   	

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.





Evaluation Data Sources: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Summative Evaluation: None

Strategy 1: Participate in the MISD program and recognition banquet for "Teacher of the Year" and "Spirit of Montgomery" through the campus nomination process.	
Strategy's Expected Result/Impact: Banquet recognition of honorees	Formative
Staff Responsible for Monitoring: Teacher Honoree Administrator HR/Communications	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide information on continuing education opportunities to develop leadership capacity for MISD.	
Strategy's Expected Result/Impact: District Announcements, District E-Blast, Postings to "Community Connections."	Formative
Staff Responsible for Monitoring: Executive Director of HR/Communications, Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Recognize a KES employee each month that is nominated by their peers as Employee of the month.	
Strategy's Expected Result/Impact: Numbers of teachers nominated	Formative
Staff Responsible for Monitoring: Teachers, Admin.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: Provide opportunities for community & student connections by participating in such programs as: renaissance Art Contest, Adopt-A-Pilot Program, George Bush Library Art & Essay Contest, Republican Women Essay Contest, Artist of the Month, etc.	
Contest winners Field Trip request Forms 50%	
Strategy's Expected Result/Impact: Contest winners Field Trip request Forms 50%	Formative
Staff Responsible for Monitoring: Administrators Club Sponsors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: 100% of MISD teachers and instructional aides will be considered Effective Teachers according to state certifications and district criteria.

Strategy 1: Prior to being hired, certifications will be carefully examined for the position being filled.	
Strategy's Expected Result/Impact: Positions filled with Highly Qualified	Formative
Staff Responsible for Monitoring: Principals HR/Communications Certification Specialist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	
Strategy's Expected Result/Impact: Completed PAKS Classroom Observations	Formative
Staff Responsible for Monitoring: Principals HR/Communications Certification Specialist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Evaluation Data Sources: Social Media posts, newsletters, website posts, School Messenger messages

Summative Evaluation: None

Strategy 1: Provide weekly parent communication through school email blasts. SeeSaw will be school wide and used by every classroom teacher.	
Strategy's Expected Result/Impact: Parent survey feedback	Formative
Staff Responsible for Monitoring: Principal Assistant Principal TOPS Secretary	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: Build and recruit for KES PTO to increase parent involvement and school awareness.	
Strategy's Expected Result/Impact: PTO involvement	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: Provide a weekly campus newsletter to the staff with weekly updates, teacher brags, etc.		
Strategy's Expected Result/Impact: Informed staff		Formative
Staff Responsible for Monitoring: Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Continue with daily announcements that recognize character education, student recognition, birthdays, and daily/weekly events are showcased.		
Strategy's Expected Result/Impact: Informed campus, positive climate, and student recognition		Formative
Staff Responsible for Monitoring: Admin.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses.		
Strategy's Expected Result/Impact: Data collected for Campus Improvement Plan		Formative
Staff Responsible for Monitoring: Administrators		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: Promote positive communication between the school, home, and community through the campus website, School Messenger (email and phone system), Newsletters, phone communication and parent conferences.


Strategy's Expected Result/Impact: Parent Response/Involvement Parent Survey	Formative
Staff Responsible for Monitoring: Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Create monthly videos spotlighting things happening around the Keenan Kingdom!

Strategy's Expected Result/Impact: Community seeing the awesome things happening around KES.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7: MISD will provide opportunities for parent involvement at 100% of the campuses and at the district level.

