



## Longview Early Graduation High School (LEAD) 2017-2018

**Accountability Rating**

**Met Alternative Standard**

**Distinction Designations**

N/A

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# Background

The Longview Early Graduation High School Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2017-2018 Campus Plan of Action, the Longview Early Graduation High School Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on November 13, 2017.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

# Campus Composition

## Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	99	51.83%	American Indian – Alaskan Native	1	0.52%
Male	92	48.17%	Asian	0	0.00%
			Black – African American	112	58.64%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	2	1.05%
Hispanic-Latino	37	19.37%	White	32	16.75%
			Two-or-More	7	3.66%

## Student by Program

## Other Student Information

Bilingual	0	0.00%	At-Risk	186	97.38%
English as a Second Language (ESL)	6	3.14%	Economically Disadvantaged	108	56.54%
Career and Technical Education (CTE)	45	23.56%	Title I Homeless	3	1.57%
Free Lunch Participation	108	56.54%	Immigrant	1	0.52%
Reduced Lunch Participation	0	0.00%	Limited English Proficient	7	3.66%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	0	0.00%	Military Connected	1	0.52%
Special Education (SPED)	12	6.28%	Foster Care	0	0.00%
Title I Participation	3	1.57%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	4	2.09%	Section 504 (No Section 504 File for 2017)	0	0.00%

## Teachers > 5 Years of Experience

## Percent

## Special Services

All Subjects	58%		<i>Top Primary Disabilities</i>		
Reading/ELA	50%		Learning Disability	11	91.00%
Mathematics	100%		Intellectual Disability	1	8.00%
Science	67%				
Social Studies	33%				

# Longview Early Graduation High School

## **Mission**

*Longview Early Graduation High School will provide a safe learning environment for all students with the expectation that all students can and will succeed as they become college and career ready for the 21st century.*

## **Vision**

*Improving Lives One Student at a Time*

### Nondiscrimination Notice

Longview Early Graduation High School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Longview Early Graduation High School Site Base

Name	Position
Brookins, Pressia	Parent
Ford, Jessie	Parent
Haney, Amanda	Reading Teacher
Lee, Cheri	Student Support Specialist
Love, Catina	District Testing Coordinator
Means, Kristi	Principal
Thompson, Barry	ESL Teacher
Vaughn, Cynthia	Inclusion Teacher
Williams, Oslyn	Counselor

# Resource Allocations

Resource	Source
Title I	Federal
Title III Bilingual/ESL	Federal
Instructional	Local
Local Funds	State
SCE	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.



**TEXAS EDUCATION AGENCY**  
**2017 Accountability Summary**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

**Accountability Rating**

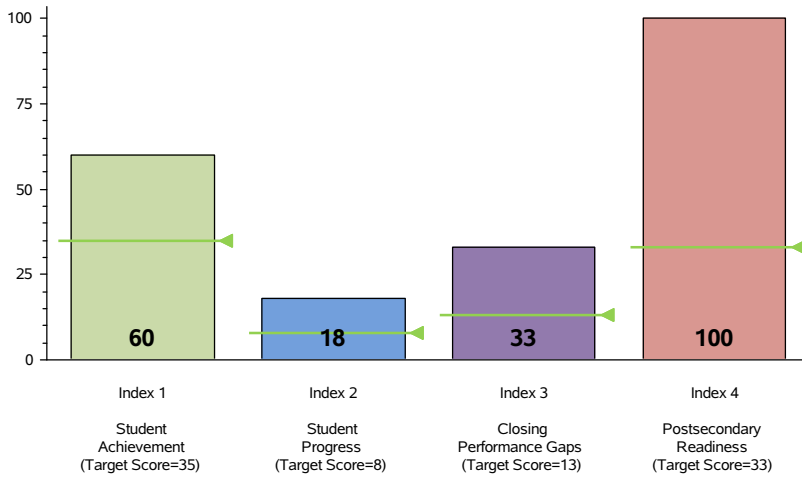
**Met Alternative Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in ELA/Reading
<b>NOT ELIGIBLE</b>
Academic Achievement in Mathematics
<b>NOT ELIGIBLE</b>
Academic Achievement in Science
<b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies
<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress
<b>NOT ELIGIBLE</b>
Top 25 Percent Closing Performance Gaps
<b>NOT ELIGIBLE</b>
Postsecondary Readiness
<b>NOT ELIGIBLE</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	191 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	56.5
Percent English Language Learners	3.7
Mobility Rate	81.6
Percent Served by Special Education	6.3
Percent Enrolled in an Early College High School Program	0.0

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	123	206	60
2 - Student Progress	35	200	18
3 - Closing Performance Gaps	260	800	33
4 - Postsecondary Readiness			
STAAR Score	2.8		
Graduation Rate Score	67.9		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		100*

\* Includes bonus points that may have been added to the Index 4 Score.

**System Safeguards**

**Number and Percentage of Indicators Met**

Performance Rates	7 out of 10 = 70%
Participation Rates	4 out of 7 = 57%
Graduation Rates	5 out of 6 = 83%
<b>Total</b>	<b>16 out of 23 = 70%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Status Report**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N							N			n/a	0	3	0
Mathematics	Y											n/a	1	1	100
Writing												n/a	0	0	
Science	Y	Y							Y			n/a	3	3	100
Social Studies	Y	Y							Y			n/a	3	3	100
<b>Total</b>													<b>7</b>	<b>10</b>	<b>70</b>

<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N			n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Y				n/a	n/a	n/a	n/a				n/a			

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y		n/a		4	4	100
Mathematics	N	N							N		n/a		0	3	0
<b>Total</b>													<b>4</b>	<b>7</b>	<b>57</b>

<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y	Y	Y	N					Y	Y	n/a		5	6	83
Reason Code ***	c	c	a						c	a					
<b>Total</b>													<b>5</b>	<b>6</b>	<b>83</b>

