

Patton Springs Independent School District
District Improvement Plan
2017-2018

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase student growth on all STAAR and EOC testing.

Performance Objective 1: Provide benchmark testing.

Evaluation Data Source(s) 1: Released tests or locally developed tests.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Goal 2: Increase reading levels in lower elementary grades.

Performance Objective 1: Provide daily one-on-one reading instruction.

Evaluation Data Source(s) 1: Daily reading assessment results.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Goal 3: Continue with cutting edge teaching theories.

Performance Objective 1: Provide content specific Professional Development.

Evaluation Data Source(s) 1: TTESS

Summative Evaluation 1:

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

Goal 4: Special Populations

Performance Objective 1: High School Allotment/Education: college readiness-include dual credit courses, tuition/instructional materials/PSAT/ACT/College day, financial aid counseling/dual credit teachers salaries/TSTI

Evaluation Data Source(s) 1: # of dual credit courses per high school student

Summative Evaluation 1:

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

Goal 4: Special Populations

Performance Objective 2: Special Education

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 4: Special Populations

Performance Objective 3: Bilingual/ESL

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 4: Special Populations

Performance Objective 4: Gifted and Talented

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Goal 4: Special Populations

Performance Objective 5: State Compensatory (SCE)

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 4: Special Populations

Performance Objective 6: Career and Technical Education

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Title I

Schoolwide Program Plan

STAAR reading: SMART Goal: The percentage of 3rd grade students who meet or master grade level in reading will increase from 83% to 86% by May 2018.

Baseline data: 83%

goal: 90% in three years

Data Source: 2016-2018 STAAR reading

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Increase in STAAR reading percent grade level 3.

2: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional Development for teachers and paraprofessional to include effective instructional practices and tiered academic interventions