Borger Intermediate School

Campus Improvement Plan

2006-07

Goal 1:

Correlates with:

Strategies

APPENDIX I

SHARED DECISION MAKING COMMITTEE

PLAN IMPLEMENTATION AND DEVELOPMENT LOG

NEEDS ASSESSMENT

SUMMATIVE EVALUATION

2006-07 Shared Decision Making Committee

Position	Name	Subject/Grade	Contact Information	Signature

Campus Improvement Plan	
Plan Implementation and Development Log	
Date	**Purpose**

Needs Assessment

Summative Evaluation for 2005-06

Needs Assessment Focus

Indicators Rated		**Priority Rating**	**Satisfaction Rating**
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Appendix I

Process Chart
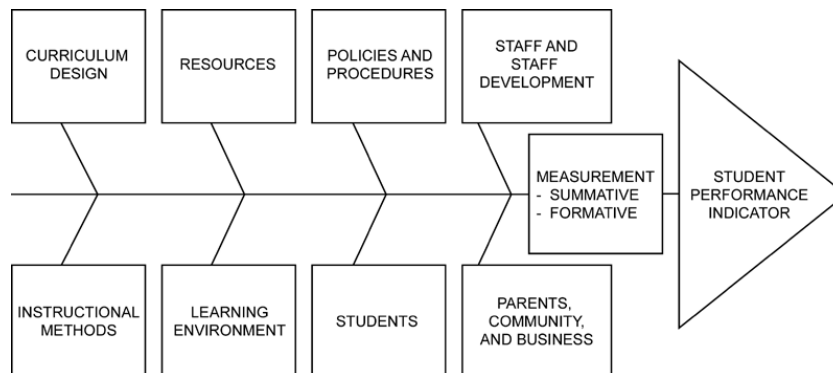
Summative Evaluation for year 2006-07

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1:   **Performance - English**

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2:   **Performance - Mathematics**

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3:   **Performance - Science**

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4:   **Performance - Social Studies**

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1:   **Partnering Parents with Educators**

Parents will be full partners with educators in the education of their children.

Objective 2:   **Student Potential**

Students will be encouraged and challenged to meet their full educational potential.

Objective 3:   **Dropout Prevention**

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4:   **Curriculum**

A well balanced and appropriate curriculum will be provided to all students.

Objective 5:   **School Personnel**

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 6:   **Student Performance**

The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.

Objective 7:   **School Environment**

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 8:   **Instructional Techniques**

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.

Objective 9:   **Technology**

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1:   **Students will Reach High Standards**

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2:   **LEP will become Proficient in English**

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.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3:   **Highly Qualified Staff**

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, " professional development," is defined in section 9101 (34).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4:   **Safe, Drug Free Learning Environments**

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: **All Students will Graduate from High School**

All students will graduate from high school.
5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,
   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
   - calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.
5.2 Performance indicator: The percentage of students who drop out of school,
   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
   - calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1:   **Safe and Orderly Environment**

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2:   Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners.   Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3:   Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about.   The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4:   **Clear and Focused Mission**

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?"   When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced.   It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery.   Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5:   **Opportunity to Learn and Student Time on Task**

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher.   In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify.   In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond?   In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6:   Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7:   Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home.   In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired.   It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1:   **Use Resources to Help Meet Standards**

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2:   **Ensure Planning is Incorporated**

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3:   **Use Effective Methods**

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -
- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4:   **Support Regular Education Program**

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5:   **Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

Goal 6:   **Opportunities for Professional Development**

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7:   **Strategies for Parental Involvement**

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8:   **Coordinate and Integrate Services and Programs**

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I - Schoolwide Programs

Goal 1:   **Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2:   **Student Opportunities**

(i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
(ii) Use effective methods and instructional strategies that are based on scientifically based research that -
     *strengthen the core academic program in the school;
     *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
     *include strategies for meeting the educational needs of historically underserved populations;
(iii)
     *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
          - counseling, pupil services, and mentoring services;
          - college and career awareness and preparation, personal finance education, and innovative teaching
          - the integration of vocational and technical education programs; and
     *address how the school will determine if such needs have been met;
(iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3:   **Instructional**

Instruction by highly qualified teachers.

Goal 4:   **Professional Development**

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Goal 5:   **Professional Staff**

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6:   **Parental Involvement**

Strategies to increase parental involvement such as family literary services.

Goal 7:   **Student Transition to Elementary Programs**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Goal 8:   **Include Teachers in Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9:   **Identify and Assist with Student Difficulties**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Goal 10:   **Federal, State, and Local Programs**

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

APPENDIX III

AEIS GRAPHS

Report of TAKS Overall
Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Overall.**

Report of TAKS Reading
Graph of Current Performance by Analysis Group

There is no information associated
with TAKS Reading.

Report of TAKS Math
Graph of Current Performance by Analysis Group

There is no information associated with TAKS Math.

Report of TAKS Writing
Graph of Current Performance by Analysis Group

There is no information associated with TAKS Writing.

Report of SDAA Overall
Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA Overall.**

Report of SDAA Reading
Graph of Current Performance by Analysis Group

There is no information associated with SDAA Reading.

Report of SDAA Math
Graph of Current Performance by Analysis Group

There is no information associated with SDAA Math.

Report of SDAA Writing
Graph of Current Performance by Analysis Group

There is no information associated
with SDAA Writing.

Report of Attendance
Graph of Current Performance by Analysis Group

There is no information associated with Attendance.

Report of Completion: Graduated
Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED
Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS
Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Longitudinal Dropout
Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Longitudinal
Dropout.**

Report of Graduating Seniors Scoring At or Above Criterion
Graph of Current Performance by Analysis Group

There is no information associated with Graduating Seniors Scoring At or Above Criterion.

Report of Graduating Seniors Taking SAT/ACT
Graph of Current Performance by Analysis Group

There is no information associated with Graduating Seniors Taking SAT/ACT.

Report of Mean SAT Scores
Graph of Current Performance by Analysis Group

There is no information associated with Mean SAT Scores.

Report of Mean ACT Scores
Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**

Report of Alternative - Texas Learning Index

Graph of Current Performance by Analysis Group

There is no information associated with Alternative - Texas Learning Index.