**District: Met Federal Limits on Alternative Assessments**

<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															

**Overall Total** **16**    **23**    **70**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Performance and Participation Data Table**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	26	13	**	5	-	-	-	*	17	*	*	n/a
Total Tests	74	51	**	6	-	-	-	*	52	*	*	*
% at Approaches Grade Level Standard	35%	25%	36%	83%	-	-	-	*	33%	*	*	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	25	16	5	*	-	-	-	*	18	*	*	n/a
Total Tests	27	17	6	*	-	-	-	*	19	*	*	*
% at Approaches Grade Level Standard	93%	94%	83%	*	-	-	-	*	95%	*	*	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	26	19	*	*	-	-	-	*	21	*	*	n/a
Total Tests	42	30	*	*	-	-	-	*	34	*	*	*
% at Approaches Grade Level Standard	62%	63%	*	*	-	-	-	*	62%	*	*	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	46	26	**	9	-	-	-	*	30	*	-	n/a
Total Tests	63	42	**	10	-	-	-	*	44	*	-	-
% at Approaches Grade Level Standard	73%	62%	100%	90%	-	-	-	*	68%	*	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	145	72	40	20	*	*	-	10	101	8	n/a	19
Total Students	147	73	40	21	*	*	-	10	102	10	n/a	19
Participation Rate	99%	99%	100%	95%	*	*	-	100%	99%	80%	n/a	100%
<b>Mathematics: 2016-2016 Assessments</b>												
Number Participating	62	28	20	9	-	*	-	*	42	6	n/a	9
Total Students	66	31	20	10	-	*	-	*	45	6	n/a	9
Participation Rate	94%	90%	100%	90%	-	*	-	*	93%	100%	n/a	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 - Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Graduation and Federal Limits Data Table**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016</b>												
Number Graduated	115	56	32	22	-	*	-	**	68	27	*	n/a
Total in Class	138	66	35	31	-	*	-	**	78	27	*	*
Graduation Rate	83.3%	84.8%	91.4%	71.0%	-	*	-	80.0%	87.2%	100.0%	*	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	87	49	**	19	-	-	-	*	43	24	*	n/a
Total in Class	122	70	**	27	-	-	-	*	64	26	*	-
Graduation Rate	71.3%	70.0%	76.2%	70.4%	-	-	-	*	67.2%	92.3%	*	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	92	51	**	20	-	-	-	*	44	24	*	n/a
Total in Class	117	64	**	27	-	-	-	*	63	26	*	-
Graduation Rate	78.6%	79.7%	81.8%	74.1%	-	-	-	*	69.8%	92.3%	*	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 - Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable to System Safeguards.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Enrollment numbers indicate a sufficient need for an alternative school. The enrollment is comparable to last year's enrollment at this time of the year.

#### Student Demographics

Hispanic Student Total-28%

Black Student Total-42.50%

Pacific Student Total-1%

White Student Total-24%

Multi-Student Total-1%

The special education demographic breakdown is as follows:

Hispanic Student Total-10%

Black Student Total-50%

White Student Total-40%

Most of the students are from South Longview.

#### Staff Demographics-

Hispanic-1

Black-6

White-6

The student/teacher ratio is 1:15 students. Data is unavailable at this time to show evidence of benefits or lack thereof regarding student/teacher ratio.

# Comprehensive Needs Assessment

## Demographics Weaknesses

LEGHS' staff is not at full capacity.

## Demographics Needs

LEGHS is in need of 3 full-time English teachers & 1 math teacher.

## Demographics Summary

LEGHS will continue to improve attendance rates in all sub-populations by having a goal of 97%.

A goal for this year is to minimize the number of drop-out students and to close the achievement gap between sub-populations.

In an effort to mirror student demographics, we will continue to actively recruit minority teachers.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

## Student Achievement

### Student Achievement Strengths

Student data is disaggregated using DMAC.

Data is disaggregated by grade, teacher, gender, ethnicity, economically disadvantaged, at-risk, special education, and LEP.

The data indicates that there is a deficit in reading among all students, especially African Americans and economically disadvantaged students.

There was a 3% increase in Postsecondary Readiness (scoring 100%).

The data indicates the following:

20% increase in Black students' scores

30% increase in ECD students' scores

67% increase in ELL students' scores

47% increase in Hispanic students' scores

### Student Achievement Weaknesses

This year each student will take English class daily vs. every other day. Students with low Lexile levels will be placed in Read 180.

There was a 2% loss in Student Achievement.

There was an 11% loss in Student Progress.

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

There was a 3% loss in Closing the Gaps.

## Student Achievement Needs

In order to maintain small class sizes, LEGHS is in need of 3 full-time English teachers that are on campus daily.

Students will visit area colleges & universities. They will be given the opportunity to ask questions about majors & career fields of their choice.

Provide students with computer software and hands-on manipulatives to enhance instruction.

## Student Achievement Summary

Provide staff development targeting active student engagement in core subjects

Continue to train on data driven instruction

Increase achievement of all subpopulations

Increase student achievement

Target increasing academic achievement of ECD in core subjects



# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

## School Culture and Climate

### School Culture and Climate Strengths

There have been two perspectives shared by students in regards to school climate. There are students who feel that the school climate is positive and conducive for them to accomplish their goal of graduating. They feel that it is a place where the staff truly cares about their success and will take the time to help when needed, personally and academically. There have also been students who have anticipated a negative climate or environment based upon information previously received. However, after attending the school, their viewpoint changed based upon positive experiences.

Graduation from high school is the collective goal of the school. Staff and students focus on academic achievement and strengthening skills that can lead to this goal. Emphasis on life skills is provided through additional supports and services which align with a holistic preparation of students.

Staff and students strive toward respectful relationships. The staff does a good job of getting to know their students, their stories, and building relationships. This leads to students feeling supported and a sense of belonging. This is evident across all groups.

Generally, it is not a fearful environment. However, we must be aware of the ever increasing gang involvement activity of our students and the potential of the environment to become unsafe. Implementing consistent safety measures is imperative.

Overall, students are aware that they are expected to have appropriate behaviors and are expected to progress academically. Students know that meeting these expectations will lead to rewards such as extra-curricular activities, field trips, and privileges. Expectations are communicated on a regular basis by staff.