Strategy 1: Each teacher will create a classroom website that can be updated and includes a calendar, homework & class information.	
Strategy's Expected Result/Impact: Active teacher webpages	Formative
Staff Responsible for Monitoring: Principal Teachers TOPS	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Host a Curriculum/Informational Night to inform/educate parents about grade level expectations.	
Strategy's Expected Result/Impact: Teacher & Parent Feedback PTO Parent Volunteers	Formative
Staff Responsible for Monitoring: Faculty & Staff Administrators	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 3: First grade teachers will meet with every parent to inform them on strengths and weaknesses of their child. Subs will be provided to teachers.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: 1st grade Team Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 4: Conduct a 5th grade parent meeting in January to prepare students and parents of junior high expectations.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: 5th grade Teachers Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 5: Showcase our Specials Classes in the Spring with a "Specials Night" to show off all the great things that happen in these classes throughout the year.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Specials Teachers Admin.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 6: Provide a first day of school breakfast social for parents to drop off their students and meet other lion families.	
Strategy's Expected Result/Impact: Parent participation Event flyer	Formative
Staff Responsible for Monitoring: Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Utilize MISD Volunteer Programs for parents and community members	
Strategy's Expected Result/Impact: Volunteer Membership Roster Event Calendar 60%	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 8: Implement the Watch D.O.G. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.	
Strategy's Expected Result/Impact: Start-Up Meeting Agenda Signature Pages Visitation Calendar 55%	Formative
Staff Responsible for Monitoring: Principal, Counselor, Dad	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 9: Hold Volunteer Breakfast to encourage parents to get involved in a variety of campus activities/committees.	
Strategy's Expected Result/Impact: Parent participation (sign-in sheets)	Formative
Staff Responsible for Monitoring: Administration Volunteer Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 10: Provide community driven programs such as Donuts with Dad, Muffins with MOM, Fun Run, Curriculum Night, Meet the Teacher, Library Book Exchange, Grandparents Day, Book Fair, Specials Showcase Night, Social Media updates, and Veteran's Day.

Strategy's Expected Result/Impact: Parent Involvement & Response	Formative
Staff Responsible for Monitoring: KES Staff Administrators PTO	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 11: Schedule P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.


Strategy's Expected Result/Impact: P.T.O. Rosters Event Calendar Webpage 45%	Formative
Staff Responsible for Monitoring: Principal, parents	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 12: Create regularly scheduled parent sessions on programs and special events. (Technology awareness, girl drama, etc.) to be presented at monthly PTO Meetings.

Strategy's Expected Result/Impact: Meeting Announcements Agendas Signature pages 40%	Formative
Staff Responsible for Monitoring: Principal District Program Directors Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Keenan Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Storer	Teacher	Instructional Coach	1
Brandy Bowers	Teacher	Pull-out Reading Intervention	1

Campus Funding Summary

Addendums

Montgomery Independent School District

Lincoln Elementary School

Improvement Plan

2020-2021



Mission Statement

The teachers and staff at LES are dedicated to providing a warm, safe environment for all students. We believe that education is a partnership between the school and parents, enabling students to reach their full potential in academic excellence and in becoming productive citizens.

Value Statement

LES believes that every child can learn if given the appropriate avenues, resources, and tools. Each learner brings with them specific strengths, which should be the main platform from which to teach that child and from which that child should learn. Varied and differentiated learning opportunities are part of our responsibility as educators of children, and our main goal with each student is to create confident, independent problem solvers. High expectations and top quality instruction should be an essential part of every learning experience.

*****The Lincoln Elementary School Campus Improvement Plan and the corresponding Comprehensive Needs Assessment was developed and revised on April 4, 2018. This Campus Improvement Plan will be made available in the language of the home, on both the campus website as well as in the front office upon the request of a hard copy.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LES is made up of students whose ages range from 4 to 11 years old in Pre-K through 5th grade. Our current enrollment is 363 students. This number reflects about 157 students less than the 2019-2020 school year. The reduction in student enrollment is due to our large group of 5th grade students moving to 6th grade and the Dual Language program moving to Montgomery Elementary. Our campus is home to 50 employees. In 2019-2020, LES had roughly 266 students/49% who qualified for free and/or reduced lunch. Our student demographics were as follows: Hispanic-108, Indian- 3, White-280, and African American-20 and Two or more Races-17.

