

Longview Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Board Approval Date: October 8, 2018

Mission Statement

Believing in excellence for all, the District will guarantee the highest level of academic achievement and character development of each learner by providing challenging curriculum and exemplary instruction within a safe environment.

Value Statement

Statement of Beliefs

We believe that...

Every individual has intrinsic worth and is able to contribute to society.

Every student has a right to a high-quality, equitable education.

Every individual has the ability to learn and an innate desire to succeed.

A safe, healthy, and orderly environment is critical for learning.

A community holding high academic expectations will reap educational, economic, cultural, and societal benefits.

High morals, strong character, and personal integrity are essential for the betterment of society.

Honoring diversity and building on individual strengths contribute to growth.

School-Community partnerships are vital for success.

Change is essential for continuous improvement.

Every learner must be prepared to compete globally.

Education immeasurably enriches quality of life.

Learning is a life-long quest.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Longview ISD is a mid-sized diverse district that has an area of 120 square miles and is centrally situated in Gregg County. It has a current enrollment of more than 8,600 students with 8 elementary schools, 3 middle schools, 2 high schools, and 1 school serving special populations (Juvenile Detention Center). In addition, the district provides educational services to the hearing impaired, ages birth through 22 years at the Regional Day School for the Deaf.

Student Ethnicity Breakdown	2017-2018	2018-2019
American Indian	.51%	.28%
Asian	1.38%	1.40%
African American	35.32%	34.22%
White	19.50%	18.09%
Hispanic	39.45%	41.85%

Staff Ethnicity Race Report Category	15-16	16-17	17-18
A - Asian	1	2	3
B - Black or African American	510	523	522
H - Hispanic/Latino	128	131	129
I - American Indian or Alaska Native	2	0	1
T - Two or More Races	12	14	12
W - White	528	533	519

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need additional training on differentiating instruction for all student populations represented in their classroom. **Root Cause:** Teachers have not been properly trained on at-risk indicators for specific student populations.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

Longview ISD met standards in all 4 domains. All eligible campuses met all 4 domains for state accountability. There are no campuses designated as Improvement Required for the 2018-2019 school year. The district collectively was awarded 34 distinctions by TEA for outstanding performance based on their comparison groups. Our focus continues to be on content literacy for all students. We not only strive to meet the needs of students who may struggle, but we also work to see student growth for our high achieving students.

- Bramlette/5 Distinctions - Reading/ELA, Math, Comparative Academic Growth, Comparative Closing the Gaps, Postsecondary Readiness
- Johnston McQueen/1 Distinction - Science
- Hudson PEP/6 Distinctions - Reading/ELA, Math, Science, Comparative Academic Growth, Comparative Closing the Gaps, Postsecondary Readiness
- Ned E Williams/6 Distinctions - Reading/ELA, Math, Science, Comparative Academic Growth, Comparative Closing the Gaps, Postsecondary Readiness
- Foster/6 Distinctions - Reading/ELA, Math, Social Studies, Comparative Academic Growth, Comparative Closing the Gaps, Postsecondary Readiness
- Forest Park /4 Distinctions - Reading/ELA, Math, Comparative Academic Growth, Comparative Closing the Gaps
- Longview HS/6 Distinctions - Reading/ELA, Math, Science, Social Studies, Comparative Closing the Gaps, Postsecondary Readiness

Student Academic Achievement Strengths

Reading Scores rising

LISD campuses that posted gains at the Approaches (passing) level in third-grade reading were Bramlette (3%), Johnston-McQueen (6%), and Ware (15%). Hudson PEP's Approaches level remained at 100%.

Most schools posted gains in fourth-grade reading. The biggest gains in fourth grade reading scores were at Bramlette (19%) and Ware (17%). While Ware Elementary School and Forest Park Middle School had gains in all tested grades in reading, Everhart's reading scores declined in all tested grades.

Approaches levels for LISD were 74% in third-grade reading, 74% in fourth-grade reading, 86% in fifth-grade reading, 65% in sixth grade reading, 72% in seventh-grade reading, and 79% in eighth-grade reading. Scores at the Meets and Masters levels were up at most campuses in grades 4 and 7.

Mathematics results mixed

Math results for the elementary schools were similar for the tested levels, with third grade showing lower results than last year's scores and falling one to two percentage points in comparison to state levels. Most elementary schools showed gains in fourth grade math at the Approaches, Meets, and Masters levels, and all of the middle schools saw gains at all three levels in sixth grade.

At the Approaches level, Bramlette had an increase of 28%, South Ward had an increase of 19%, and Ware had an increase of 18%. Most of the other elementary campuses had smaller increases. Although fifth-grade math scores at the Approaches level dropped slightly at most of the campuses, the district had a 1% gain in fifth-grade math. Approaches levels in math for LISD were 78% in third grade, 82% in fourth grade, 92% in fifth grade, 79% in sixth grade, 75% in seventh grade, and 93% in eighth grade. All three middle schools had 100% of their students at the Approaches level in Algebra I.

Writing above state average

Fourth grade writing results showed significant gains at the Approaches level for Bramlette and Everhart at 38% and 14%, respectively. Ware and Johnston-McQueen showed losses at the Approaches level, but showed increases at the Meets level. Seventh grade writing results were down by a few percentage points at Forest Park and Foster. South Ward Elementary School and Judson Middle School participated in the Writing Pilot and did not have scores this year for comparison. Longview ISD scored above the state average in writing for grade 4 (70%), but below the state average for grade 7 (61%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All teachers need support in increasing literacy across all curriculum. **Root Cause:** Teachers need training and support to increase literacy in their content area and across all curriculum.