There are known gang members and students that use drugs. However, there have not been any incidences this school year. The Career Specialist does a great job as a liaison in the community researching services for the students.

#### Services:

- Mentoring (City of Longview, Partners in Prevention, Forever Friends, Co-Pilots);
- Counseling - on-campus counseling, STAR Program, Community Health Core;
- Gang prevention presentations (City of Longview Partners in Prevention, My Brother's Keeper Organization, Anti-Sex Trafficking Presentation--Gang addition) ;
- Substance Abuse Prevention-ETCADA presentations, City of Longview Partners in Prevention;
- Communities in Schools - supports and services to address drug and violence prevention;
- Women's Center of East Texas - dating violence prevention presentations;
- Red Ribbon Week - drug and alcohol awareness/prevention;
- Workforce Solutions of East Texas - out of school youth employment opportunities; and

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

- College and Career Center - assistance with employment, college and career goals

LEGHS students are involved in extracurricular activities, clubs, and other areas such as:

- Responsible Parent Association (RPA) - club for students with children;
  - Student Council - leadership opportunity;
  - Community Service - nursing home card drive can food drive;
  - In an effort to empower students, there will be a t-shirt design contest. The winner will have their design on the 2017-18 school year t-shirt.
- The students' and staff's perception of the building is clean and well-maintained. This translates to care and concern for students and staff.

Plans are in the making to promote a student leadership team.

## School Culture and Climate Weaknesses

Some students and community members view LEGHS as a place for misfits and discipline issues which feeds into the feeling of being ostracized.

All students in LISD are considered Lobos. Most students in LISD aspire to become a Lobo when they reach high school age.

The radios do not work. Staff will be unable to communicate immediately in a crisis situation.

## School Culture and Climate Needs

The site base committee voted that LEGHS students wear green robes for graduation and have a "Lobo" as a mascot.

All students in LISD are considered to be Lobos. Most students in LISD aspire to become a Lobo when they reach high school age.

The cafeteria staff has asked for lights and cameras to be placed behind the cafeteria. The staff consists of two females. When they arrive to work in the morning, it is dark.

In an effort to have good morale amongst the staff, the principal would like to have one meal at the beginning of the school and two meals at the end of the semester.

## School Culture and Climate Summary

# Comprehensive Needs Assessment

Students describe the school climate as one that is intimate and comfortable. 6/8 teachers have been at LEGHS for 3 years or more. They have a passion for student success.

There are signs posted throughout the school of this year's goals in regards to State testing and inspirational sayings to persuade students into applying for college and/or trade school.

Students have a positive behavior and feel comfortable enough to approach administrators and/or staff members if they do not feel safe.

This year LEGHS will celebrate a student of the week. Students will be chosen by each teacher and receive special recognition during student assemblies.

The goal is to improve school culture by empowering students and teachers in the educational process as well as promoting ownership.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

6/9 staff members have been at LEGHS for 3 or more years. All teachers are designated by the state as highly qualified.

There was an improvement on 2017 Spring State EOC data in the Postsecondary Readiness index.

Professional Learning Communities played a great part in improving scores.

Teachers that work well with students that require intense help are assigned those students.

New staff members are assigned a mentor in their discipline.

Teachers and students will set goals and track them for every common assessment. If goals are not reached, teachers will adapt and attempt to reach their goal for the next assessment.

# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Strengths (Continued)**

2017 EOC data will be used to improve instruction in all tested areas. This data will also drive professional development.

The staff has attended professional development on T-TESS and journaling since June 2016. Professional development will be monitored during walk-throughs.

## **Staff Quality, Recruitment and Retention Weaknesses**

LEGHS has one teaching position open in math.

## **Staff Quality, Recruitment and Retention Needs**

There is under-representation of Hispanics on the staff.

## **Staff Quality, Recruitment and Retention Summary**

There are systems in place to provide support to new and veteran teachers. Professional Learning Communities are held weekly. These meetings allow teachers to collaborate and research best practices.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

This year's EOC scores will improve in the areas of Algebra, Biology, and US History due to the use of RPM to ensure that the curriculum is clearly linked to the TEKS and other standards for student learning.

Tri-weekly common assessment data is disaggregated and used to guide curriculum, instruction, and assessment decisions.

Differentiated instructional strategies are used to attempt to teach every student in their style of learning. Various activities are used for different student groups. Gender, culture, and learning styles play a role in creating activities.

Research and preparation maximize student achievement. Teaching must be intentional.

The district has instructional specialists and consultants in each of the core subjects that create assessments similar to released state exams. This practice prevents teachers from teaching directly to the common assessments.

The scope and sequence for each subject are created prior to the school year. Assessments are based on the pacing guide.

### Curriculum, Instruction and Assessment Weaknesses

Instruction and actions must focus on closing the achievement gap for black students and the economically disadvantaged.

Differentiated learning and intense remediation are needed to close these gaps.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

English scores are unacceptable. Teachers will continue to attend PLC meetings at Longview High School and use data to drive instruction.

## Curriculum, Instruction and Assessment Needs

Some upper class students are in need of only restoring credits.

Two computer labs have been created.

## Curriculum, Instruction and Assessment Summary

Tri-weekly common assessment data is disaggregated and used to guide curriculum, instruction, and assessment decisions.

Differentiated instructional strategies are used to attempt to teach every student in their style of learning.

Various activities are used for different student groups. Gender, culture, and learning styles play a role in creating activities.

Instruction and actions must focus on closing the achievement gap for black students and the economically disadvantaged.

Differentiated learning and intense remediation are needed to close these gaps.

## Family and Community Involvement

### Family and Community Involvement Strengths

The increase of family and community involvement is a goal for Longview Early Graduation H.S. There will be a parent/teacher meeting for each grading period. There are

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

plans to start a Parent/Teacher organization. Staff members are encouraged to have a parent contact via phone, email, or face-to-face conference.

The Student Support Specialist updates the website to inform students and parents on new job opportunities as well as information for college entrance. "All calls" are made to parents to notify them of happenings on campus.