Staff Demographic Breakdown is shown in the following chart:

Title	2020-2021
K-5 HOMEROOM TEACHERS	19
PRE-K TEACHERS	2
SPEECH THERAPIST	1
TITLE I TEACHER/INTERVENTIONISTS	2
SPECIAL EDUCATION TEACHERS	4
DIAGNOSTICIAN	1
MUSIC TEACHER	1
PE TEACHER	1
LIBRARIAN	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	2
PARAPROFESSIONALS	2
DYSLEXIA INTERVENTIONIST	1
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

Demographics Strengths

Our school is staffed with teachers who bring various levels of experience to the table.

We carefully plan to ensure that grade level teams are well balanced with both experienced and new teachers.

Our class sizes are have a ratio of 22:1 or smaller except for 5th grade.

In order to meet the needs of all student learners, there are certified ESL and Gifted and Talented teachers on all grade level teams.

We have added an additional Reading/Math Interventionst for this year using Title 1 funds. Having two full-time Interventionists will help support the needs of our students in Reading and Math with a focus on STAAR testing grade levels.

One of our discretionary aide positions is used to help provide intervention for 1st and 2nd grade RTI students.

Our full time Instructional Coach is such a valuable assest to our campus. Her support of teachers directly impacts the success of students in the classroom.

Student Learning

Student Learning Summary

Grade level teams meet weekly to coordinate lessons based on MAC (Montgomery Aligned Curriculum).

Student progress is monitored carefully and consistently by administering Universal Screeners, common assessments and unit tests throughout the year.

Universal screeners are given three times a year in Reading and Math to determine current levels and to determine which students need RTI support.

Common assessments and unit tests are planned and given to determine student progress. During PLC meetings, data from these assessments is used to help drive instruction and plan for differentiation and intervention for students.

The outcome of these assessments allows for us to properly place students with enrichment or intervention support. These supports can include: general classroom support, web-based programs, RTI, tutorials and Title I intervention.

Gifted and Talented, English as a Second Language and Dyslexia students will be identified through appropriate individual evaluations. These students needs will be met through push-in or pull-out models.

The chart below shows STAAR results for the 2018-2019 School Year.

2018-2019 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	83%	28%
3	Math	90%	32%
4	Writing	73%	10%
4	Reading	80%	25%
4	Math	79%	33%
5	Reading	94%	25%
5	Math	87%	25%

Grade	Test	Met Standard	Adv. Perf.
5	Science	70%	13%

Student Learning Strengths

LES Reading/Math Interventionists and Dyslexia Interventionist provide intervention and support to ensure that identified students receive support each week. Student progress is measured and intervention is adjusted as needed. Students who receive this support will show growth in their targeted area. Special programs and services are considered for any student not experiencing success with their prescribed intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 3: 2019 STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading. **Root Cause:** 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.

Problem Statement 2: The percentage of students who met the standard on the 2019 Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level. **Root Cause:** There has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.

Problem Statement 1: Even though the percentage of students who met the standard on the 2019 Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level. **Root Cause:** There is not enough focus on daily writing and small group instruction in the area of writing.

Perceptions

Perceptions Summary

PAWS Up, Lincoln Bears - Today I will be PAWsome. I promise to:

P - Practice Safety

A - Act Responsibly

W - Work Towards Success

S - Show Respect

The culture and climate of Lincoln Elementary School is one based on the belief that every student is important and that they each can learn and succeed. The staff is welcoming and positive, and student success is clearly the priority at LES. Parent and student participation and feedback this second year at Lincoln has been positive. There has been a high attendance and participation rate at all Lincoln Elementary School campus events. Use of the School Messenger system, weekly campus and classroom newsletters and social media ensures that all parents know what is happening at LES. We have a strong, active and supportive PTO Board. They work with the campus and parents to help support our school. The schoolwide use of Conscious Discipline and our character education programs will continue to be promoted and have been well-received by LES parents and students.

Students are celebrated at an end-of-year awards program for all students for academics, attendance, good character. Students are also celebrated on daily Morning Announcements for "Student of the Month" awards, PAW awards and extra-curricular celebrations. Students can also celebrate meeting their goals by coming to the front office to "ring the bell".