Problem Statement 2: We missed some state targets in some subjects and subpops. **Root Cause:** Teachers need additional training on meeting the diverse needs of students in all content areas.

Problem Statement 3: Science results are inconclusive for the district. **Root Cause:** Teachers need additional supports and training on science instructional methods and delivery of science TEKS.

District Processes & Programs

District Processes & Programs Summary

Longview ISD is a public PreK-12 school district of choice for 8,600+ students in Longview, Texas, where educators help students excel and reach their maximum potential. We believe in excellence for all students, so we will continue to strive to provide meaningful opportunities for our students to succeed.

Longview ISD currently uses TEKS Resource Systems as an online curriculum management system that is completely aligned with state standards. During the past few years, Longview ISD has instituted a districtwide approach using formative assessments, pacing guides, and Professional Learning Communities to optimize learning on all campuses. All teachers regularly meet in PLCs to analyze and disaggregate data to make instructional decisions based on individual student needs on all campuses.

Longview ISD has a TxBESS mentor program in place to help support all new teachers in the district. We strive to hire highly qualified teachers through participation in various job fairs throughout the school year. Mandatory staff development was provided for all new hires during new teacher orientation. The curriculum department has expanded to include curriculum specialists to support teachers in all core subject and to help with teacher retention. In addition, each elementary campus has a curricular program support specialist and an additional reading teacher to help provide literacy support.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Our teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause:** Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.

Perceptions

Perceptions Summary

Strong school leadership, ongoing professional development, and a tech savvy environment will make learning relevant and fun for every child, drawing families to the LISD schools. Each school in Longview ISD will foster a participative school culture where students and teachers are not just consumers of knowledge, but also producers of knowledge. A strong academic focus is a primary motivator for parents to send their children to any school in Longview ISD.

Parent Involvement Survey results indicate a high level of parental satisfaction with the communication, campus involvement opportunities, academics, and climate at their child’s campus. Our goal is to increase parental involvement districtwide. We currently offer Communities in Schools on ten campuses. This organization is designed to help students succeed and stay in school by surrounding students with a community of support.

	Attendance	
Years	16-17	17-18
Totals	96.71	96.26

Teacher Retention Rates	2015-2016	2016-2017	2017-2018
District Rates	81.1	79.6	78
Longview H S	83.5	80.1	79.3
Lead Academy	63.6	76.9	58.3
Forest Park Magnet	75.5	74.4	70.8
Foster Middle	79.3	75	90.1
Judson Middle	79.5	81.6	
Playing For Keeps Early Childhood Center	100	100	
Hudson	91.6	75	91.6
Bramlette	77.5	80	
J L Everhart	86.3	80.4	61.7
Johnston McQueen	89.1	83.6	76

South Ward	80	81.3	58.1
Ware	81	80	60.5
Ned E. Williams	79.4	75	73.6
Juvenile Detention Center	50	100	50

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Historical perceptions communicated to the community does not portray positive information. **Root Cause:** The community as a whole does not have a clear understanding of the good things happening at Longview ISD.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

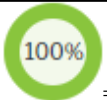
Performance Objective 1: Increase student teachers in LISD classrooms by 5%

Evaluation Data Source(s) 1: Student teaching data (Number of student teachers)


Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) 1. Successful student teacher candidates with principal recommendation may be offered employment pending meeting SBEC requirements.		Principal	Number of cohorts hired				
2) Review and expand the student teacher applicant pool and process by partnering with higher education institutions.		Asst. Supt. HR	Increased placement of student teachers in the district				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Increase teacher retention rate by 10%

Evaluation Data Source(s) 2: Data documenting retention rate of teachers in LISD

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Provide magnet and charter teaching staff with appropriate training and supports, including Project-based learning and student-centered classrooms training	2.4, 2.5	Assistant Superintendent of Campus Accountability; Magnet Director; Campus Principals; Principal/teacher	Teachers will feel more empowered by having the knowledge and skills necessary for success. Therefore, teachers will be more likely to stay at LISD.				
	Funding Sources: 257 Public Charter School - Montessori - 0.00, 258 Public Charter School - STEAM - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00						
2) Administer employee satisfaction survey and analyze results for areas of improvement.		Asst. Supt. HR	Improve the employee retention rate				
3) Continue with the plan to recognize employees for longevity and contributions through non-monetary means.		Asst. Supt. HR	Improve the employee retention rate				
4) Continue and enhance TxBESS mentor program for new teachers.		Asst. HR; Principals; Asst. Curriculum	All new teachers assigned mentors and participate in the program.				
5) Continue the Longview Incentive for Teachers (LIFT) program.		Asst. HR	Increased teacher satisfaction; reduced teacher turnover rate; increase performance of at-risk students				
							

Goal 1: Improve Recruitment and Retention of Quality Personnel


Performance Objective 3: Recruit and employ highly qualified staff

Evaluation Data Source(s) 3:


Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue and strengthen partnerships with alternative certification programs. (i.e. Teach Texas, Texas Teachers, I Teach Texas, Troops to Teachers, etc.)		Asst. Supt. Curriculum & Instruction, Asst. Supt. HR & Community Relations, Principal	Attract teachers to the district				
2) Continue and strengthen partnerships with traditional teacher preparation programs. (i.e. SFA, UT Tyler, LeTourneau, Jarvis Christian College, Wiley College, East Texas Baptist University)		Asst. Supt. Curriculum & Instruction, Asst. Supt. HR	Attract teachers to the district				
3) Continue partnerships with educational service centers for certification programs for bilingual teachers.		Asst. Supt. HR, District Bilingual Department, Principal	Attract bilingual teachers to the district				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: To increase Family Engagement on magnet campuses by 50%

Evaluation Data Source(s) 1: Family Engagement Plans; Sign-in sheets and agendas from meetings

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Develop and implement a Family Engagement Plan at each of the MSAP Magnet Campuses	3.1, 3.2	Campus Principals	Increased engagement of the families resulting in greater knowledge of educational importance				
Problem Statements: Demographics 1 Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00, 257 Public Charter School - Montessori - 0.00, 258 Public Charter School - STEAM - 0.00							
Critical Success Factors CSF 5 CSF 6 2) Implement a parent/family engagement resource program to support students and families social and emotional needs.	3.1, 3.2	Campus Principals	Students/Families will have access to resources that will help eliminate obstacles to student learning				
Problem Statements: Demographics 1 Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00, 257 Public Charter School - Montessori - 0.00, 258 Public Charter School - STEAM - 0.00							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LISD has a high mobility rate. Root Cause 1: Families are often unable to afford housing in the area so they move from apartment to apartment when the monthly rent is due.

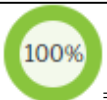

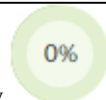

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Longview ISD magnet campuses will increase partnerships with local educational institutions of higher learning, medical institutions, and with local businesses by 50%.

Evaluation Data Source(s) 2: MOUs, Business and community partnerships, volunteer documentation

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Provide students with field trip opportunities, career shadowing and apprenticeship opportunities, and mentors from community businesses and institutions of higher learning	2.4, 2.5	Assistant Superintendent of Campus Accountability	Student experiences through this strategy will cause a better understanding of college and career pathways for students.				
	Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00						
Critical Success Factors CSF 6 2) Develop and implement a Marketing Plan that provides information on the district's Magnet program, Charter Schools, and other educational opportunities for students	2.6	Assistant Superintendent of District Services; Magnet Director	The community will have a better understanding of the opportunities that are available for students; marketing will attract students and employees to the district.				
	Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00						
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Goal 2: Improve Communication and Delivery of Information to Parents and General Public


Performance Objective 3: Increase social media/online presence in new outlets by 25%

Evaluation Data Source(s) 3:


Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Strengthen public relations campaign on Twitter and Facebook and other new outlets.		Asst. Supt HR&Community Relations	Increased number of followers on media outlets				
2) Improve website accessibility for users (three click rule).		Communications Officer	Website accessibility made user friendly				
3) Maintain positive communication with the district public through the distribution of the Longview Voice.		Principal; Communication Officer	Increase knowledge of the school's successes to the community and celebrate good news				
4) Continue to Use Let's Talk and/or other communication resources to provide better school experiences.		Principal; Communication Officer	Build brand loyalty and improve customer service by delivering accurate, courteous, and timely responses				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 4: To increase family engagement on all campuses.

Evaluation Data Source(s) 4: Family Engagement Plans; Sign-in sheets and agendas from meetings

Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Research, develop, and create a plan for a career resource center at a central location in the district for all parents.		District Improvement Team	To help parents with financial literacy, life skills, and make them more employable				


Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: 90% of students will achieve at the 90% meets standard level.

Evaluation Data Source(s) 1: Common Assessments; teacher observation; Progress Reports

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Implement a student support academic engagement program, Accelerated Academies, at each magnet campus in LISD	2.4, 2.5, 2.6	Campus Principals	The Accelerated Academies will help to lift those struggling students or enrich experiences for students that are above expectations.				
Problem Statements: Demographics 1 Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							
Critical Success Factors CSF 1 CSF 4 2) Implement rigorous and highly engaging magnet school themes as the project schools that are identified through a strong theory base as viable systemic reform models: Montessori, STEAM, IB, and Early College	2.4, 2.5, 2.6	Assistant Superintendent of Campus Accountability; Magnet Director; Campus Principals	Students will have opportunities to engage in instruction that is relevant and meets their needs and interests.				
Problem Statements: Demographics 1 Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							
Critical Success Factors CSF 3 CSF 6 3) Provide all district administrators, faculty, and staff members with cultural competency training to ensure that bias is not embedded in the system and the daily practices of the schools and district	2.4, 2.6	Assistant Superintendent of Campus Accountability	By gaining a better understanding of diverse cultures, educators will be better equipped to provide personalized educational opportunities for students.				
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: LISD has a high mobility rate. **Root Cause 1:** Families are often unable to afford housing in the area so they move from apartment to apartment when the monthly rent is due.

