



**Crockett/Gateway/Paul Belton
Elementary Schools
Welcome You to the
2020 Targeted Improvement
Public Meeting**

AGENDA:

- 1. Elementary A-F Rating**
- 2. Crockett 2019 STAAR report**
- 3. Elementary Targeted Improvement Plan 2019-2020**
- 4. Elementary Targeted Improvement Plan 2020-2021**

Targeted Improvement Plan-- History

- In the Fall of 2019 the Elementary schools were required to develop a Targeted Improvement Plan because of the STAAR results from the Spring of 2019 at Crockett Elementary.
- For the 2018-2019 school year the goal for the was for students to achieve the “Approaches” level of performance on STAAR—as had been the TEA minimum passing standard for several years.
- The 2019-2020 Targeted Improvement Plan included to major changes: 1. increasing this goal to the “Meets” level of performance for all students, and 2. beginning a robust intervention program.
- **As a result of these two major changes, we saw immediate academic growth in all of our students.**

**Everything You Will See and Hear Tonight Is
Based Upon the 2019 STAAR Reading and
STAAR Math Results from Testing Done at
Crockett Elementary School on May 14 and
May 15 of 2019.**

**Due to COVID-19, 2020 STAAR tests were
cancelled.**

STATE ACCOUNTABILITY FRAMEWORK

- **Domain One: Student Achievement**
 - % of students at APPROACHES
 - % of students at MEETS
 - % of students at MASTERS
- **Domain Two: School Progress**
 - Measures STAAR growth from year to year
 - Performance of districts/campuses compared to similar districts/campuses
- **Domain Three: Closing the Gaps**
 - Data analysis among various student groups, such as: Race/Ethnicity, Economically Disadvantaged, Language Learners, Special Education

Crockett/Gateway/Paul Belton Elementary Schools'

2019 Accountability Report

2020 STAAR was cancelled due to COVID-19. Therefore, improvement in 2020-2021 is based on 2019 data.

Domain	Scaled Score	Rating
Overall	64	D
DOMAIN 1: Student Achievement	70	C
DOMAIN 2: STAAR Performance	70	
School Progress	67	D
Academic Growth	65	D
Relative Performance (EcoDis)	67	D
DOMAIN 3: Closing the Gaps	51	F

STAAR 2019 Crockett Final Scores All Grades

Test	Year	Approaches	+/-	Meets	+/-	Masters	+/-
Reading	2018	70		35		18	
	2019	69	-1	37	+2	20	+2
Math	2018	73		42		19	
	2019	75	+2	42	Same	25	+6

The Meets standard on third grade STAAR:

Reading 71% correct

Math 75% correct

The Meets standard on fourth grade STAAR:

Reading 75% correct

Math 71% correct

Crockett STAAR 2019 Compared to State Average

Test	District Approach	State Approach	+/-	District Meets	State Meets	+/-	District Masters	State Masters	State +/-
3rd Rdg.	69	76	-7	37	44	-7	22	28	-6
3 rd Math	77	78	-1	46	47	-1	28	24	-4
4 th Rdg.	68	74	-6	36	43	-7	17	22	-5
4 th Math	73	74	-1	36	43	-7	17	22	-5

2019 STAAR “Meets”

Targets for Sub-Populations

Domain 3: **Closing the Gaps**

Reading	All	Hispanic	White	EcoDis	ELL	SpEd
Target	44%	37%	60%	33%	29%	19%
2019 STAAR	38%	34%	40%	33%	29%	14%
Math	All	Hispanic	White	EcoDis	ELL	SpEd
Target	46%	40%	59%	36%	40%	23%
2019 STAAR	44%	38%	49%	36%	33%	20%

This Chart show the reason Crockett/Gateway/Paul Belton Elementary Schools received a “D” on our Report Card in 2019. We emphasized “Approaches Grade Level” on STAAR tests and we should have emphasized “Meets Grade Level.” Moving forward, we are not even considering “Approaches” – everything we are doing is focusing on the “Meets” level of performance, including daily work.