Family and community members will be involved. This year there will be surveys sent to family/community members that will allow stakeholders to voice strengths & weaknesses of Longview Early Graduation H.S.

There are various services available to support families, community members, and students to encourage healthy family relationships. Examples include the following:

- Students with children are encouraged to join RPA, which provides parenting information relative to supporting healthy family relationships (parent-child bonding, communication, and expectations throughout developmental stages).
- Communities in Schools Site Coordinator and the Student Support Specialist provide resources for families which can assist with strengthening families.
- A resource table is provided at parent meetings and "Meet the Teacher Nights" which provides community resources and parenting information for strengthening families.
- On-going campus counseling with students relative to positive life choices and problem-solving relative to personal and family issues promote healthy family relationships.

Spanish-speaking parents receive information in their native language verbally & written. The clerk serves as an interpreter for Spanish-speaking parents.

Students that belong to special programs are serviced by providing accommodations that are listed on their Individual Education Plan.

We also have community partnerships that support families and students:

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- East Texas Council on Alcohol and Drug Abuse - weekly seminars regarding drug prevention and awareness
- Partners in Prevention - student seminar for students regarding drug prevention and anti-sex trafficking
- Partners in Prevention mentoring programs provide weekly mentoring sessions for campus program participants.
- Local businesses provide tours for students informing them of career opportunities.
- Nurse-Family Partnership services students by teaching parenting classes and monitoring pre-natal care during home visits.
- Local companies make donations to schools to support college fairs, career days, enrichment programs and student incentives.
- Community members volunteer as presenters for campus Career Day.
- Local agencies have held seminars for parents regarding Internet safety and anti-sex trafficking.
- Parenting Resource Center of East Texas provides parent education materials.
- Women's Center of East Texas - presentations regarding dating violence and healthy relationships

## Family and Community Involvement Weaknesses

Parents change their phone numbers frequently.

## Family and Community Involvement Summary

LEGHS seeks opportunities to build relationships with stakeholders.

# School Context and Organization

## School Context and Organization Strengths

The district provides support to Longview Early Graduation High School. District employees are gracious with their time. LEGHS works closely with the Assistant Superintendent of Secondary Programs as well as with the Director of Secondary Education. The district's ELA instructional specialist creates common assessments, acts as a resource, and visits the campus weekly.

Teachers have a voice in decisions made for the campus.



# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

The district requires tri-weekly common assessments. Teachers are encouraged to give weekly assessments to monitor progress.

Students that are scheduled half days will receive a lengthened schedule if they are in need of additional help.

The site base committee members play a part in decisions regarding student instruction and campus policies.

## School Context and Organization Weaknesses

One of this year's goals is to work on improving the perception of the school by publicizing the positives that happen on campus and empowering students and teachers.

There is a newsletter sent to parents and the community notifying them of activities the students participate in on and off campus.

All calls are made to parents to notify them of happenings on campus.

## School Context and Organization Summary

The perception of the school varies. It is a goal to change the negative image of LEGHS by publicizing positives that occur on the campus to the community.

## Technology

### Technology Strengths

Incorporate time for training, planning, and implementation of the new campus technology.

# Comprehensive Needs Assessment

## Technology Strengths (Continued)

## Technology Weaknesses

A+ program has the tendency to not work.

The district's server is slow when there is an overload of users or if there is excess rain.

# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Disaggregated STAAR Data  
District Policies  
DMAC Data  
Drop-out Rates  
Highly Qualified Staff  
OnDataSuite  
PEIMS Reports  
Safe Schools Checklist  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM

# Longview Early Graduation High School

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 1.** Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite area colleges, universities, and trade schools to place student teachers in LISD classrooms.	Asst. Supt. HR & Community Relations, Principal	January 2017- June 2018		Formative - Number of student teachers in LISD

# Longview Early Graduation High School

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 2.** Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate and visit area colleges, universities, and trade schools.	Asst. Supt. HR & Community Relations, Counselor(s), Principal	August 2017-June 2018	(S)State Compensatory	Formative - Number of students that attend colleges, universities, and trade schools

# Longview Early Graduation High School

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 3.** Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training on instructional strategies during individual teacher feedback meetings.	Instructional Specialist, Principal	August 2017- June 2018		Formative - Walk-throughs & observations
2. Continue to participate in Professional Learning Communities to have same subject teacher support.	Core Subject Teachers, Instructional Specialist, Principal	August 2017- June 2018		Formative - Conference with teachers about their classroom needs
3. Engage highly qualified/certified personnel to assure all students have the best opportunity for a quality education and provide ongoing mentoring with new teachers.	Principal	August 2017- June 2018		Formative - Frequent walk-throughs and teacher coaching
4. Offer professional development opportunities, particularly in the areas of classroom management, academic rigor, and advanced placement.	Counselor(s), Instructional Specialist, Principal	August 2017- June 2018		Formative - Staff Survey; Attend Region 7 Workshops; Attend District Staff Development Opportunities
5. Ensure all staff members maintain highly qualified status by meeting all certification requirements through participating in required state and local staff-development such as Gifted and talented endorsements, ESL/LPAC training, SIOP, Crisis Management, Standards of Conduct, etc.	Counselor(s), Principal	August 2017- June 2018		Formative - Staff development records
6. Increase teacher retention rate by 10% by offering monthly recognition and incentives such as teacher of the month, participation certificates, and outstanding service awards.	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Staff Development Records
7. The principal will begin recruiting in December.	Classroom Teacher(s), Counselor(s), Principal	December 2017- June 2018		Formative - Number of highly qualified teachers hired

# Longview Early Graduation High School

**Goal 1.** Improve Recruitment and Retention of Quality Personnel

**Objective 4.** Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue TxBESS program for teachers that have 1-3 years experience.	Assistant Superintendent(s)	August 2017-June 2018	(S)State Compensatory	Formative - Number of returning new teachers
2. Provide walk-through feedback to enhance learning.	Instructional Specialist, Principal	august 2017-June 2018		Formative - The number of returning new teachers
3. Assign professional development training through LISD and Region 7 to provide teachers with support.	Classroom Teacher(s), Instructional Specialist, Principal	August 2017-June 2018		Formative - Monitor for new strategies learned during training