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: All LISD campuses will increase their Average Daily Attendance to 97%

Evaluation Data Source(s) 2: PEIMS Reports

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Actively monitor attendance daily and communicate absences to parents/guardians	2.5, 2.6	Campus Principals	Student performance will increase by having more exposure to curriculum & instruction.				
Critical Success Factors CSF 1 CSF 4 2) Implement incentive plans for student attendance	2.5	Campus Principals	Student performance will increase by having more exposure to curriculum & instruction.				
3) Continue motivational award program for high campus attendance rates		Asst. Supt;Principal	Increase student attendance rates				
4) Continue to utilize the district truancy officer		Asst. Supt. Pupil Services; Principal	Increase student attendance rates				
5) Promote campus level proactive parental/guardian contact for attendance related issues (i. e. ice cream, recess, etc.)		Principal	Increase student attendance rates				

Goal 3: All Schools Will Meet State Accountability Standards





Performance Objective 3: Implement PreK-12 TEKS at 100% with fidelity districtwide

Evaluation Data Source(s) 3:

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue and monitor use of TEKS Resource Systems with emphasis on vertical alignment.		Curriculum & Instruction Dept., Principal	Student performance will improve as evidenced by common assessment data, benchmark data, and STAAR data.				
2) Utilize common assessment data to drive instruction and discussion at PLCs.		Curriculum & Instruction Dept., Principal, Teacher(s)	Student performance will improve as evidenced by common assessment data, benchmark data, and STAAR data.				
3) Administer targeted professional development.		Curriculum & Instruction Dept.	Professional development will focus on instructional needs of teachers.				
4) Monitor classroom instruction through TTESS protocol.		Asst. Supt. Curriculum & Instruction, Principal	Improve instruction, thus leading to improve student performance				
5) Create and provide core subject pacing guides.		Curriculum & Instruction Dept.	Resource used to set a time frame for instructional items taught				
6) Utilize district instructional specialists for targeted campus support in core subjects.		Curriculum & Instruction Dept.	Instructional support will focus on student and teacher needs as identified by data				
7) Train and monitor campus curriculum support personnel.		Curriculum & Instruction Dept., Director of Instruction, Principal	Common commitments and a team approach will result in increased student achievement				
8) Implement IB with fidelity.		Curriculum & Instruction Dept., Principal	Improved student performance and increased enrollment on specified campus				
9) Implement Gomez and Gomez model with fidelity.		Asst. Supt. Curriculum & Instruction, District Bilingual Department	Increase academic rates of students who participate				

10) Utilize outside district consultants for coaching and professional development.		Asst. Supt. Curriculum & Instruction	Improved performance of struggling teachers and students				
11) Utilize Response to Intervention to provide needed accommodations for struggling students and provide focused training for staff members, administrators, teachers, and counselors.		District RTI coordinator; Principal	Improved performance of struggling students				
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Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 4: All students groups will meet the state targets in Domain 3, closing performance gaps, according to state accountability.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to expand Sheltered Instruction (SIOP) training for district employees.		Curriculum & Instruction Dept.	Improved performance of EL and at-risk students				
2) Research and develop a plan for co-teaching/inclusion to provide SPED students with the least restrictive environment.		Director of Special Education	Improved performance of students identified SPED				
3) Monitor implementation of individual plans for students with disabilities (i.e. 504/SPED/RTI).		Curriculum & Instruction Dept.; Principal	Improved implementation of accommodations for students with disabilities and/or struggling academically				
4) Increase Math STAAR performance by 5% in the non-continuously enrolled category .			Meet state Math target for this subpop				
5) Increase Math/Reading STAAR performance for two or more races by 5%.		Curriculum & Instruction Dept.; Principal	Meet state Reading/Math target for this subpop				
6) Increase school quality status (College, Career, and Military Readiness Performance) by 5% in all student categories (i.e. all students, AA, EL, Eco. Disadv, SPED, etc.).		Curriculum & Instruction Dept.; Principal	Meet state target for College, Career, and Military Readiness Performance				

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 5: Increase parental and community engagement by 5%

Evaluation Data Source(s) 5:

Summative Evaluation 5:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Support campus initiatives for parental involvement.		Asst. Supt. HR & Community Relations, Curriculum & Instruction Dept.	Increased parental involvement				
2) Provide districtwide parent education nights to encourage the involvement of parents of all ethnicities.		Curriculum & Instruction Dept.; Principals	Increased parental involvement				



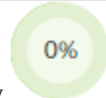

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Student participation in advanced coursework at the middle and high schools will increase by 5%.

Evaluation Data Source(s) 1: Student enrollment data

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Train teachers in Project-based learning and student-centered instruction.	2.4, 2.5, 2.6	Assistant Superintendent of Campus Accountability	Students will be engaged in relevant, real-world learning at a rigorous and high level.				
	Funding Sources: 257 Public Charter School - Montessori - 0.00, 258 Public Charter School - STEAM - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00						
Critical Success Factors CSF 1 2) Develop partnerships with local educational institutions of higher education, medical institutions, and with local businesses for student field trips, internships, apprenticeships, and shadowing activities in order to provide students with opportunities to prepare for higher level coursework	2.4, 2.5, 2.6	Superintendent	Students will be encouraged to take higher level courses after having experiences that peak their interest in different areas				
	Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00						
Critical Success Factors CSF 1 CSF 6 3) Provide opportunities for students to engage in mentoring and college enrichment activities.		Assistant Superintendent for Campus Accountability; Campus Principals	Providing experiences and mentors will lead to increased rates of students successfully transitioning to college or careers				
	Funding Sources: 199 General Fund - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: 85% of Montessori students will progress one year or more academically.