LES has formed a strong PTO Board that has met and set goals for the 2020-2021 school year. PTO communications will continue to include a website, e-blast, social media posts, & a monthly newsletter.

LES offers many family involvement opportunities.

LES has strong partnerships with community businesses to support events such as Angel Tree, Thanksgiving meals, Friday Backpack Clubs, and our back-to-school school supplies drive.

Perceptions Strengths

LES is a Title 1 campus that serves approximately 360 students. Special programs include, but are not limited to, Special Education, 504, ESL, and GT.

Our Instructional Coach provides support to teachers via classroom as well as staff development opportunities.

Interventionists work closely with our students and teachers to ensure student success.

Classroom teachers will continue to meet weekly as a grade level for lesson planning and will also participate in PLCs.

Title 1 surveys show that students, staff and parents feel welcome and safe at LES. The survey also indicates that campus procedures and policies are well-communicated.

LES has a strong connection with the community and partners with them to help secure resources for our students and their families.

Priority Problem Statements

Problem Statement 1: Even though the percentage of students who met the standard on the 2019 Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level.

Root Cause 1: There is not enough focus on daily writing and small group instruction in the area of writing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students who met the standard on the 2019 Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level.

Root Cause 2: There has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: 2019 STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading.

Root Cause 4: 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.

Problem Statement 4 Areas: Student Learning

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure excellent academic performance.

Performance Objective 1: Lincoln Elementary will seek to obtain an overall "A" rating as a campus under the Federal Accountability system.

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

Strategy 1: Teachers will continue to use and implement MAC (Montgomery Aligned Curriculum) for all subject areas.		
Strategy's Expected Result/Impact: Lesson plans, Informal and Formal Observations		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers will implement Balance Literacy and Balanced Math programs via small group and differentiated instruction.		
Strategy's Expected Result/Impact: Student Progress, Lesson Plans		Formative
Staff Responsible for Monitoring: Principal, Interventionists, Instructional Coach		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Teachers will meet weekly as a PLC (Professional Learning Community) and will plan instruction based on student assessment data being sure to align with MAC.

Strategy's Expected Result/Impact: Effectiveness of PLC meeting outcomes	Formative
Staff Responsible for Monitoring: Administration, Grade Level Teachers, Instructional Coaches	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Teachers and instructional staff will continue to participate in professional development opportunities based on teacher feedback, student need and campus initiatives. This year we will be implementing a new Reading intervention/assessment program called Amplify.

Strategy's Expected Result/Impact: Increase in staff's knowledge and expertise	Formative
Staff Responsible for Monitoring: Administration, ELA Teachers, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Provide vertical team planning opportunities throughout the year to strengthen instruction across grade levels in all areas with emphasis on Science and Writing.

Strategy's Expected Result/Impact: Lesson Plans	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: K - 3rd Language Arts teachers will participate in the state mandated Reading Academy (Cohort 1).

Strategy's Expected Result/Impact: Strategies for instruction; Increased student performance	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Language Arts Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 7: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC). Strategies to include:

- * To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA)
- * To integrate core curriculum content into physical education curriculum.
- * To develop quality physical education programs that are developmentally & sequentially appropriate.
- * To ensure a safe & enjoyable climate for all students.
- * To provide state approved Coordinated School health components into the curriculum.
- * To ensure that physical activity is not used as punishment.
- * To ensure that student/teacher ratios meet the state standards.

Strategy's Expected Result/Impact: Fitness Gram Report; Observations	Formative
Staff Responsible for Monitoring: Administration, PE Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Lincoln Elementary will increase its score for the STAAR "School Progress Measure" (Domain II) for the 2020-2021 school year with a focus on all subgroups.