# Longview Early Graduation High School

**Goal 2.** Improve Communication and Delivery of Information to Parents and General Public

**Objective 1.** Provide various methods of communication to students, staff, parents, and the community about activities happening at LEGHS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly contact campus IT person to keep page web page current on a regular basis.	Communities In Schools, Counselor(s), Principal	August 2017- June 2018		Formative - Community Feedback Student & staff participation
2. Continue to use LISD's district communication service "Let's Talk".	Counselor(s), Principal	August 2017- June 2018		Formative - Community Feedback
3. Continue to utilize the television in the hallway to celebrate students that have won awards. The television is visible to visitors and parents.	Communities In Schools	August 2017- June 2018		Formative - Student, Staff, and Parent Feedback
4. Continue to mail school newsletter once/semester to parents and members of the community.	Counselor(s)	December 2017- June 2018		Formative - Community Feedback



# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 1.** Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development training with needed materials to faculty and staff on the requirements of House Bill 5 to include the strands and all their components.	Classroom Teacher(s), Counselor(s), Curriculum & Instruction Dept., Principal	August 2017- June 2018		Formative - Individual Graduation Plans
2. Utilize successful teachers to train other teachers. Continue to use Math & Science consultants. Purchase manipulatives to increase hands-on learning.	Assistant Superintendent(s), Classroom Teacher(s), Curriculum & Instruction Dept., Instructional Specialist, Lead Teacher, Principal	August 2017- June 2018		Formative - Performance on local and state testing
3. Use Benchmark Assessment System to improve reading skills.(safeguard)	Classroom Teacher(s), Instructional Specialist, Principal	August 2017- June 2018		Formative - Student Progress
4. Middle and High School teachers will vertically align curriculum.(safeguard)	Asst. Supt. Curriculum & Instruction, Core Subject Teachers, Instructional Specialist, Principal	August 2017- June 2018		Formative - Local and state testing data
5. Use Edmentum to enrich and remediate students.	Core Subject Teachers, Instructional Specialist, Principal	October 2017- June 2018		Formative - Local and State data
6. The ESL teacher will use SIOP strategies with identified students.	District Bilingual Department, ESL Teacher, Principal	August 2017- June 2018		Formative - Local and State data

# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 2.** Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support the professional development of teachers through workshops, conferences, and coaching that focus on higher order thinking.	Instructional Specialist, Principal	August 2017- June 2018		Formative - Frequent walk-throughs
2. The principal will conduct consistent walk-throughs and provide feedback to teachers on instructional strategies that will include rigor and relevance.(safeguard)	Principal	August 2017- June 2018		Formative - Performance on local and state testing
3. Teachers will create lessons that require higher level thinking.(safeguard)	Classroom Teacher(s), Curriculum & Instruction Dept., Instructional Specialist, Principal	August 2017- June 2018		Formative - Performance on local and state testing
4. Lengthen class times and schedule students to see each core teacher every day.(safeguard)	Principal	August 2017- June 2018		Formative -
5. Use testing history to guide instruction and classroom assignments.(safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Progress on local and state testing data

# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 3.** Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to use rigorous and complex assignments provided by subject area instructional specialists.	Classroom Teacher(s), Instructional Specialist, Principal	August 2017- June 2018		Formative - Student data on local and state testing

# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 4.** Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit Math and Science majors from area colleges and universities.	Assistant Superintendent(s), Asst. Supt. HR & Community Relations, Math Department Chair, Principal	August 2017- June 2018		Formative - Number of highly qualified teachers hired

# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 5.** Provide teachers with computers, software, and manipulatives to enhance instruction by providing hands-on activities to ensure higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Decrease the performance gap between subpopulations by using software and hands-on manipulatives to enhance learning.(safeguard)	Classroom Teacher(s), Principal	August 2017- June 2018		Formative - Performance on local and state testing
2. Use Edmentum to enrich and remediate students.(safeguard)	Classroom Teacher(s), Instructional Specialist, Principal	August 2017- June 2018		Formative - Student local and state testing data
3. Use A+ software to obtain an early graduation.	Core Subject Teachers, Counselor(s), Principal	August 2017- August 2018		Formative - Graduation rate
4. Create computer labs for students that only need credits to graduate.	Core Subject Teachers, Counselor(s), Principal	August 2017- June 2018		Formative - Number of students that only need credits to graduate
5. Students will take ACT work keys preparation course at LEGHS.	Counselor(s)	August 2017- June 2018	(S)Local Funds	Formative - Monitor completion rate
6. Teachers will continue to use READ 180 to strengthen reading skills of low lexile levels.	Core Subject Teachers, Principal	August 2017- June 2018		Formative - Check student progression at the end of each semester

# Longview Early Graduation High School

**Goal 3.** All Schools Will Meet State Accountability Standards

**Objective 6.** Increase attendance rate at LEGHS to 97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives for students that have good attendance and contact their parents if attendance becomes poor.(safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Attendance rate
2. Continue to use School Messenger to notify parents of tardies and absences.(safeguard)	Counselor(s), Principal	August 2017- June 2018		Formative - Check attendance rate
3. Staff will make personal phone calls to parents regarding attendance.(safeguard)	Principal, Support Team	August 2017- June 2018		Formative - Daily and Weekly attendance rate

# Longview Early Graduation High School

**Goal 4.** All Schools Perform at or above State Level in Math, Reading, Writing, and Science

**Objective 1.** Provide accommodations to students in special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor to make sure all Special Ed and 504 students IEP's & IAP's are being implemented with fidelity.	Core Subject Teachers, Counselor(s), Director of Special Education, Rtl Team, Special Ed Teachers	August 2017- June 2018		Formative - The counselor will check to see if IEP's are being followed.