Evaluation Data Source(s) 2: Tejas Lee; TPRI; ITBS; Common Assessments

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Ensure that all teachers at ETMPA and WETMA receive Montessori Certification	2.5, 2.6	Montessori Director	Teachers utilizing the Montessori Learning methods and strategies will help students progress at an accelerated pace academically.				
Funding Sources: 257 Public Charter School - Montessori - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00							
Critical Success Factors CSF 1 CSF 4 2) Provide well-equipped Montessori classrooms that incorporate uninterrupted 2-3 hour work cycles	2.5, 2.6	Montessori Director	Providing a well-equipped classroom will allow teachers and students to have access to many resources that will provide students with the opportunity to raise their achievement.				
Funding Sources: 257 Public Charter School - Montessori - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00							
							



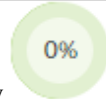

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 3: Student participation by demographic designation in STEAM-related course electives and extra or co-curricular activities will increase by 5%.

Evaluation Data Source(s) 3: Student enrollment data; extra/co-curricular participation numbers

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide students in each magnet project school with access to high-interest and engaging co-curricular and extra-curricular activities</p>	2.5	Magnet Director; Campus Principals	Group isolation will decrease and student achievement in academic areas will increase as students become more involved in co-curricular and extra-curricular activities				
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 1: Educate 100% of students on soft skills.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Team with business leaders and owners to develop applicant profiles.		Principal	Students will learn new coping and life skills.				

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


Performance Objective 2: Increase student participation by 50% at workforce and college preparation events.

Evaluation Data Source(s) 2:


Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

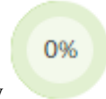
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Offer opportunities for workforce career exploration at LEGHS (i.e. speakers, career fairs, etc.)		Counselors; Principal	Students will become educated on workforce requirements.				
2) Partner with local industries and higher education and technical schools (i.e. college field trips).		Counselors; Principal	Students will become educated on college requirements.				
3) Enroll students in the East Texas Manufacturing Academy		Principal; Curriculum and Instruction Department	Increase number of students earning a workforce certificate				
4) Research the Take Your Child to Work Program for future implementation in the district.		District Chair(s); District Team	Show children the value of their education and provide them an opportunity to share how they envision the future.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

District Improvement & Planning Committee

Committee Role	Name	Position
Non-classroom Professional	Winifred Jackson	Dyslexia Specialist
Classroom Teacher	Liza Salas	Bilingual Teacher
Classroom Teacher	Holly Thomas	Bilingual Teacher
Classroom Teacher	Elverado Delmas	Bilingual Teacher
Classroom Teacher	Mable King	Teacher
Classroom Teacher	Shandra Spady	Teacher
Classroom Teacher	Kristina Stewart	Teacher
Non-classroom Professional	Cheri Lee	Student Support Specialist
Non-classroom Professional	Gwendolyn Black	Counselor
District-level Professional	Sheri Broadwater	Director of Federal Programs
District-level Professional	Carolyn Warren	District Testing Coordinator - Local
District-level Professional	Lori Sustaita	Bilingual Supervisor
Parent	Dawn Jeffery	Parent
Community Representative	Russell Haynes	Community Representative
Parent	Mariana Flores	Parent
Administrator	Georgetta McAlister	Assistant Principal
Non-classroom Professional	Debbie Kraus	Dyslexia Specialist
Classroom Teacher	Kristi McAdams	Teacher
Classroom Teacher	Art Conrad	Teacher

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Incentives for attendance rewards		\$0.00
4	1	3	Mentoring and college experiences		\$0.00
Sub-Total					\$0.00
257 Public Charter School - Montessori					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development Training		\$0.00
2	1	1	Planning and implementation of family engagement		\$0.00
2	1	2	Providing family engagement resources		\$0.00
3	2	2	Incentives for attendance rewards		\$0.00
4	1	1	Professional Development		\$0.00
4	2	1	Montessori Training		\$0.00
4	2	2	Supplies, equipment, furniture, planning		\$0.00
Sub-Total					\$0.00
258 Public Charter School - STEAM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development Training		\$0.00
2	1	1	Planning and implementation of family engagement		\$0.00
2	1	2	Providing family engagement resources		\$0.00
3	2	2	Incentives for attendance rewards		\$0.00
4	1	1	Professional Development		\$0.00
Sub-Total					\$0.00
288 Magnet Schools Assistance Program (MSAP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development Training		\$0.00

2	1	1	Planning and implementation of family engagement		\$0.00
2	1	2	Providing family engagement resources		\$0.00
2	2	1	Travel for field trips for students, expenses for developing partnerships		\$0.00
2	2	2	Supplies and materials (i.e., billboards, tv and radio advertisements, etc.)		\$0.00
3	1	1	Planning and implementation of Accelerated Academies		\$0.00
3	1	2	Development and implementation of magnet themes for each campus		\$0.00
3	2	2	Incentives for attendance rewards		\$0.00
4	1	1	Professional Development		\$0.00
4	1	2	Field trips, travel in order to build partnerships		\$0.00
4	1	3	Mentoring and college experiences		\$0.00
4	2	1	Montessori Training		\$0.00
4	2	2	Supplies, equipment, furniture, planning		\$0.00
4	3	1	Providing co-curricular and extra-curricular activities & purchasing necessary supplies and materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