Strategy 1: Teachers and instructional staff will analyze Universal Screener data and STAAR results to identify students needing targeted reading and/or math interventions in all grade levels.	
Strategy's Expected Result/Impact: Universal Screeners, STAAR Data, Common Assessments	Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers, Interventionists, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Master Schedule will include W.I.N (What I Need) Time. This time is a 30 minute block of time that allows teachers to provide intervention and enrichment in a small group setting.	
Strategy's Expected Result/Impact: Grade Level Schedules, Master Schedule, Student Progress	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will facilitate individual goal setting with students. Students will be rewarded for reaching their goals by making a visit to the office to "ring the bell". Students will receive their own bell as a memento of their achievement. A positive phone call will be made home and they will be recognized by having their name displayed on a campus board.

Strategy's Expected Result/Impact: Student Progress	Formative
Staff Responsible for Monitoring: Administration, Counselor, Front Office Staff, Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 4: Grade level teachers will meet with the RTI Team (Response to Intervention) on a regular basis to formulate plans for intervention and support for students. Universal Screening data, common assessments, STAAR data and student progress will be used to identify areas of need in reading and math and the appropriate levels of support will be assigned.


Strategy's Expected Result/Impact: Growth, Student Progress	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers, Interventionists, RTI Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: LES will add an additional Reading/Math Interventionist for the 2020-2021 school year to help support student needs and increase student progress.

Strategy's Expected Result/Impact: Data, Documentation, Rosters	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Lincoln Elementary will increase its score for the STAAR "Closing the Gap" category (Domain III) for the 2020-2021 school year with a focus on all subgroups.

Strategy 1: RTI team will monitor the progress of identified RTI students. The RTI team will meet every 6 weeks to review student progress and make recommendations.	
Strategy's Expected Result/Impact: Student progress, Intervention Schedules, Master Schedules	Formative
Staff Responsible for Monitoring: Administration, RTI Team, Teachers, Instructional Coach, Interventionists	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: A 30 minute block of time, W.I.N (What I Need) time, will be included as part of the master schedule and used by each grade level to provide enrichment and/or intervention for students. Students who were not successful or showed progress during remote learning will receive support during this time.	
Strategy's Expected Result/Impact: Student Progress, Master Schedule	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers, Interventionists	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Identified GT students will be placed in a homogeneous class with like peers and will receive differentiated instruction. Each GT student will participate by completing and showcasing his or her TPSP (Texas Performance Standards Project.).

Strategy's Expected Result/Impact: Student Progress, Master Schedule	Formative
Staff Responsible for Monitoring: Administration, Grade Level Teachers, Instructional Coach, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Lincoln's Dyslexia Intervention Program will be provided through pull-out intervention to help provide support for identified dyslexic students.

Strategy's Expected Result/Impact: Student Progress; Master Schedule	Formative
Staff Responsible for Monitoring: Dyslexia Interventionist, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Special Education students will be served in a general education or self contained program. They will be served in the least restrictive environment receiving support from the appropriate special education and/or general education staff.

Strategy's Expected Result/Impact: Master Schedule, Individual Schedules	Formative
Staff Responsible for Monitoring: Administration, Diagnostician, IEP Committees	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: All EL (English Learners) will be placed with a teacher who is ESL (English as a Second Language) certified.

Strategy's Expected Result/Impact: TELPAS, STAAR Data, Classroom Grades	Formative
Staff Responsible for Monitoring: Administration, Counselor, LPAC Coordinator, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: Tutors will be hired in the spring to support student learning so students will be able to show growth on state and common assessments.

Strategy's Expected Result/Impact: Student progress	Formative
Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists, Teachers, Tutors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Continue implementation of Dropout Prevention Program and strategies at all campuses in order to reduce the dropout rate to less than 1%.

Evaluation Data Sources: 2020-2021 Dropout Rate Report/At-Risk Report

Summative Evaluation: None

Strategy 1: Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	
Strategy's Expected Result/Impact: Student Residency Questionnaires, Free and Reduced Roster	Formative
Staff Responsible for Monitoring: Administration, Counselor, Registrar, Director of Special Programs	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
Strategy 2: Ensure that regular attendance is an area of focus at LES by:	
* Tracking students attendance	
*Meeting with teachers, parents and students to address individual situations	
*Provide monthly attendance incentives for individuals, classrooms and grade levels	
*Constant communication with parents on the importance if attendance for student success	
Strategy's Expected Result/Impact: Attendance Reports, Teacher Feedback, Monthly Incentive Documentation, Parent Newsletters	Formative
Staff Responsible for Monitoring: Administration, Registrar, Classroom Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 3: Provide credit recovery opportunities through MISD Summer School as well as summer enrichment programs.