# Longview Early Graduation High School

**Goal 4.** All Schools Perform at or above State Level in Math, Reading, Writing, and Science

**Objective 2.** Provide vertically aligned instruction with rigor, depth, and complexity needed to exceed the state level in Math, Reading, Writing, and Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The principal will conduct frequent walk-throughs and provide feedback to teachers.	Classroom Teacher(s), Principal	August 2017- June 2018		Formative - Walk-through data
2. The principal and instructional specialists will have data conversations with core teachers to discuss strengths and weaknesses.	Classroom Teacher(s), Instructional Specialist, Principal	August 2017- June 2018		Formative - Monitor each students' progress on every common assessment and state testing
3. The teachers will make short and long term goals to improve student achievement.	Classroom Teacher(s)	August 2017- June 2018		Formative - Monitor student progress
4. Teachers will submit data per class per student after each common assessment.	Classroom Teacher(s)	August 2017- June 2018		Formative - Monitor progress of each period and each student
5. Teachers will meet with PLC's and the principal weekly to discuss lesson plans, resources, and student achievement. (safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Student local and state testing data



# Longview Early Graduation High School

**Goal 4.** All Schools Perform at or above State Level in Math, Reading, Writing, and Science

**Objective 3.** Improve student achievement and growth through various instructional methods and monitoring.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will track their own data for each common assessment. The data can be used at the end of the year to guide review.(safeguard)	Classroom Teacher(s), Principal	August 2017- June 2018		Formative - Students will be knowledgeable of his own learning
2. Students in 9th grade will have their reading levels tested and those that score below grade level will be scheduled in Read180 and practical writing. (safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Diagnostic Tests
3. Teachers will use BAS reading program to improve reading skills for 9th-grade students. Students will be knowledgeable of their reading level and will make short and long term goals.(safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Monitor student progress
4. Students will be assigned after-school tutorial and attend the Saturday blitz sessions.(safeguard)	Classroom Teacher(s), Counselor(s), Parent Volunteers, Peer Tutors, Principal	August 2017- June 2018		Formative - Number of students meeting and exceeding state standards
5. Students will read fiction and non-fiction to strengthen reading skills.(safeguard)	Classroom Teacher(s), Principal	August 2017- June 2018		Formative - Monitor the number of students meeting and exceeding state standards
6. Parents will be given student reading results and will be provided strategies that they can use to help their child at home.(safeguard)	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Monitor the number of students meeting and exceeding state standards

# Longview Early Graduation High School

**Goal 4.** All Schools Perform at or above State Level in Math, Reading, Writing, and Science

**Objective 4.** All teachers will teach RUBIES test-taking strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be required to use RUBIES (test taking strategy) on all common assessments.	Core Subject Teachers, Principal	August 2017- June 2018		Formative - Principal will monitor lesson plans and student tests

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 1.** Provide opportunities for students to learn about colleges and careers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Give student-interest career survey to all new students and incoming freshmen.	Classroom Teacher(s), Counselor(s), Principal	August 2017-2018		Formative - Monitor student achievement
2. Provide staff with resources for a Career Readiness class that will teach students life skills such as cursive writing, professional dress, and time management.	Classroom Teacher(s), Counselor(s), Principal	August 2017-June 2018		Formative - Students will be observed using these skills.
3. Visit area colleges and trade schools.	Counselor(s), Principal	August 2017-June 2018		Formative - Student and parent feedback
4. College fair held on campus each semester.	Counselor(s)	August 2017-June 2018		Formative - Student and parent feedback

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 2.** Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have students participate in ACT, TSI, SAT College preparation computer program.	Counselor(s), Principal	August 2017- June 2018		Formative - Student achievement
2. Counselors will invite Texas Workforce Commission to monthly graduation practice to present programs graduates can pursue after graduation.	Counselor(s)	October 2017- June 2018		Formative - Number of students who participate in Texas Workforce Commission's intern programs
3. Use Career Cruising to identify student career interest.	Counselor(s)	October 2017		Formative - Student feedback

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 3.** Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan to bus students to Longview High School and/or Kilgore College for dual credit courses.	Assistant Superintendent(s), Counselor(s), Principal	January 2018- June 2018		Formative - Number of students taking dual credit at Longview High School
2. Create a Cooperative Learning class for local credit that allows students to intern on local job sites to hopefully gain employment upon graduation.	Counselor(s), Principal	January 2017- June 2018		Formative - Number of students that are successful at obtaining and maintaining employment

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 4.** Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The principal will attend CTE and Kilgore College advisory meetings.	CTE Director, Director of CATE, Principal	August 2017- June 2018		Formative - Number of and success of students enrolled in dual credit courses
2. Provide students with dual credit tuition and provide transportation to Longview High School and/or Kilgore College.	Asst. Supt. Curriculum & Instruction, Budget Committee, Counselor(s), Director of CATE, Principal	January 2018- June 2018		Formative - Number of students enrolled in dual credit courses
3. Seek grants that will pay for dual credit courses.	Asst. Supt. Curriculum & Instruction, Budget Committee, Counselor(s), Principal	August 2017- June 2018		Formative - Number of students enrolled in dual credit courses

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 5.** Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Student Success (social/emotional data dashboard) campus wide.	Assistant Principal(s), Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Monitor student progress
2. Provide staff with resources for a Career Readiness class that will teach students life skills such as cursive writing, professional dress, and time management.	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Monitor student actions
3. Students will be given incentives to improve their behavior and grades by attending field trips such as area plays, Longview H.S. pep rally, etc. (safeguard)	Classroom Teacher(s), Communities In Schools, Counselor(s), Principal	August 2017- June 2018		Formative - Monitor student behavior and academics
4. Campus-wide and small group assemblies to address life choices, substance abuse, business etiquette, anger management, etc.	Communities In Schools, Counselor(s), Principal	August 2017- June 2018		Formative - Monitor student behavior
5. Daily inspirational quote read on the announcements pertaining to grit, attitude, and life choices.	Counselor(s)	August 2017- June 2018		Formative - Student feedback
6. Celebrate "Students of the Week", honor roll, and perfect attendance at Special Recognition ceremonies.	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Student and parent feedback
7. Teach students how to professionally introduce and present themselves in a business setting.	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative - Student feedback Industry feedback
8. Implement "Team Freshmen" program that focuses on life choices, repercussions, academics and behavior.	Communities In Schools	August 2017- June 2018		Formative - Monitor student behavior

# Longview Early Graduation High School

**Goal 5.** Improve Social/Life Skills of Longview Early Graduation HS

**Objective 6.** Invite speakers from the community such as Community Health Core, Buckner Children Foundation, ETCADA, SIDs, etc.