**Texas Education Agency
2018 Accountability Ratings Overall Summary
LONGVIEW ISD (092903)**

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		79	C
STAAR Performance	50	82	
College, Career and Military Readiness	44	73	
Graduation Rate	95.6	85	
School Progress		82	B
Academic Growth	71	82	B
Relative Performance (Eco Dis: 68.8%)	47	81	B
Closing the Gaps	78	86	B

Distinction Designations

Postsecondary Readiness

Not Earned



**Texas Education Agency
2018 STAAR Performance Data Table
LONGVIEW ISD (092903)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	78%	72%	78%	89%	88%	93%	*	80%	73%	67%	74%	61%	77%	79%	74%
% at Meets GL Standard or Above	49%	39%	46%	70%	56%	83%	*	55%	41%	31%	39%	38%	42%	50%	43%
% at Masters GL Standard	23%	14%	19%	44%	15%	60%	*	29%	15%	11%	14%	15%	19%	24%	19%
Number of Tests															
# at Approaches GL Standard or Above	9,996	3,214	4,179	2,006	**	181	*	334	5,950	1,548	2,582	622	126	8,091	1,905
# at Meets GL Standard or Above	6,236	1,755	2,474	1,563	**	161	*	231	3,301	712	1,347	389	69	5,135	1,101
# at Masters GL Standard	2,881	618	1,029	979	**	117	*	121	1,209	253	504	149	31	2,401	480
Total Tests	12,785	4,459	5,374	2,247	**	195	*	418	8,113	2,318	3,488	1,020	164	10,200	2,585
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	75%	67%	74%	88%	*	95%	*	80%	70%	62%	70%	53%	78%	76%	71%
% at Meets GL Standard or Above	46%	36%	44%	69%	*	82%	*	57%	38%	28%	35%	37%	39%	48%	42%
% at Masters GL Standard	20%	12%	16%	40%	*	53%	*	24%	12%	9%	12%	14%	17%	20%	17%
Number of Tests															
# at Approaches GL Standard or Above	3,725	1,168	1,549	774	*	70	*	132	2,203	555	937	191	46	3,020	705
# at Meets GL Standard or Above	2,313	619	910	610	*	61	*	93	1,206	248	467	131	23	1,898	415
# at Masters GL Standard	978	203	339	351	*	39	*	39	393	84	160	51	10	813	165
Total Tests	4,977	1,735	2,089	878	*	74	*	164	3,159	896	1,334	358	59	3,984	993
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	85%	78%	87%	92%	*	95%	*	81%	81%	83%	86%	72%	86%	86%	79%
% at Meets GL Standard or Above	53%	43%	54%	69%	*	88%	*	54%	46%	44%	50%	43%	48%	56%	43%
% at Masters GL Standard	28%	17%	27%	47%	*	66%	*	38%	21%	19%	24%	19%	23%	29%	22%
Number of Tests															
# at Approaches GL Standard or Above	3,331	1,059	1,451	636	*	53	*	105	2,081	681	1,009	239	48	2,684	647
# at Meets GL Standard or Above	2,089	586	891	476	*	49	*	70	1,190	360	589	143	27	1,731	358
# at Masters GL Standard	1,091	231	442	325	*	37	*	49	528	153	280	62	13	908	183
Total Tests	3,933	1,364	1,662	693	*	56	*	130	2,571	824	1,171	331	56	3,110	823
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	67%	61%	66%	82%	*	*	*	*	60%	53%	62%	34%	*	69%	61%
% at Meets GL Standard or Above	42%	33%	38%	69%	*	*	*	*	32%	24%	32%	33%	*	43%	41%
% at Masters GL Standard	15%	10%	9%	34%	*	*	*	*	8%	5%	6%	13%	*	16%	11%
Number of Tests															
# at Approaches GL Standard or Above	643	197	264	143	*	*	*	*	355	110	176	24	*	524	119
# at Meets GL Standard or Above	404	107	152	120	*	*	*	*	190	50	90	23	*	324	80
# at Masters GL Standard	139	33	37	59	*	*	*	*	45	10	16	9	*	118	21
Total Tests	956	324	403	174	*	*	*	*	587	209	284	70	*	761	195
Science															
Percent of Tests															
% at Approaches GL Standard or Above	80%	77%	77%	92%	*	87%	*	88%	75%	56%	70%	65%	86%	81%	77%
% at Meets GL Standard or Above	47%	39%	41%	74%	*	77%	*	63%	39%	15%	30%	34%	55%	49%	41%
% at Masters GL Standard	19%	10%	14%	48%	*	60%	*	29%	11%	2%	7%	9%	23%	21%	15%
Number of Tests															
# at Approaches GL Standard or Above	1,456	494	599	278	*	26	*	49	859	154	338	106	19	1,175	281
# at Meets GL Standard or Above	862	253	323	222	*	23	*	35	443	41	146	55	12	714	148
# at Masters GL Standard	353	66	108	145	*	18	*	16	126	5	36	14	5	299	54
Total Tests	1,822	644	779	302	*	30	*	56	1,149	275	486	162	22	1,458	364

2018 Accountability: STAAR Performance

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	77%	76%	72%	88%	*	87%	*	81%	70%	*	57%	63%	*	78%	73%
% at Meets GL Standard or Above	52%	48%	45%	68%	*	87%	*	63%	42%	*	26%	37%	*	53%	48%
% at Masters GL Standard	29%	22%	23%	50%	*	83%	*	41%	18%	*	6%	13%	*	30%	27%
Number of Tests															
# at Approaches GL Standard or Above	841	296	316	175	*	20	*	26	452	*	122	62	*	688	153
# at Meets GL Standard or Above	568	190	198	135	*	20	*	20	272	*	55	37	*	468	100
# at Masters GL Standard	320	85	103	99	*	19	*	13	117	*	12	13	*	263	57
Total Tests	1,097	392	441	200	*	23	*	32	647	*	213	99	*	887	210

* 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.