Strategy's Expected Result/Impact: Report Card	Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 4: Grade Placement Committee will abide by District retention and promotion policies when making placement decisions for struggling students.

Strategy's Expected Result/Impact: Student Placement Sheets, RTI Meeting Notes, Eduphoria Data	Formative
Staff Responsible for Monitoring: Administration, Classroom Teachers, Counselor, Grade Placement Committee	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 5: LES Counselor will provide group lessons for K - 5th grade students on a regular basis through A.C.E.S. time which will focus on Academic, Career, Emotional and Social Needs of the students.

Strategy's Expected Result/Impact: Teacher and Parent Feedback, Lesson Plans	Formative
Staff Responsible for Monitoring: Administration, Counselor	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: MISD will develop a quality technology program to maximize teaching and learning.

Evaluation Data Sources: 100% of LES teachers will incorporate technology in their classroom instruction.

Summative Evaluation: None

Strategy 1: Additional laptops will be purchased to each classroom to enhance student learning.	
Strategy's Expected Result/Impact: Laptop usage report	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will have access to the campus mobile tech cart and to two computer labs to increase the use of instructional technology.	
Strategy's Expected Result/Impact: Classroom Observations, Tech Cart/Computer Lab Sign-up Sheets	Formative
Staff Responsible for Monitoring: Administration, Classroom Teachers, TIM	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Campus TIM and Instructional Coach will schedule trainings throughout the year to model and share instructional technology resources and tools based on teacher needs (survey).

Strategy's Expected Result/Impact: Sign-in Sheets, Classroom Observations	Formative
Staff Responsible for Monitoring: Administration, TIM, Instructional Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Lincoln's Library Media Program will continue to engage readers in different ways through using various forms of technology using tablets, maker space, robotics, 3-D printer and Legos.

Strategy's Expected Result/Impact: Student Projects, Observations	Formative
Staff Responsible for Monitoring: Administration, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: MISD will rigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Montgomery ISD will provide safe and orderly learning environments by ensuring 100% of staff and students are trained on safety policies and procedures.

Evaluation Data Sources: Student/Parent Handbook Signature Pages, Classroom Training, Staff Development Agendas and Signature Pages

Summative Evaluation: None

Strategy 1: LES students and staff will participate in all required lock-down drills, fire drills, evacuation drills and disaster drills. Professional development will be provided by MISD Police at the beginning of the school year for all MISD employees. Practice of the drills will be continuous and varied throughout the school year.

Strategy's Expected Result/Impact: Agenda, Sign-In Sheets	Formative
Staff Responsible for Monitoring: MISD Police, Administration, Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Implement MISD Character program for teachers to us in the classroom and parents to implement at home. Character education will shared through morning announcements, guidance lessons and weekly newsletter.

Strategy's Expected Result/Impact: Decrease in number of discipline referrals, teacher feedback, increase in positive behavior awards	Formative
Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: All staff will implement Conscious Discipline strategies to enhance classroom environment and improve student behavior. One of the strategies will be for classes to participate in Morning Meetings which teaches communication, cooperation, problem solving, empathy and self-discipline.

Strategy's Expected Result/Impact: Decrease in number of discipline referrals, teacher feedback	Formative
Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Provide beginning of year and middle of year grade level assemblies that focus on code of conduct and safety issues

Strategy's Expected Result/Impact: Decrease in referrals, teacher feedback	Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Teachers and staff will receive mandatory training updates annually (Bullying, CPS, Title-I, T-TESS, Handbook, Safety, Health Related Updates, etc.).