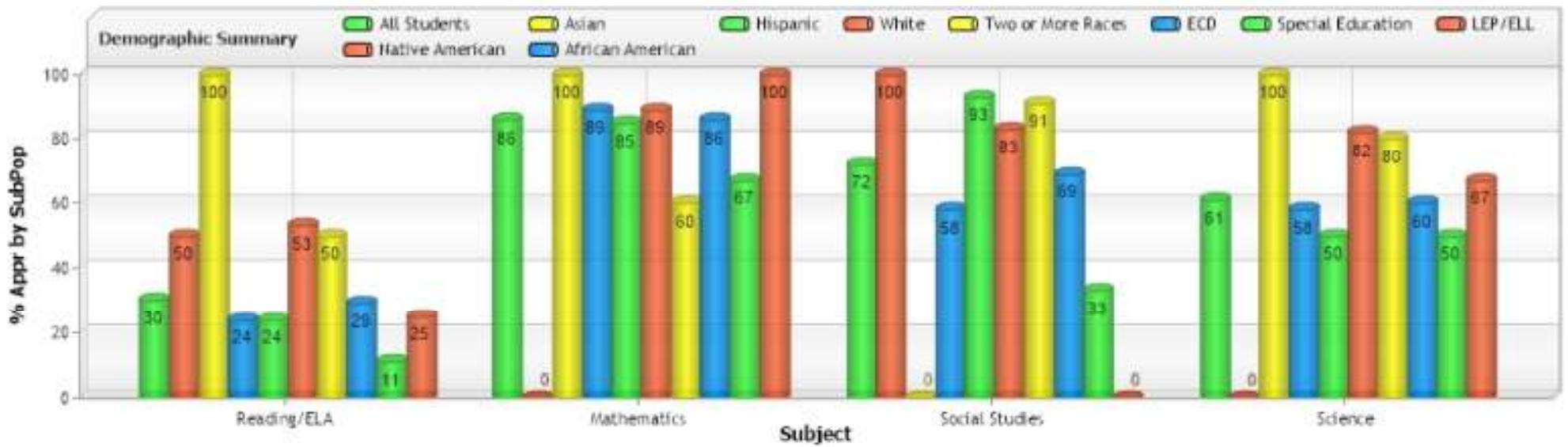
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. There will be campus wide and small group assemblies to address life choices, substance abuse, business etiquette, anger management, etc.	Classroom Teacher(s), Counselor(s), Principal	August 2017- June 2018		Formative -



# STAAR Demographics by Subject for All Grades for LEAD ACADEMY

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Approaching Gr Lvl Std Retests: Second Administration included if available Source: Admin

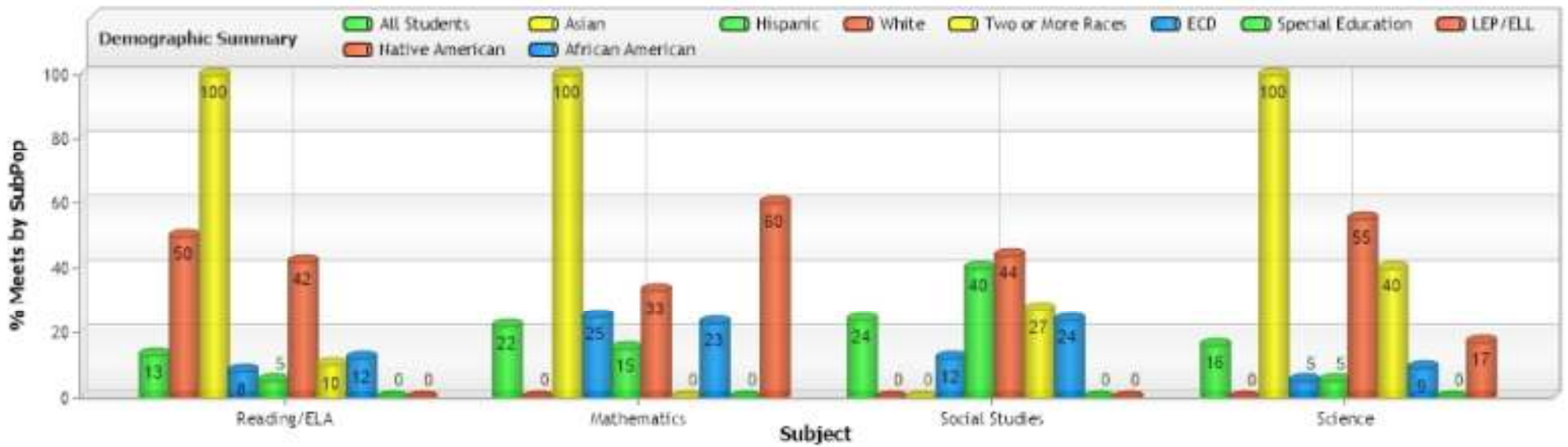
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	145	44	30	63	54	86	102	73	72	77	47	61
Native American	2	1	50	0	0	0	1	1	100	0	0	0
Asian	1	1	100	1	1	100	0	0	0	1	1	100
African American	76	18	24	28	25	89	57	33	58	38	22	58
Hispanic	37	9	24	20	17	85	15	14	93	22	11	50
White	19	10	53	9	8	89	18	15	83	11	9	82
Two or More Races	10	5	50	5	3	60	11	10	91	5	4	80
ECD	100	29	29	43	37	86	68	47	69	53	32	60
Special Education	9	1	11	6	4	67	9	3	33	4	2	50
LEP/ELL	4	1	25	5	5	100	0	0	0	6	4	67



# STAAR Demographics by Subject for All Grades for LEAD ACADEMY

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Meets Gr Lvl Std Retests: Second Administration included if available Source: Admin