2019-2020

Targeted Improvement Plan-- Summary

- **Identified problem statement:** Not enough students performed at the MEETS Level of performance on third and fourth grade STAAR tests.
- **Root Cause:** Elementary focus was on the APPROACHES level of performance rather than the MEETS level of performance as correlated to daily instruction and common assessments.

2019-2020

Targeted Improvement Plan-- Summary

- **FOCUS AREA #1 from self-assessment: Campus Leadership**
 - Develop clearly written roles and responsibilities for all campus leaders. The instructional leadership tasks need to be intentionally implemented to positively impact: planning, assessment, data analysis and intervention for students.
- **FOCUS AREA #2 from self-assessment: Data-Driven Instruction**
 - The practice of using data to drive instruction needs even more emphasis and needs to be developed into deeper practice. Data should be used to develop instructional plans and drive specific classroom and individual student interventions.

2019-2020

Targeted Improvement Plan-- PROGRESS

- In March 2020 all schools were closed due to COVID-19.
- All STAAR tests were cancelled.
- Data was monitored throughout the school year up until the school closure.
- Data was showing that Crockett, and the Elementary campuses, were well on the way to being out of Targeted Improvement. We believe that Crockett would have been at least an overall C, if not a B, for the 2020 Accountability rating.
- A robust intervention plan was put in place a Crockett: Power Hour. Students were making significant gains through these interventions. Gateway and Paul Belton are making changes to interventions this year.

Domain 3 2019-2020: 4th Six Weeks – Crockett Elementary

Reading	All	Hispanic	White	EcoDis	ELL	SpEd
TEA Target	44%	37%	60%	33%	29%	19%
4 th Six Wks	57%	53%	59%	54%	56%	13%
Difference	+13	+16	-1	+21	+27	-6

Math	All	Hispanic	White	EcoDis	ELL	SpEd
TEA Target	46%	40%	59%	36%	40%	23%
4 th Six Wks	58%	54%	61%	52%	44%	31%
Difference	+12	+14	+2	+16	+4	+8

On 2019 STAAR Crockett **Met** 3 of 12 Markers

2020-2021

The Accountability rating of D carries over from 2019 due to cancelled STAAR tests in 2020.

Targeted Support remains for the 2020-2021 school year.

A Targeted Improvement Plan is required to be developed and implemented in 2020-2021.

2020-2021

Targeted Improvement Plan-- Summary

Accountability Goals for 2021:

OVERALL C Rating

Domain 1	2018	76
	2019	67
	2020	No Tests
	2021	70 is our goal
Domain 2 (RP)	2018	59
	2019	67
	2020	No Tests
	2021	70 is our goal
Domain 3	2018	64
	2019	51
	2020	No Tests
	2021	70 is our goal

2020-2021

Targeted Improvement Plan-- Summary

SELF-ASSESSMENT FOCUS AREAS

- **FOCUS AREA #1 Positive School Culture: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.**
 - Campuses will review and revise the visions, mission, goals, and values and align them in the Elementary grade span.
 - Teacher and stakeholder input and buy-in will create meaning for all.
 - Focus will be on making this the “language” of our schools. We will live out our mission and values daily on campus.

- **FOCUS AREA #2 Data-Driven Instruction**
 - This was a focus area in 2019-2020 and we have made gains. Procedurally, campuses are using data to drive instruction. However, the depth of practice at the student and sub-population level has not been emphasized at each campus consistently.
 - Providing professional development and analyzing data often will help establish goals and priorities each six weeks (nine weeks at PBE).
 - Multiple data sources will be used to determine student instructional and intervention needs.
 - Growth will be focused on using this data to inform classroom lesson planning, as well.

ANNUAL GOAL FOR EACH FOCUS AREA:

We will reach a 4-partial implementation (scale of 1-5, full implementation) where at least ½ of the key practices are substantially in place and functioning. We will continue to striving for full implementation beyond our improvement requirements.

Targeted Improvement Plan

The Role of Parents and Community

We invite you, as part of our school community, to provide written input regarding this process.

Please share your thoughts, ideas, concerns.

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