Strategy's Expected Result/Impact: Safe School Environment	Formative
Staff Responsible for Monitoring: Campus and District Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Pre-K and Kindergarten students will learn empathy with Baby Circle Time


Strategy's Expected Result/Impact: Student Engagement/Participation	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 7: LES will recognize students who exhibit strong character in the classroom through the "PAW Award" and "Student of the Month" programs.

Strategy's Expected Result/Impact: Student nominations and certificates	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: MISD will provide a quality financial program through the use of consistent procedures that allocate existing resources to areas of greatest need and by actively pursuing alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility with 100% accuracy

Evaluation Data Sources: Annual Audit Report/ MISD Budget

Summative Evaluation: None

Strategy 1: Create the campus budget based on campus budget allocations. Make necessary changes from previous year by reviewing where money was spent.	
Strategy's Expected Result/Impact: Balanced budget	Formative
Staff Responsible for Monitoring: MISD Finance / Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Have campus secretary run monthly budget reports for current budget and sub budget to monitor expenses.	
Strategy's Expected Result/Impact: Balanced budget	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: MISD will provide quality customer service through excellent staff, open and frequent communication with the public, and a climate that fosters parental participation in the education of their children.

Performance Objective 1: LES will use various communication tools to establish effective communication with parents.

Evaluation Data Sources: Progress made

Summative Evaluation: None

Strategy 1: Provide effective communication regarding campus happenings through a variety of media and resources, including new LMS platform, See Saw.	
Strategy's Expected Result/Impact: Parent/teacher communication; Campus communication	Formative
Staff Responsible for Monitoring: Administration, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: LES Campus Needs Assessment teams will administer end of year teacher, parent, and student surveys to determine campus areas of needed improvement and focus.	
Strategy's Expected Result/Impact: Survey results, meeting notes, agendas	Formative
Staff Responsible for Monitoring: Campus Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: LES parents will receive a weekly newsletter titled, The Bear Bulletin, each Monday via email. This newsletter will include important dates, campus celebrations and reminders.

Strategy's Expected Result/Impact: Newsletter		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2: LES will promote parent participation in their child's education.

Evaluation Data Sources: Newsletters, Sign-in sheets, Agendas

Summative Evaluation: None

Strategy 1: Parents will be invited to attend a parent/teacher conference at least twice during the school year (once in the first semester and once in the second semester).	
Strategy's Expected Result/Impact: Sign-in, notes, agenda	Formative
Staff Responsible for Monitoring: Teacher, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: LES will recruit new PTO members.	
Strategy's Expected Result/Impact: Meeting notes, PTO membership	Formative
Staff Responsible for Monitoring: Administrator, PTO Board	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: The "Home to School Connection" newsletter will be shared with parents via The Bear Bulletin on a monthly basis.

Strategy's Expected Result/Impact: Questions/Feedback	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

State Compensatory

Personnel for Lincoln Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Gomez	Bilingual Para		1
Lorra Lynch	Instructional Coach		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Ramirez	Dual Language Para	Dual Language	1.0
Heather Johnson	Title I Interventionist	Title I	1
Katya Portillo	Dual Language Para	Dual Language	1.0

Campus Funding Summary

Addendums



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

Violent or Criminal Incidents Report

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)**

Reason Code	Description	MES	SCE	LSE	MRE	KES	LES			
		170903103	170903104	170903105	170903106	170903107	170903102			
11	Used, exhibited, possessed firearm	0	0	0	0	0	0			
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0			
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0			
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0			
16	Arson	0	0	0	0	0	0			
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0			
18	Indecency with a child	0	0	0	0	0	0			
19	Aggravated kidnapping	0	0	0	0	0	0			
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0			
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0			
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0			
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0			
36	Felony controlled substance violation	0	0	0	0	0	0			
37	Felony alcohol violation	0	0	0	0	0	0			
46	Aggravated robbery	0	0	0	0	0	0			
47	Manslaughter	0	0	0	0	0	0			
48	Criminally negligent homicide	0	0	0	0	0	0			
49	Engages in deadly conduct	0	0	0	0	0	0			
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0			
Total Incidents		0	0	0	0	0	0	0	0	0
Student Enrollment (Fall 2019 PEIMS Snapshot)		432	754	757	711	796	515			
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)**