**Texas Education Agency
2018 Academic Growth Data Table
LONGVIEW ISD (092903)**

ELA/Reading and Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	326	450	-	3	584	-	-	118	20		
Approaches Grade Level	-	350	2	-	422	476	-	-	502	145		
Meets Grade Level	59	-	-	333	-	-	-	303	427	442		
Masters Grade Level	14	-	-	92	-	-	324	-	-	1,015		
Total Number of Tests	73	676	452	425	425	1,060	324	303	1,047	1,622		
Total Points	0.0	0.0	452.0	0.0	212.5	1,060.0	0.0	151.5	1,047.0	1,622.0	4,545.0	6,407
Score												71

- Indicates count is not available for this group.

ELA/Reading

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	233	295	-	0	310	-	-	54	10		
Approaches Grade Level	-	187	0	-	186	271	-	-	258	71		
Meets Grade Level	36	-	-	133	-	-	-	174	230	182		
Masters Grade Level	8	-	-	51	-	-	168	-	-	478		

2018 Academic Growth

Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Total Number of Tests	44	420	295	184	186	581	168	174	542	741		
Total Points	0.0	0.0	295.0	0.0	93.0	581.0	0.0	87.0	542.0	741.0	2,339.0	3,335
Score												70

- Indicates count is not available for this group.

Mathematics

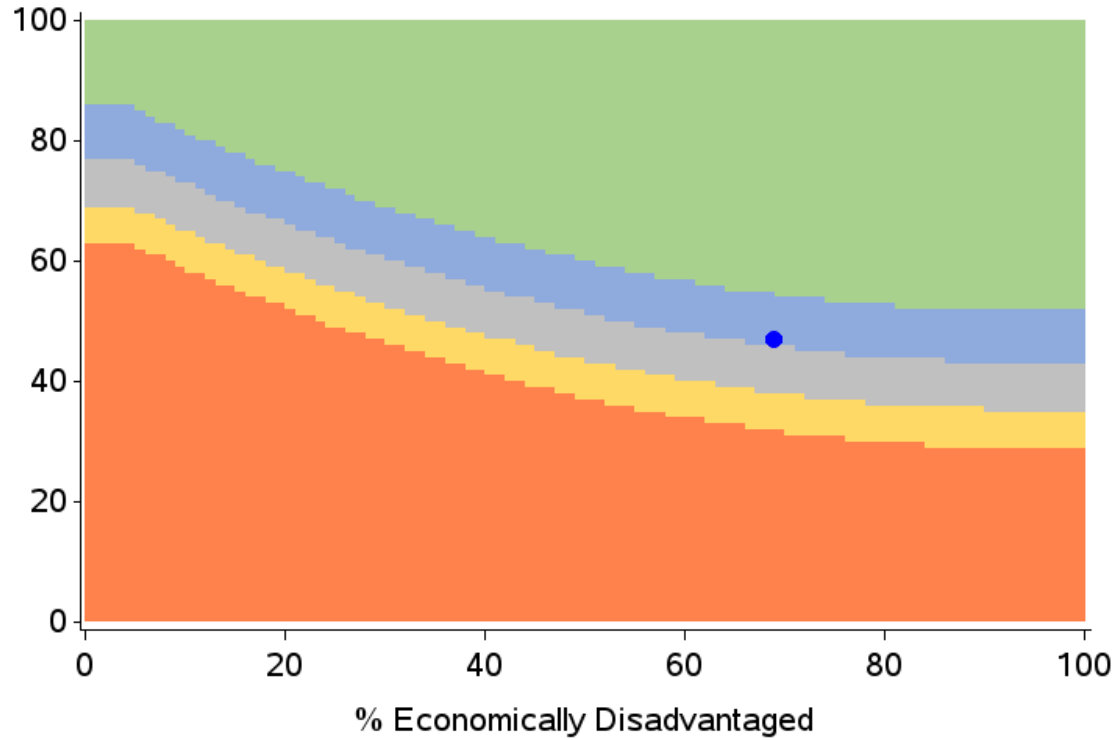
Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	93	155	-	3	274	-	-	64	10		
Approaches Grade Level	-	163	2	-	236	205	-	-	244	74		
Meets Grade Level	23	-	-	200	-	-	-	129	197	260		
Masters Grade Level	6	-	-	41	-	-	156	-	-	537		
Total Number of Tests	29	256	157	241	239	479	156	129	505	881		
Total Points	0.0	0.0	157.0	0.0	119.5	479.0	0.0	64.5	505.0	881.0	2,206.0	3,072
Score												72

- Indicates count is not available for this group.



**Texas Education Agency
2018 Relative Performance**
LONGVIEW ISD (092903)

STAAR and CCMR



**Texas Education Agency
2018 Relative Performance**
LONGVIEW ISD (092903)

			Value needed for:			
% Economically Disadvantaged	% Eco Dis Range	STAAR and CCMR	90	80	70	60
68.8	68.1 to 69	47	55	46	38	32



**Texas Education Agency
2018 Closing the Gaps Status Table
LONGVIEW ISD (092903)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
Academic Achievement Status																			
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y					
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N					
Total Indicators															24	25	96%	50.0%	48.0
Growth Status																			
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67					
Target Met	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y					
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70					
Target Met	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y					
Total Indicators															22	24	92%		
Graduation Rate Status																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y					
Total Indicators															6	6	100%	10.0%	10.0
English Language Proficiency Status																			
ELP Target										42%									
Target Met										Y									
Total Indicators															1	1	100%	10.0%	10.0
Student Success Status																			
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45					
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y					
Total Indicators															13	13	100%		
School Quality Status																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met	N	N	Y	N					N	Y	N		Y	N					
Total Indicators															3	9	33%	30.0%	9.9
Total																			78

+ Ever HS ELs are included in the Federal Graduation Rate

**Texas Education Agency
2018 Closing the Gaps Data Table
LONGVIEW ISD (092903)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement (Percent at Meets Grade Level or Above)														
ELA/Reading														
% at Meets GL Standard or Above		46%	36%	44%	69%	54%	82%	*	57%	38%	35%	37%	39%	42%
# at Meets GL Standard or Above		2,313	619	910	610	**	61	*	93	1,206	467	131	23	1,898
Total Tests (Adjusted)		4,977	1,735	2,089	878	**	74	*	164	3,159	1,334	358	59	3,984

2018 Accountability: Closing the Gaps

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Mathematics														
% at Meets GL Standard or Above	53%	43%	54%	69%	63%	88%	*	54%	46%	50%	43%	48%	56%	43%
# at Meets GL Standard or Above	2,089	586	891	476	**	49	*	70	1,190	589	143	27	1,731	358
Total Tests (Adjusted)	3,933	1,364	1,662	693	**	56	*	130	2,571	1,171	331	56	3,110	823
Growth (Academic Growth)														
ELA/Reading														
Academic Growth Score	70	66	72	73	88	81	*	66	68	71	64	79	70	71
Growth Points	2,339.0	772.0	971.0	454.0	**	50.0	*	71.5	1,423.0	611.0	145.0	32.5	1,885.5	453.5
Total Tests	3,335	1,163	1,357	619	**	62	*	109	2,086	862	225	41	2,696	639
Mathematics														
Academic Growth Score	72	69	72	75	83	91	71	71	70	70	72	72	72	73
Growth Points	2,206.0	732.0	953.5	392.0	12.5	37.5	5.0	73.5	1,394.0	663.5	167.0	31.0	1,762.0	444.0
Total Tests	3,072	1,063	1,321	521	15	41	7	104	2,005	946	231	43	2,460	612
Graduation (Federal Graduation Rate)														
% Graduated	94.2%	95.3%	92.2%	94.7%	*	100.0%	*	93.3%	95.6%	88.9%	96.6%			
# Graduated	568	222	178	144	*	6	*	14	304	16	57			
Total in Class	603	233	193	152	*	6	*	15	318	18	59			
English Language Proficiency														
TELPAS Progress Rate										55%				
TELPAS Progress										712				
TELPAS Total										1,304				
Student Success (Student Achievement Domain Score: STAAR Component Only)														
STAAR Component Score	50	42	48	68	53	79	*	55	43	42	38	46	51	45
% at Approaches GL Standard or Above	78%	72%	78%	89%	88%	93%	*	80%	73%	74%	61%	77%	79%	74%
% at Meets GL Standard or Above	49%	39%	46%	70%	56%	83%	*	55%	41%	39%	38%	42%	50%	43%
% at Masters GL Standard	23%	14%	19%	44%	15%	60%	*	29%	15%	14%	15%	19%	24%	19%
Total Tests	12,785	4,459	5,374	2,247	**	195	*	418	8,113	3,488	1,020	164	10,200	2,585
School Quality (College, Career, and Military Readiness Performance)														
% Students meeting CCMR	43%	29%	50%	55%	*	*	*	59%	36%	44%	21%	-	50%	25%
# Students meeting CCMR	250.0	68.0	89.0	78.0	*	*	*	9.5	106.0	11.5	11.5	-	212.5	37.5
Total Students	577	232	178	143	*	*	*	16	293	26	56	-	429	148
Participation														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	99%	99%	100%	99%	100%	100%	100%	99%	99%	100%	98%	100%	100%	98%
# Participants	5,271	1,846	2,197	933	28	75	7	181	3,373	1,408	392	61	4,056	1,215
Total Tests	5,298	1,862	2,198	941	28	75	7	183	3,392	1,408	402	61	4,062	1,236
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%
# Participants	4,159	1,458	1,728	743	19	57	8	143	2,744	1,204	362	58	3,156	1,003
Total Tests	4,166	1,461	1,728	746	19	57	8	144	2,749	1,204	364	58	3,158	1,008

* 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).

+ Ever HS ELs are included in the Federal Graduation Rate

- Indicates there are no students in the group.