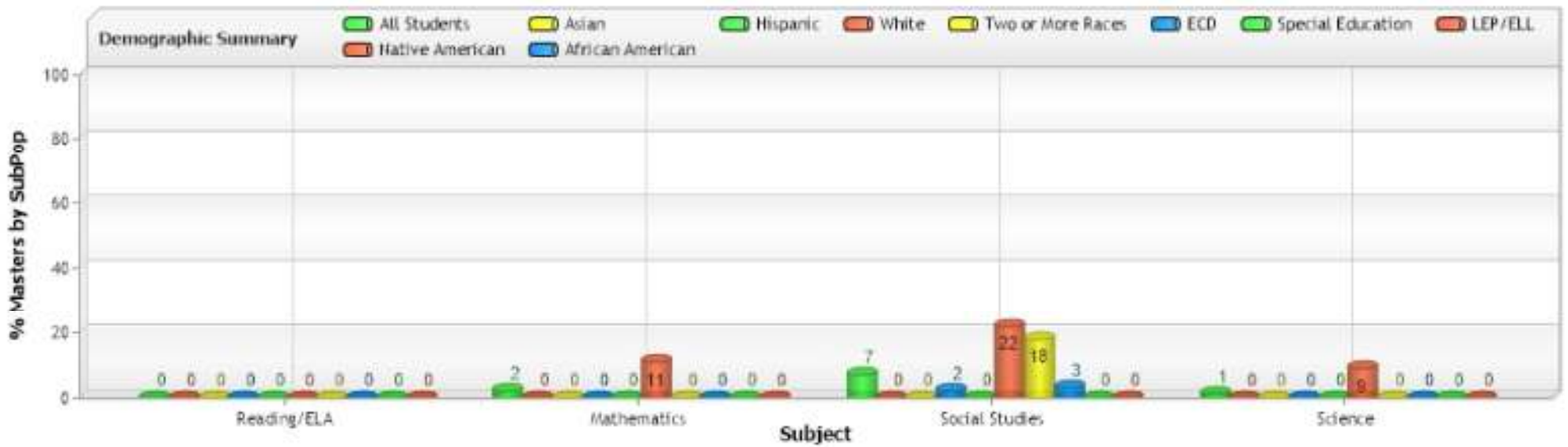
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%	Tested	Meets	Meets%
All Students	145	19	13	63	14	22	102	24	24	77	12	16
Native American	2	1	50	0	0	0	1	0	0	0	0	0
Asian	1	1	100	1	1	100	0	0	0	1	1	100
African American	76	6	8	28	7	25	57	7	12	38	2	5
Hispanic	37	2	5	20	3	15	15	6	40	22	1	5
White	19	8	42	9	3	33	18	8	44	11	6	55
Two or More Races	10	1	10	5	0	0	11	3	27	5	2	40
ECD	100	12	12	43	10	23	68	16	24	53	5	9
Special Education	9	0	0	6	0	0	9	0	0	4	0	0
LEP/ELL	4	0	0	5	3	60	0	0	0	6	1	17



# STAAR Demographics by Subject for All Grades for LEAD ACADEMY

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
Calculation Option: Masters Gr Lvl Std Retests: Second Administration included if available Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science		
	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%	Tested	Masters	Masters%
All Students	145	0	0	63	1	2	102	7	7	77	1	1
Native American	2	0	0	0	0	0	1	0	0	0	0	0
Asian	1	0	0	1	0	0	0	0	0	1	0	0
African American	76	0	0	28	0	0	57	1	2	38	0	0
Hispanic	37	0	0	20	0	0	15	0	0	22	0	0
White	19	0	0	9	1	11	18	4	22	11	1	9
Two or More Races	10	0	0	5	0	0	11	2	18	5	0	0
ECD	100	0	0	43	0	0	68	2	3	53	0	0
Special Education	9	0	0	6	0	0	9	0	0	4	0	0
LEP/ELL	4	0	0	5	0	0	0	0	0	6	0	0



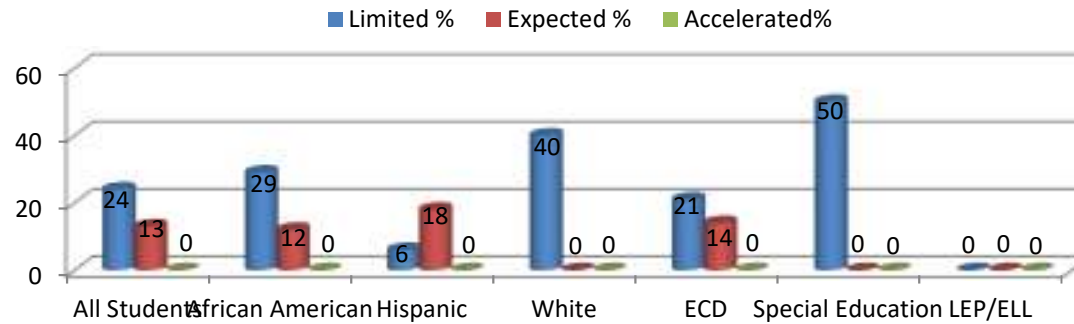


# STAAR Demographics Growth by Subject for All Grades for LEAD ACADEMY

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S  
 Calculation Option: Growth Retests: Second Administration included if available Source: Admin

SubPopulation	Reading/ELA					Mathematics				
	Tstd	Lim %	Exp %	Acc %	Nol %	Tstd	Lim %	Exp %	Acc %	Nol %
All Students	79	24	13	0	63	63	17	6	0	76
African American	42	29	12	0	60	28	7	7	0	86
Hispanic	17	6	18	0	76	20	20	10	0	70
White	10	40	0	0	60	9	22	0	0	78
ECD	56	21	14	0	64	43	23	9	0	67
Special Education	4	50	0	0	50	6	33	0	0	67
LEP/ELL	1	0	0	0	100	5	0	20	0	80

## LEAD Academy STAAR Growth % - Reading



## LEAD Academy STAAR Growth % - Math