Reason Code	Description	MHS	LCHS	MJH	OHJH					
		170903002	170903004	170903042	170903043					
11	Used, exhibited, possessed firearm	0	0	0	0					
12	Used, exhibited possessed illegal knife	0	0	0	0					
13	Used, exhibited, possessed illegal club	0	0	0	0					
14	Used, exhibited, possessed prohibited weapon	0	0	0	0					
16	Arson	0	0	0	0					
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0					
18	Indecency with a child	0	0	0	0					
19	Aggravated kidnapping	0	0	0	0					
29	Aggravated assault against school district employee/volunteer	0	0	0	0					
30	Aggravated assault against non-employee/volunteer	0	0	0	0					
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0					
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0					
36	Felony controlled substance violation	1	1	0	0					
37	Felony alcohol violation	0	0	0	0					
46	Aggravated robbery	0	1	0	0					
47	Manslaughter	0	0	0	0					
48	Criminally negligent homicide	0	0	0	0					
49	Engages in deadly conduct	0	0	0	0					
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0					
Total Incidents		1	2	0	0	0	0	0	0	0
Student Enrollment (Fall 2019 PEIMS Snapshot)		1,564	1,279	1,117	1,095					
Incident Rate		0.1%	0.2%	0.0%	0.0%					

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Montgomery ISD

2019-2020 Report on Violent or Criminal Incidents by Campus

For information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, please refer to District Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment contained in each of the Campus Improvement Plans for all campuses. The Campus Improvement Plans can be found using the following hyperlinks:

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Lincoln Elementary School



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

**Report of 2017 – 2018 Montgomery High
School Graduates' Enrollment and Academic
Performance in Texas Public Higher
Education in 2019**

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
MONTGOMERY ISD									
	170903002	MONTGOMERY H S							
		Four-Year Public University	181	16	23	28	60	52	2
		Two-Year Public Colleges	185	46	30	28	41	36	4
		Independent Colleges & Universities	20						
		Not Trackable	7						
		Not Found	234						
		Total High School Graduates	627						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2019-2020

**Glossary for the Texas Academic
Performance Report (TAPR)**

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2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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2019–20 Texas Academic Performance Report

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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2019–20 Texas Academic Performance Report

Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Bilingual program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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2019–20 Texas Academic Performance Report

Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

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2019–20 Texas Academic Performance Report

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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2019–20 Texas Academic Performance Report

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual \(Data source: TSDS PEIMS 40203, 40110, 42400, and 42500\)](#)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2019**

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school
year**

number of students in the 2019 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the 2019 cohort who received a high school diploma by August 31,
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

number of students in the 2019 cohort*

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(6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ &\quad \text{plus} \\ &\quad \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{aligned}}{\text{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

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- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2017 cohort*

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- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2019 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort**

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- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

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RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

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Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

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11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (Data source: THECB)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

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The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate’s degree before graduation

number of 2018–19 annual graduates

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Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2018–19 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2018–19 annual graduates who earned an approved industry-based certification

number of 2018–19 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2018–19 annual graduates

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

number of 2018–19 annual graduates

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U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (*Data source: TSDS PEIMS 40100, 40203, and 42400*)

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: TSDS PEIMS 43415*)

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

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English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

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Social Studies

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2018–19 graduates who took either the SAT or the ACT

number of 2018–19 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduating examinees taking either the SAT or the ACT

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

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- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

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number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

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The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

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attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2019–20 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

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- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

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Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

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Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

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types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

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105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
TEACHERS	
087	Teacher
047	Substitute Teacher
EDUCATIONAL AIDES	
033	Educational Aide
036	Certified Interpreter
AUXILIARY STAFF	
Employment record, but no responsibility records.	

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

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Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

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13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

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I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

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03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

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03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

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A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV