

# NORTH HEIGHTS EL

## Campus Improvement Plan

### 2017/2018

*We LEAD!*  
*Love learning*  
*Excel in what we do*  
*Achieve goals together*  
*Do what is right*



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# NORTH HEIGHTS EL

## **Mission**

*At North Heights Elementary, our mission is to invest in our future by cultivating each student to their full potential.*

## **Vision**

*We strive to be compassionate and responsible citizens with a focus on academic growth and individual excellence.*

### Nondiscrimination Notice

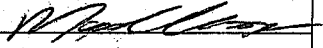
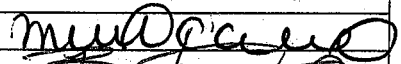

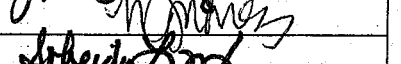
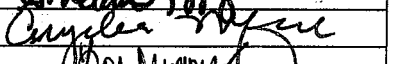
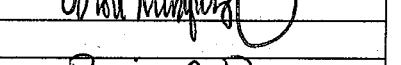
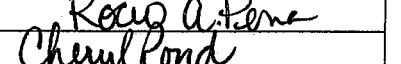
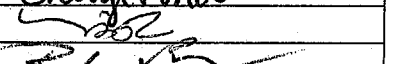
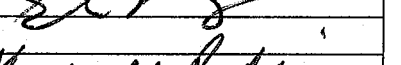

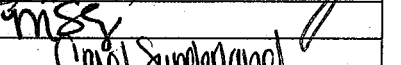
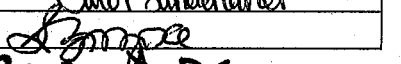
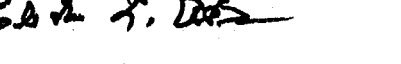
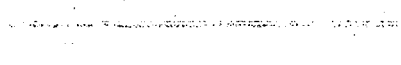






NORTH HEIGHTS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments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

# NORTH HEIGHTS EL Site Base

Name	Position
Abrego, Maria	Parent
Adams, Elida	Parent
Amezcuca, Leticia	2nd Grade Teacher
Arizpe, Maria	Parent
Campos, Brenda	1st Grade Teacher
Garza, Yolisma	Librarian
Lopez, Sobie	Resource Aide
Manrique, Angelica	4th Grade Teacher
Muzquiz, Lou	Parent
Oliva, George	Community Member
Pena, Rocio	MRT
Pond, Cheryl	Assistant Principal
Rivas, Melissa	Counselor
Rodriguez, Belinda	Parent
Rodriguez, Nanca	Community Member
Rodriguez , Theela	Kindergarten Teacher
Romero, Arnoldo	GT Teacher
Ross-Jurado, Kimberly	Special Ed Teacher
Solis, Jessica	3rd Grade Teacher
Soliz, Maytte	Principal
Sunderland, Carol	5th Grade Teacher
Zamarripa, Stephanie	Parent

Campus Improvement Plan (CIP) Team

Meeting Date: 06/01/17

Name	Position	Signature
Maria Abrego	Parent 703-9422	
Leticia Amezcua	2 <sup>nd</sup> Grade	
Maria Arizpe	Parent 309-2525	
Brenda Campos	1 <sup>st</sup> Grade	
Yolisma Garza	Librarian	
Nelda Juarez	3 <sup>rd</sup> Grade	
Sobeida Lopez	Resource Aide	
Angelica Manrique	4 <sup>th</sup> Grade	
Lou Muzquiz	Parent 719-0152	
George Oliva	Community Member	
Rocio Pena	MRT	
Cheryl Pond	Assistant Principal	
Melissa Rivas	Counselor	
Belinda Rodriguez	Parent	
Nanca Rodriguez	Community Member	
Theela Rodriguez	Kinder Teacher	
Arnoldo Romero	GT	
Maytte Y. Soliz	Principal	
Carol Sunderland	5 <sup>th</sup> Grade	
Stephanie Zamarripa	Parent 422-0434	

Elida Adams

Parent



# No Child Left Behind Performance Goals

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

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

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By June 2018, 75% of all students tested in STAAR will meet the state passing standard in Reading at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous integrate reading/writing lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Target Group: All, H, W, AA, ECD, Migrant, LEP, SPED, GT, AtRisk, Dys, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian, Teachers	Aug 2017 - June 2018	(F)Title I - \$1,755.23, (S)Local Funds - \$3,000	Summative - Planning Protocol Lesson Plans submitted/Notes from meetings Walkthrough Data Formative - daily reading grades, journal writing samples, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - Star Renaissance, benchmarks, summatives, failure report, iLit, teacher self reports, Read Naturally, Success Maker, Comprehension Toolkits, STAAR results, TPRI
2. All students, K-5, will participate in the Accelerated Reading Program by setting and meeting individual goals for reading. Star Renaissance assessment data will be reviewed each six weeks. (Title I SW: 1,6,10) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Parents, Teachers	August 2017 - June 2018	(S)Local Funds	Formative - Formative - AR reading student test grades, planning protocol notes, walkthrough data Summative - end of six weeks Star report, AR reading report/goal sheet, report card grades
3. Students in Tier 1, Tier 2 and Tier 3 will receive daily academic interventions in reading during Power Hour. (Title I SW: 1,2,4,10) (Title I TA: 1,2,3,4,5) (Target Group: All, H, Migrant, LEP, SPED, GT, AtRisk, Dys, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Curriculum Coordinators, Dyslexia Teacher, Librarian, Master Reading Teachers, Special Ed Teacher, Teachers	August 2017 - June 2018	(S)Local Funds - \$2,000	Summative - Formative - Walkthrough data, Rtl/Intervention grade level mtgs, PP mtgs Summative - PH Program data - Read Naturally, Comp. Toolkit, iLit, Success Maker, Star Renaissance, Rewards, TPRI

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** By June 2018, 75% of all students tested in STAAR will meet the state passing standard in Reading at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. All students will be monitored in Tier 1 instruction and during Power Hour using DMAC student portfolios to track data and documentation. (Title I SW: 1,2) (Title I TA: 1,2,3,4,5) (Target Group: All, ECD, LEP, SPED, GT, AtRisk, Dys, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Dyslexia Teacher, Librarian, Master Reading Teachers, Special Ed Teacher, Teachers	August 2017 - June 2018	(S)Local Funds - \$250	Summative - Formative - Walkthrough data, RtI/Intervention grade level mtgs, PP mtgs, daily quizzes, exit tickets, comprehension checks, journals, daily grades Summative - PH Program data - Read Naturally, Comp. Toolkit, iLit, Success Maker, Star Renaissance, Rewards, TPRI, progress reports, report cards, summative tests, benchmarks, DMAC reports
5. All teachers will utilize comprehension strategies for reading and journals during content instruction in ELA, Math, Science and Social Studies to foster a collaborative approach to reading across the contents. (Title I SW: 1,4) (Title I TA: 4,5) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	Sept 2017 - Junen 2018	(S)Local Funds - \$300	Summative - Student Data Binders 3 week formative and six week summatives Journals, writing portfolios, Comp. Toolkit strategy extension lessons/formative checks
6. Continue with fidelity to Planning Protocol and implement district Early Literacy Program for all students in grades Kinder, 1st and 2nd. (Reading Street curriculum and components of reading) (Title I SW: 1,2,4) (Title I TA: 1,2,3,4,6) (Target Group: All, K, 1st, 2nd)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug 2017 - June 2018	(S)Local Funds - \$2,000	Summative - Lesson Plans submitted weekly for all core content grade levels. District collaborative participation sign in sheets Vertical team planning sign in sheets Success Maker Reports, DMAC data reports, TPRI BOY, MOY, EOY

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By June 2018, 75% of all students tested in STAAR will meet the state passing standard in Reading at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Monitor the implementation of District Initiatives such as QTEL, Abydos, Planning Protocol, Power Hour, Five Dysfunctions of a Team, TLIM and collaboration to ensure the best learning opportunities for all students. (Title I SW: 1,2,4) (Title I TA: 1,6,7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Aug 2017 - June 2018	(S)Local Funds - \$2,500	Summative - Lesson plans submitted weekly Ongoing PD opportunities in monthly faculty mtgs (sign in sheets) Ldrshp Team Mtgs (sign in sheets) District PD opportunities (sign in sheets)



# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2018, 69% of all students tested in STAAR will meet the state passing standard in Math at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2017 - June 2018	(F)Title I, (S)Local Funds - \$2,000	Summative - Planning Protocol Lesson Plans submitted/Notes from meetings Walkthrough Data Formative - daily reading grades, journal writing samples, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results, Think Thru Math, Lone Star student data sheets
2. Vertical team planning will take place on campus each month to ensure math TEKS are reviewed for depth and rigor in each grade level. (Title I SW: 1,2,4) (Title I TA: 2,6) (Target Group: All, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	monthly	(S)Local Funds - \$200	Summative - Sign in sheets for mtgs Goal setting sheets for vertical teams math summative data reports from DMAC, formative checks
3. All students will participate in the campus-wide mathematical literacy initiative. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Cluster/Department Leaders, Teachers	daily	(S)Local Funds - \$500	Summative - math TEKS formative checks, instructional rounds, math minute results, student binder data tracking sheets
4. All teachers will utilize vocabulary enrichment and Lone Star Math during the math block. (Title I SW: 1,2) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	weekly	(S)Local Funds - \$200	Summative - Oral communication in academic vocabulary by students within lessons Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2018, 69% of all students tested in STAAR will meet the state passing standard in Math at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All teachers will utilize journals during content instruction in Math. (Title I SW: 1,2) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	weekly	(S)Local Funds - \$250	Summative - math journals, TELPAS writing samples, formative assessments to include student written explanation of mathematical concepts.
6. Students in Tier 2 and Tier 3 will receive academic interventions in math through guided instruction during school, before and after school tutorials, and/or Saturday camps. (Title I SW: 1,2) (Target Group: All, ECD, Migrant, LEP, SPED, AtRisk, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	September 2017 - June 2018	(S)Local Funds - \$500	Summative - RtI data, DMAC reports, math formatives and summative assessments
7. Gifted and talented students will receive math lessons for enrichment to increase in level 3 achievements. (Title I TA: 1,8) (Target Group: All, GT)	Campus Administrators, Teachers	biweekly	(S)Local Funds - \$500	Summative - formative assessment results, problem solving task cards, GT report cards, STAAR results

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2018, 75% of all students tested in STAAR will meet the state passing standard in Science at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2017 - June 2018	(S)Local Funds - \$2,000	Summative - Planning Protocol Lesson Plans submitted/Notes from meetings Walkthrough Data Formative - daily reading grades, journal writing samples, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results
2. All 3rd - 5th grade science teachers will participate in district science collaborative team meetings. (Title I SW: 1,4,8,9) (Title I TA: 4,6) (Target Group: All, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	six weeks	(S)Local Funds - \$300	Summative - Planning Protocol meeting notes, vertical team planning data, six weeks summatives, benchmark results, district campus comparison reports
3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through guided instructional practices in science. (Title I SW: 8,9) (Target Group: All, ECD, LEP, SPED, AtRisk, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Special Ed Teacher, Teachers	weekly	(S)Local Funds - \$150	Summative - Six weeks summative reports/DMAC reports Student data binders collaboration of data amongst SpEd and gen ed. teacher
4. All teachers will utilize vocabulary enrichment and Lone Star Science (grades 2-5) during instruction. (Title I SW: 1,2) (Target Group: All, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	weekly	(S)Local Funds - \$150	Oral communication in academic vocabulary by students within lessons Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2018, 75% of all students tested in STAAR will meet the state passing standard in Science at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All teachers will utilize journals during content instruction in Science. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	weekly	(S)Local Funds - \$200	Summative - science journals, TELPAS writing samples, formative assessments to include student written explanation of science concepts.
6. All students will participate in hands on science lessons, to include real world experiences outside of the classroom (i.e. Lessons on the Lake, Birds of Prey, Archeology Fair, etc.) (Title I SW: 10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2017 - June 2018	(F)Title I, (S)Local Funds	Summative - science journals, formative checks, daily grades, progress reports, summatives, STAAR data
7. Student participation in the campus science fair in grades K-3 will increase by 15%. (Title I SW: 1,6,9) (Title I TA: 4,7) (Target Group: All, K, 1st, 2nd, 3rd)	Cluster/Department Leaders, Teachers	end of semester one	(F)Title I, (S)Local Funds - \$500	Summative - science talks and participation in collaborative labs, increase participation in District Science Fair, District winners

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2018, 70% of all students tested in STAAR will meet the state passing standard in Writing at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous writing lessons to include targeted, guided instruction and a variety of resources. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017 - June 2018	(S)Local Funds - \$2,000	Summative - Planning Protocol Lesson Plans submitted/Notes from meetings Walkthrough Data Formative - daily reading grades, journal writing samples, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results
2. All 3rd - 5th grade writing teachers will participate in district writing collaborative team meetings and/or include the implementation of the district-wide writing initiative (K-5). (Title I SW: 1,4,8,9) (Title I TA: 4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	six weeks	(S)Local Funds - \$200	Summative - Planning Protocol meeting notes, vertical team planning data, six weeks summatives, benchmark results, district campus comparison reports
3. All writing teachers will incorporate the use of both teacher selected and student choice journals during content area instruction. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	weekly	(S)Local Funds - \$200	Summative - writing journals, TELPAS writing samples, formative assessments to include student written explanation of grammar rules and concepts taught.
4. Students in Tier 2 and Tier 3 will receive academic interventions in writing through guided instruction during school, before and after school tutorials, and/or Saturday camps. (Title I SW: 1,2) (Target Group: All, ECD, LEP, SPED, AtRisk)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	September 2017 - June 2018	(S)Local Funds - \$500	Summative - RtI data, DMAC reports, writing formatives and summative assessments

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2018, 70% of all students tested in STAAR will meet the state passing standard in Writing at North Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Vertical team planning will take place on campus each month to ensure writing TEKS are reviewed for continuous depth of mastery by grade level. (Title I SW: 1,2,4) (Title I TA: 2,6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	monthly	(F)Title I, (S)Local Funds - \$200	Sign in sheets for mtgs Goal setting sheets for vertical teams math summative data reports from DMAC, formative checks

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By June 2018, to meet system safeguards, all struggling students, also those identified as Eco Dis and Hisp (for science), all struggling students identified as SpEd (math and reading), and all struggling students identified as ELLs (math and reading) will receive targeted, academic interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in learning walks for professional development, focused on district initiatives, to grow in Tier 1 instruction that meets the needs of all students. (Title I SW: 1,2,3,4,9) (Title I TA: 6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	monthly	(S)Local Funds - \$200	Summative - Learning walks feedback, mentor program, vertical team planning talks, formative classroom checks.
2. Students will be provided transportation to attend before/after school tutorials and will be invited to attend Saturday camps. (Title I SW: 1,2,9) (Title I TA: 1,4) (Target Group: All, ECD, LEP, SPED, AtRisk, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	monthly	(F)Title I, (S)Local Funds - \$500	Summative - formative checks/quizzes, oral responses, student engagement in camps

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By June 2017, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure targeted enrichment lessons that promote critical thinking through daily Power Hour. (Title I SW: 1,3) (Target Group: All, GT, 3rd, 4th, 5th)	Campus Administrators, Teachers	Aug 2016 - June 2017		Summative - Weekly lesson plans submitted with enrichment indicated Power Hour GT teacher lesson plans submitted Six weeks summative/DMAC reports
2. Identify students by name that previously achieved Level III and include the names of students that fell just short to ensure knowledge of 10% needed for all teachers who provide daily instruction. (Title I SW: 1,8) (Target Group: GT, 3rd, 4th, 5th)	Campus Administrators, Teachers	Sept 2017		Summative - DMAC data reports Six weeks summatives



# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** By June 2018, all teachers teaching a core subject area will be highly qualified and participate in ongoing, job embedded professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Active participation and monitoring of Planning Protocol (weekly), Rtl meetings (biweekly) and vertical team collaboration (monthly) for all teachers. (Title I SW: 1,3,4,5,8,9) (Title I TA: 4,5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	weekly, biweekly, monthly	(F)Title I, (S)Local Funds - \$1,000	walkthrough data, teacher self reflections, DMAC data reports, lessons plans STAAR results, TTESS evaluations.
2. Higher highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Title I SW: 1,3,4,5) (Target Group: All)	Campus Administrators	August 2017 - June 2018	(F)Title I	Texas teacher certifications, bilingual endorsements, Title 1 Part A qualifications, CNA, demographics reports, campus performance reports
3. Provide professional development to fully understand TEKS (process, readiness and supporting) and vertical team training. (Title I SW: 1,2,4,9,10) (Title I TA: 5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	monthly	(F)Title I, (S)Local Funds - \$500	teacher feedback for trainings, surveys, CNA, walkthrough data, STAAR results, TTESS documentation - GSPD plans

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 8.** By October 2017, North Heights Elementary will develop and implement a school-wide discipline plan for Kinder - 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on effective classroom management and restorative discipline techniques for all populations including special education and bilingual students. (Title I SW: 4) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Teachers	monthly	(F)Title I, (S)Local Funds	Summative - Sign in sheets for PD opportunities Atomic Learning Campus-wide discipline plan
2. Implement TLIM with fidelity campus wide to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW: 1,2,4,10) (Title I TA: 1,3,6) (Target Group: All, ECD, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Aug 2016 - June 2017	(S)Local Funds - \$3,000	Summative - SOP for TLIM Training sign in sheets TLIM PD opportunities (sign in sheets) Data Binders (Teachers/students) Monthly Discipline Reports/Skyward Reports
3. Utilize a campus TLIM behavior clip chart to create a cohesive and consistent discipline management plan for all learning environments at North Heights Elementary. (Title I SW: 2) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Teachers	daily	(S)Local Funds - \$1,000	Summative - Monthly discipline reports
4. All staff will mentor at least one identified at risk student with the support of our community members. (Title I SW: 1,9) (Title I TA: 1,4,7) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Parental Aides, Teachers	weekly	(S)Local Funds - \$250	Summative - Discipline referrals, counselor's notes, student surveys, parent surveys, community feedback

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 9.** By December 2017, North Heights Elementary will establish a dedicated Lighthouse staff and student team to ensure 100% of the staff and students are trained in bully awareness and character/health awareness education, focusing on the Leader in Me, seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will collaborate and create an atmosphere of mutual respect built around student activities outside of instructional time to increase student participation in health, character and bully awareness. (Robotics, UIL, StuCo, Ldrshp rallies, Art Club, Yearbook, Perfect Attendance, Choir, district wide athletic events, Health and Fitness clubs, TLIM Lighthouse etc.) (Title I SW: 1,6) (Title I TA: 8) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Oct 2017 - May 2018	(S)Local Funds - \$1,000	Summative - Awards earned Campus Highlights Ldrshp opportunities permission slips Parent Involvement sign in sheets calendar of events surveys for parent, teachers, students Light House team mtgs minutes (students/staff)
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW: 1,10) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - \$500	Summative - Counseling records, parent/staff/student surveys, HB5 evaluation tools
3. Transform the school appearance and culture to include tracking and monitoring bulletin boards celebrating leadership, campus initiative tracking, guest speakers (for Red Ribbon week/bullying/drugs campaign) and TLIM habits. (Title I SW: 1)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	monthly	(S)Local Funds - \$2,000	Summative - Visibility of school culture Language awareness utilizing TLIM Weekly Lessons targeted at a campus wide time (7:50 - 8:10 AM) parent, teacher, student surveys Participation in school-wide presentations
4. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased health and physical fitness needs. (Title I SW: 4) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2017 - June 2018	(S)Local Funds - \$200	Summative - Fitness Gram Results PE lesson plans rotations in PE schedule

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 9.** By December 2017, North Heights Elementary will establish a dedicated Lighthouse staff and student team to ensure 100% of the staff and students are trained in bully awareness and character/health awareness education, focusing on the Leader in Me, seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Guest speakers and presentations will be scheduled to assist in creating a culture built around character, bullying awareness, health and organizations for instructional success outside of the school setting. (Title I SW: 1,2) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	monthly	(S)Local Funds - \$600	Summative - parent, teacher, student surveys presentors calendar counselor/student suggestion box

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 10.** North Heights Elementary will increase student attendance to 98% for the 2017-18 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The classroom with the best attendance rate per grade level will be rewarded and honored at the awards assembly each six weeks. (Title I SW: 1,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	six weeks	(S)Local Funds - \$800	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs
2. Students with perfect attendance will receive incentives to include gift cards, pool parties, honorary lunches, leadership celebrations and yard signs. (six weeks, semester, end of year) (Title I SW: 1,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Librarian, Teachers	six wks/semester/E OY	(S)Local Funds	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs
3. Classes with daily perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. (Title I SW: 1,6) (Title I TA: 1,4,7) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	daily	(S)Local Funds - \$100	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs

# NORTH HEIGHTS EL

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 11.** By September 2017, all staff will receive training (new and refresher) for district initiatives, including Power Hour/Interventions and any resources needed to support district curriculum will be purchased.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for North Heights Elementary. (Title I SW: 2,4) (Title I TA: 4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	monthly	(S)Local Funds - \$500	Summative - TTESS GSPD Plans, district initiatives, Power Hour updates, scheduling, teacher surveys,
2. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus non negotiables. (Title I SW: 2,4) (Title I TA: 5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	August 2017 - June 2018	(S)Local Funds	Summative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system.
3. A campus six weeks matrix and weekly newsletter will be shared with staff to ensure the most updated training opportunities are known. (Title I SW: 4) (Title I TA: 6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Curriculum Coordinators	weekly/six weeks	(S)Local Funds	Summative - TTESS GSPD Plan, matrix checklist, staff meeting notes, newsletter feedback survey

# NORTH HEIGHTS EL

**Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

**Objective 1.** By April 2018, North Heights Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus budget will align to the campus needs assessment and the campus improvement plan. (Title I SW: 1,10) (Target Group: All)	Campus Administrators	Sept 2017 - June 2018	(S)Local Funds	Summative - Monthly review of the budget POs and requests for funds tied directly to CIP budget workbooks End of year financial reports

# NORTH HEIGHTS EL

**Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

**Objective 2.** Transition opportunities for students attending early childhood programs will occur an North Heights Elementary during the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who transition to NHE will be given an opportunity to tour the campus. (Pre-K, Life skills, Behavior) (Title I SW: 7) (Target Group: PRE K, 3rd, 4th, 5th)	Campus Administrators, Counselors	annually	(S)Local Funds - \$200	Summative - Counseling records, progress of students in kindergarten, collaboration with kinder cluster leader and Pre-K.
2. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Title I SW: 7) (Target Group: PRE K)	Cluster/Department Leaders, Counselors	May - June 2018	(S)Local Funds	Summative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication with between parental, teacher, student and parent. (Title I SW: 1,2,10) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	Aug 2016 - June 2017	(F)Title I	Summative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs
4. Parent trainings will include attendance priority, incentive discussions and celebrations of campus successes. (Title I SW: 10) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	Sept 2016 - May 2017		Summative - Sign in sheets



# NORTH HEIGHTS EL

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

**Objective 1.** During the 2017-2018 school year, communication with all stakeholders about student academics, behaviors and campus updates will happen utilizing various forms of media to increase parent and community involvement and optimize the campus climate and culture (TLIM).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly calendars will be used to inform parents of campus events in both English and Spanish. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Counselors, Parental Aides	September 2017 - May 2018	(S)Local Funds - \$100	Summative - Participation in events (sign in sheets)
2. The campus will update the new campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW: 1,6,9) (Title I TA: 7) (Target Group: All)	Campus Administrators, Teachers	September 2017 - June 2018	(S)Local Funds - \$100	Summative - website visits, parent surveys
3. Home connection newsletter (TLIM) will be sent out monthly in both English and Spanish to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Counselors, Librarian, Parental Aides, Teachers	Sept 2017 - May 2018	(S)Local Funds - \$100	Summative - Parent survey
4. "A Day in the Life of a Chief" will be published on social media to share with parents pictures that promote successes at NHE (biweekly). (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Campus Administrators	Sept 2017 - May 2018	(S)Local Funds	Summative - Likes/Shares on FB Comments

# NORTH HEIGHTS EL

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

**Objective 2.** Monthly parent trainings will be conducted based on parent survey results and activities will be scheduled to increase parent participation in campus-wide events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental aide will provide monthly trainings in English and Spanish available to parents in collaboration with grade level teachers and staff members based on parent surveys. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept 2017 - May 2018	(S)Local Funds - \$200	Summative - Monthly sign in sheets, parents surveys
2. The parental aide will communication via phone, marquee and social media messages about campus events. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Parental Aides	daily/weekly	(S)Local Funds	Summative - Surveys and sign in sheets documenting participation in campus events
3. Leadership Rallies will promote parent involvement in academics, social and collaborative settings; students will take ownership of leadership and parents will celebrate successes of their children. (to include family nights, academic bowls, lock ins, etc.) (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Jan 2018 - May 2018	(S)Local Funds - \$500	Summative - Parent sign in sheets Parent volunteers Parent, teacher, student surveys

# NORTH HEIGHTS EL

**Goal 3.** The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

**Objective 3.** Attendance interventions will be provided to all students who have three or more absences during a four week period during the 2017-2018 school year to include case study sheets for monitoring, tracking and support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phones calls, Skylert and written communication to target chronic absenteeism. (Title I SW: 1,6,10) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Parents, Teachers	August 2017 - June 2018	(F)Title I - \$150, (S)Local Funds - \$150	Summative - Attendance logs, Case Study sheets, Attendance folders
2. The sign out log will be reviewed weekly to communicate with parents how early checkouts and academic success correlate for students. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Campus Administrators, Counselors, Parental Aides	Weekly	(S)Local Funds - \$150	Summative - Sign out logs parent contact logs parent training agendas/sign in sheets

# San Felipe - Del Rio CISD

## Campus Performance Objectives

2017-2021

Campus: North Heights

Index 1: Student Achievement							
Grade	Subject	2016 STAAR	2017 STAAR Target	2018 STAAR Target	2019 STAAR Target	2020 STAAR Target	2021 STAAR Target
ALL	Reading	65%	70%	75%	80%	85%	90%
ALL	Math	66%	71%	76%	80%	85%	90%
ALL	Writing	65%	70%	75%	80%	85%	90%
ALL	Science	73%	76%	80%	83%	87%	90%

Student Performance Standards				
Grade	Subject	2016 - 2017	2017 - 2018	Final
3	Reading	55% (22 of 40)	60% (24 of 40)	75% (30 of 40)
3	Math	57% (26 of 46)	61% (28 of 46)	76% (35 of 46)
4	Reading	59% (26 of 44)	64% (28 of 44)	77% (34 of 44)
4	Math	54% (26 of 48)	58% (28 of 48)	73% (35 of 48)
4	Writing	52% (23 of 44)	58% (15 of 26)	69% (18 of 26)
5	Reading	61% (28 of 46)	65% (30 of 46)	76% (35 of 46)
5	Math	52% (26 of 50)	56% (28 of 50)	72% (36 of 50)
5	Science	57% (31 of 44)	61% (33 of 44)	72% (36 of 44)

Attendance	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	96.4%	97%	97%	97%	98%	98.0%

# San Felipe - Del Rio CISD

## Campus Performance Objectives

2017-2021

Campus: North Heights

Index 2: Student Progress							
	Student Population	2016 STAAR	2017 STAAR Target	2018 STAAR Target	2019 STAAR Target	2020 STAAR Target	2021 STAAR Target
Reading	All Students	62%	68%	73%	79%	84%	90%
	All Ex Prog	17%	21%	24%	28%	31%	35%
	Hispanic	62%	68%	73%	79%	84%	90%
	Hisp. Ex Prog	17%	21%	24%	28%	31%	35%
	White	*	*	*	*	*	90%
	W Ex. Prog	*	*	*	*	*	35%
	Sp Ed	*	*	*	*	*	90%
	Sp. Ed. Ex. Pro	*	*	*	*	*	35%
	ELL	55%	62%	69%	76%	83%	90%
	ELL Ex. Prog.	15%	19%	23%	27%	31%	35%
Math	All Students	60%	66%	72%	78%	84%	90%
	All Ex Prog	13%	17%	22%	26%	31%	35%
	Hispanic	60%	66%	72%	78%	84%	90%
	Hisp. Ex Prog	13%	17%	22%	26%	31%	35%
	White	*	*	*	*	*	90%
	W Ex. Prog	*	*	*	*	*	35%
	Sp Ed	68%	72%	77%	81%	86%	90%
	Sp. Ed. Ex. Pro	20%	23%	26%	29%	32%	35%
	ELL	58%	64%	71%	77%	84%	90%
	ELL Ex. Prog.	15%	19%	23%	27%	31%	35%

# San Felipe - Del Rio CISD

## Campus Performance Objectives

2017-2021

Campus: North Heights

Index 3: Closing Performance Gaps							
	Student Population	2016 STAAR	2017 STAAR Target	2018 STAAR Target	2019 STAAR Target	2020 STAAR Target	2021 STAAR Target
Reading Level II	Eco Dis	61%	67%	73%	78%	84%	90%
	Eco Dis L III	14%	18%	22%	27%	31%	35%
	Hispanic	*	*	*	*	*	90%
	Hispanic L III	*	*	*	*	*	35%
Math Level II	Eco Dis	65%	70%	75%	80%	85%	90%
	Eco Dis L III	9%	14%	19%	25%	30%	35%
	Hispanic	*	*	*	*	*	90%
	Hispanic L III	*	*	*	*	*	35%
Writing Level II	Eco Dis	67%	72%	76%	81%	85%	90%
	Eco Dis L III	*	*	*	*	*	35%
	Hispanic	*	*	*	*	*	90%
	Hispanic L III	*	*	*	*	*	35%
Science Level II	Eco Dis	70%	74%	78%	82%	86%	90%
	Eco Dis L III	6%	12%	18%	23%	29%	35%
	Hispanic	*	*	*	*	*	90%
	Hispanic L III	*	*	*	*	*	35%

# San Felipe - Del Rio CISD

## Campus Performance Objectives

2017-2021

Campus: North Heights

Index 4: Post-Secondary Readiness							
	Student Population	2016 STAAR	2017 STAAR Target	2018 STAAR Target	2019 STAAR Target	2020 STAAR Target	2021 STAAR Target
STAAR Postsecondary Readiness	All	23%	33%	44%	54%	65%	75%
	AA	*	*	*	*	*	75%
	Hispanic	22%	33%	43%	54%	64%	75%
	White	44%	50%	56%	63%	69%	75%
	Sp Ed	*	*	*	*	*	75%
	Eco. Disadv	*	*	*	*	*	75%
	ELL	*	*	*	*	*	75%

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **Campus Need Assessment**

## **Demographics**

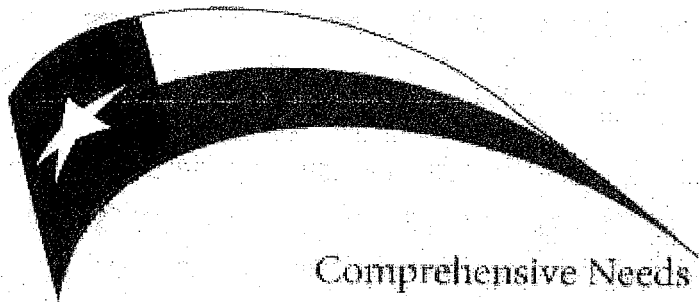
As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### **Committee Members:**

- Nelda Juarez\*
- Domenica Bowman\*
- Grace Castellanos
- Ruby Lewis
- Victoria Rodriguez
- Gilbert Ochoa





## Comprehensive Needs Assessment

### Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

#### Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

### Data Sources Reviewed

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt***

List the actual data sources reviewed below.

- Texas Academic Performance Report
- Attendance Comparison Reports
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- ① Power Hour targets at risk
- Student population.
- ② Smaller ELL population
- ③ FAPE: free / reduced lunch
- available for economically disadvantaged.
- ④ Male teacher population
- slowly increased.

### Needs

- ① More staff and resources (- and support staff)
- for large economically disadvantaged
- population.
- ② Lower student to teacher ratio
- in line with state averages.
- ③ Improved attendance initiatives.
- ④ More male teachers
- ⑤ Career, mentor or graduation path program

### Summary of Needs

- Although we have outstanding programs
- which target our ~~at~~ economically disadvantaged
- students, there still seems to be a great need for
- more staff and lower student to teacher ratio.
- 
- 
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-

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/17

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Knowing our student population and ratio helped to ~~estimate~~ determine our campus and student needs.

2. What might we improve and how?

CNA from the last 2-3 years to compare should be provided to see changes or improvement.

3. How is our organization better as a result of this process?

It allows us to communicate and work towards common goals for our students.

Committee Area:

☒ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Nelda Juarez	<i>N. Juarez</i>	Teacher
Griselda Castellanos	<i>G. Castellanos</i>	Teacher
Vickona Rodriguez	<i>V. Rodriguez</i>	Teacher
Domenica Bowman	<i>D. Bowman</i>	Teacher
Gilberto Ochoa	<i>G. Ochoa</i>	Teacher

## Demographics

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. Victoria Bernhardt*

1. What do enrollment numbers indicate? *Our enrollment*
2. What is the breakdown by ethnicity, gender, or other category?
3. How has the enrollment changed over the past three years?
4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?
5. What is the data for special programs over time?
6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
7. Who are our at-risk students? What is their at-risk category?
8. Who are our Migrant students?
9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?
10. What area of the community do these students come from?
11. What are the staff demographics? *20% male / 80% female*
12. What are the teacher/student ratios? How do these ratios compare to performance?

# **Campus Need Assessment**

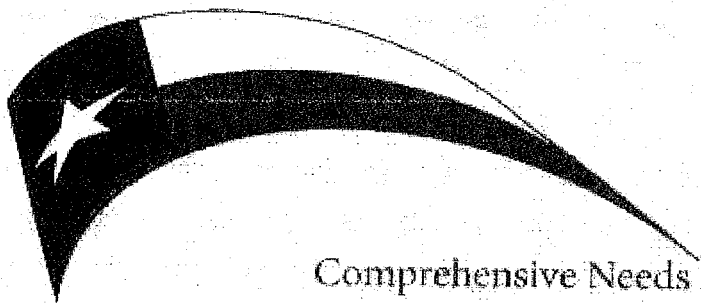
## **School Culture and Climate**

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### **Committee Members:**

- Carol Sunderland\*
- Melissa Chavez
- Janna Montoya
- Celia Gonzalez
- Kevin Addair
- Guillermo Sanchez
- Soby Lopez



## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

#### Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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### Data Sources Reviewed

***Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown***

List the actual data sources reviewed below.

- |                                  |         |
|----------------------------------|---------|
| ● <u>Failing List</u>            | ● _____ |
| ● <u>Discipline Chart</u>        | ● _____ |
| ● <u>Community &amp; Student</u> | ● _____ |
| ● <u>Engagement</u>              | ● _____ |
| ● <u>Campus Performance</u>      | ● _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.

## Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Relationships within clusters are overall good.
- Staff feels safe from outside dangers.
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### Needs

- Behavior consequence consistency.
- Clear cut obtainable vision
- Team building & unity
- Recess/playground equipment.
- Incentives for teachers as well as students.
- Incentives for grades for students - not just attendance
- 
- 

## Summary of Needs

- Protocol to follow for behavior- Consistent
- Incentives for students with good grades- not just attendance. Students with bad behavior should not be rewarded with movies for perfect attendance.
- 
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## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/2017

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Collaborative decision-making.

2. What might we improve and how?

More time to collect thoughts and ideas for improvement.

3. How is our organization better as a result of this process?

We have not seen results from this process.

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☒ School Culture and Climate  
☐ Staff Quality, Recruitment, and Retention  
☐ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☐ School Context and Organization  
☐ Technology

Name	Signature	Position
Carla Gonzalez	Carla Gonzalez	Sub/3rd Grade
Siberia Lopez	Siberia Lopez	Resource/Library Aide
Melissa Chavez	Melissa Chavez	Kinder
Janna Marten	Janna Marten	1st
Kevin Adair	Kevin Adair	1st/2nd Teacher
Guillermo Sanchez	Guillermo Sanchez	P.E. Teacher
Carol Ramos Sinderland	Carol Ramos Sinderland	5th grade



#1. There is an overall negative perception/opinion of Power Hour in all grade levels. Students sense they are labeled according to ability and struggle to find motivation to continue PH programs. Staff feels the same as students - confined to programs - cannot venture out or over from reading programs.

# Campus Need Assessment

→ CIP (Campus  
Improvement  
Plan)

## Staff Quality, Recruitment and Retention

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### Committee Members:

- ✓ ● Arnoldo Romero\*
- ✓ ● Rose Rizo
- ✓ ● Nora Villarreal
- ✓ ● Selina Rountree
- ✓ ● Carmen Vasquez
- ✓ ● Sofia Eaton

## Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data.)

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success. Stephen Covey

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

32-Bachelors Masters Degree - 8 Doctorates - 0  
Paraprofessional - 4 (at least) have a degree.

2. What does the general data reflect regarding teacher quality on the campus?

The data reflects that the students achieved 682/1,023 and reached an index score of 67. Student progress 217/800 is 37%  
Closing performance 292/800 is 37%.

3. How are follow-up data regarding teacher performance provided to teachers?

- TTESS, (used to be PDAS) Conferences

4. How are we recruiting highly qualified and effective staff?

- Through the district web site. - Scouting by HR  
- Through internal trainings

- \* 5. What is our staff attendance rate? Retention rate? Turnover rate?

Adjusted absences is 277.

6. How is highly effective staff assigned to work with the highest need students?

Based on child studies recommendations are made for  
Dyslexia, Special Ed, Speech or other programs.

7. What is the impact/effect of our teacher mentor program?

When the program existed, it was very successful.

8. How is new staff supported? What feedback do they provide?

The interventionist at one time did teacher mentoring on campus.  
They are supported by cluster leader and through Planning Protocol. They provide encouragement.

9. What systems are in place to build capacity and support the notion of continuous improvement?

Planning Protocol and Trainings. Staff meetings that provide data from admin.

10. How are we using data to determine professional development for staff?

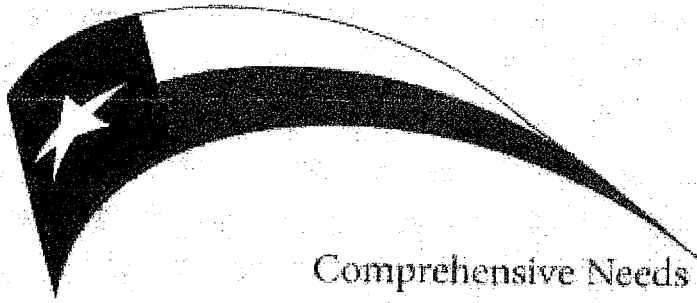
Professional development is based on data and teacher surveys of needs.

11. How are collective and individual decisions regarding professional development determined?

See above

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Letras Training in the Summer. Abados. Leader In Me  
Comprehension Tool Kit Training - implementation is monitored by walk throughs, and feed back on TTESS. Leader in me implementation is monitored by how teachers and student use workbook, power points, binders, use of vocabulary and trying to mesh it into our lessons.



## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

#### Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

***An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey***

List the actual data sources reviewed below.

- 2015-16 Texas Acad. Perf. Rpt.
- 2016 Accountability Summary
- 
- 
- 
- 

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

## Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Advise within the
- cluster and out of
- the cluster.
- Para-professional - 5
- have degrees in various
- areas
- Professional - 8 teachers
- have Masters
- Average experience of
- teachers is 12.5 yrs.

### Needs

- Moral Amongst Staff
- Cooperation amongst staff
- Acknowledgement of Progress
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### Summary of Needs

- Better acknowledgement of any and
- all progress.
- 
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## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/2017

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Being able to discuss issues openly

2. What might we improve and how?

Have an ongoing process throughout the school year.

3. How is our organization better as a result of this process?

buy-in

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☐ School Culture and Climate  
☒ Staff Quality, Recruitment, and Retention  
☐ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☐ School Context and Organization  
☐ Technology

Name	Signature	Position
Rose Rizo	Rose Rizo	K-teacher
Nora Villarreal	Nora E. Villarreal	2nd -
Selina Rountree	Selina Rountree	4th teacher
Carmen Vasquez	Carmen Vazquez	Sp. Ed. Aide
Sofia Estay	Sofia Estay	Computer Lab
Arnaldo L. Romero	Arnaldo L. Romero	GT


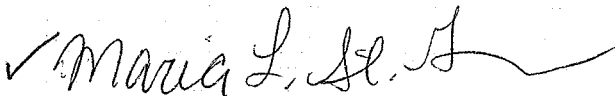
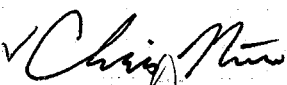
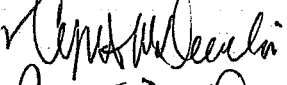
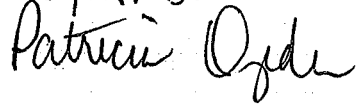
# Campus Need Assessment

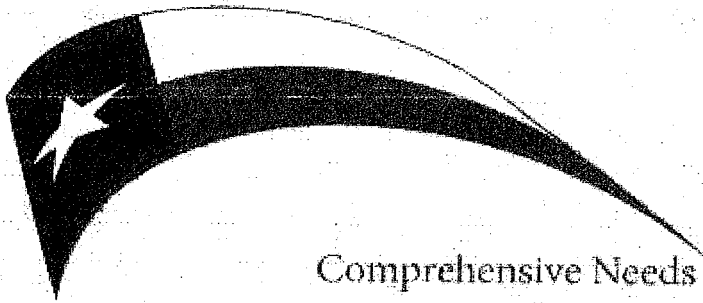
## Curriculum, Instruction and Assessment

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### Committee Members:

- Brenda Campos\* 
- Dora Fernandez
- Mary Lou St. Germain ✓ 
- Chris Nuno ✓ 
- Cynthia Dovalina ✓ 
- Patricia Ojeda ✓ 



## Comprehensive Needs Assessment

### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

#### Potential Data Sources:

- Resources and Materials -
- Scope and Sequence; Curriculum Maps -
- C-Scopes
- Blooms
- Technology and Software
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Horizontal and Vertical Alignment Processes -
- Student-Specific/Differentiated Strategies and Processes -
- Benchmark Assessments and/or Other Assessments -
- Class, School, and Special Program Schedules

### Data Sources Reviewed

***There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English***

List the actual data sources reviewed below.

- Scope and Sequence; Curriculum Maps
- Horizontal & Vertical Alignment Processes
- Student-Specific/Differentiated &/or Other
- Benchmark Assessments &/or Other Assessments
- Resources & Materials

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.



## Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Powerhour-meeting the needs of the kids
- Data meetings
- Planning Protocol-help get plans
- done.
- Teacher instruction
- Benchmark Testing
- A/R results
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Needs

- Powerhour-not being able to fluctuate
- based on students need w/o ~~being~~
- negative conotation.
- Power hour meeting- All staff
- connected w/students should be present.
- Planning Protocol-not all grades
- collaborate together.
- Vertical Alignment Planning
- \_\_\_\_\_
- Align Six Wks Exam w/ STAAR
- Update Curriculum w/current voc., TEKS, etc.

## Summary of Needs

- Equally distributes- students need to be distributed equally, every teacher
- should get ~~a~~ a diverse of students.
- Better trainings - something we can use in our classroom.
- Dyslexia students are not getting their weekly therapy when groups are
- too big because of powerhour.
- District wide Progress Monitoring ~~process~~ - RTI Plan

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/17

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Being able to see all grade levels needs.

2. What might we improve and how?

Actions for suggestions  
~~Having a strong district curriculum, that closes gaps and meets~~

3. How is our organization better as a result of this process?

We able to be "21<sup>st</sup> century" teachers, to see needs of all areas.

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☐ School Culture and Climate  
☐ Staff Quality, Recruitment, and Retention  
☒ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☐ School Context and Organization  
☐ Technology

Name	Signature	Position
Marylou St. Germain	Marylou St. Germain	Teacher
Chris Nunez	Chris Nunez	Teacher
Patricia Ojeda	Patricia Ojeda	Dyslexia Teacher
Christina M. Duran	Christina M. Duran	Teacher
Brenda Campos	Brenda Campos	Teacher

## Curriculum, Instruction and Assessment

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum.*

Fenwick English

*Weakness:*

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?
2. How is data used to inform curriculum, instruction, and assessment decisions?
3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups? *Data meetings → 1 hour placement*
7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?
10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?
11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

# **Campus Need Assessment**

## **School Context and Organization**

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in. nc

### **Committee Members:**

- Leticia Amezcua\*
- Guadalupe Acosta
- Richard Hernandez
- Sue Przepierski
- JoAnn Perez
- Armando Paniagua

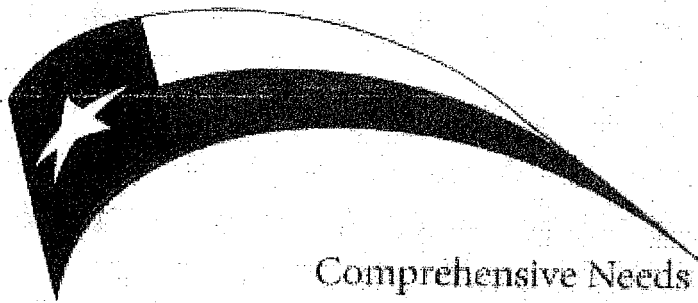
## School Context and Organization

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*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded.* Author Unknown

---

1. To what degree does the district/school support the organization and how?
2. What does the data reflect about classes, schedules, and student/staff teams?
3. How is adequate time devoted to subjects in which students perform poorly?
4. How do teachers have a voice in decision making and school policies?
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
6. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
7. What are the students', parents' and community perceptions of the school?
8. What do school expectations reveal?



## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

#### Potential Data Sources:

- ☒ School Structure or Make-Up, e.g., Teaming, Co-Teach, Resource
- ☒ Decision-Making Processes/PDM/Leadership Teams
- ☒ Master Schedule
- ☒ Teacher Leaders
- ☒ Supervision Structure
- ☒ Support Structures: Mentor Teachers
- ☒ Duty Rosters
- ☒ Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- ☒ School Map & Physical Environment
- ☒ Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- ☒ Communication: Formal and Informal/Committees

### Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

List the actual data sources reviewed below.

- |                                  |   |
|----------------------------------|---|
| A • <u>School Structure</u>      | F • <u>Duty Roster</u>                      |
| B • <u>Master Schedule</u>       | G • <u>School Map &amp; Physical Envir.</u> |
| C • <u>Teacher Leaders</u>       | H • <u>Communication</u>                    |
| D • <u>Supervision Structure</u> | • _____                                     |
| E • <u>Support Structures</u>    | • _____                                     |

See page 13 of the guide for probing questions related to School Context and Organization.

# Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- A. • Power Hour
- B. • Organized
- C. • Cluster leaders
- D/F • Organizational Chart
- E. • Feed back
- G. • School map & evacuation plan

## Needs

- A. all supplies provided/ Adequate <sup>training</sup>
- B. Needs teacher input
- C. reduce delgation of authority on cluster leaders.
- D/F • More teachers on duty in areas of higher need.
- E. Less micro-managment & More positive comments
- G. renovate / clean / disinfect restrooms.
- benches at pick-up areas

## Summary of Needs

- More positive moral / school pride
- Cleaner envirnment
- alleviate stress / pressure cluster leaders / teachers
- address concerns with specific person rather than in general.
- district needs BTIM program
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→  
over

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/17

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Being able to collaborate and brainstorm.

2. What might we improve and how?

We need 2 days rather than 1.

3. How is our organization better as a result of this process?

It allowed all grade levels to voice our opinions and work cooperatively.

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☐ School Culture and Climate  
☐ Staff Quality, Recruitment, and Retention  
☐ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☒ School Context and Organization  
☐ Technology

Name	Signature	Position
Liz Sue Przepierski	Liz Sue Przepierski	4th grade
Leticia Amezcua	Leticia Amezcua	2nd grade
Guadalupe Acosta	Guadalupe Acosta	Kindergarten
Richard Hernandez	Richard Hernandez	3rd
John Perez	John Perez	5th
Armando Paniagua	Absent	



# **Campus Need Assessment**

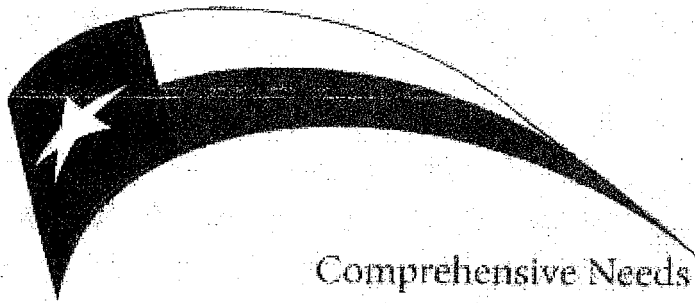
## **Student Achievement**

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### **Committee Members:**

- Rocio Pena\*
- Monica Aguirre
- Tess Casarez
- Chris Cardenas
- Marla Sanchez
- Andrea Gonzalez



## Comprehensive Needs Assessment

### Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

#### Potential Data Sources:

- State Assessment Data
- TELPAS Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- SSI Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

### Data Sources Reviewed

***We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |   |                              |
|---|------------------------------|
| ● <u>Renaissance STAR Reading</u>       | ● <u>Power Hour Schedule</u> |
| ● <u>Comparison Report</u>              |                              |
| ● <u>Attendance Report for Staff</u>    |                              |
| ● <u>Attendance Report for Students</u> |                              |
| ● <u>TX Academic Performance Report</u> |                              |
| ● <u>Library Schedule</u>               |                              |

See page 8 of the guide for probing questions related to Student Achievement.

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- break down of data during
- planning protocol (TPRT,
- summatives, AR reports)
- Data Days
- Adjust instruction based
- on students' needs
- Tutor volunteers/support
- Collaboration
- Power Hour Support
- \_\_\_\_\_

## Needs

- Attendance
- Procedures in place and enforced
- Consistency to instruction
- and procedures (fidelity
- to lesson plans, IEP plans,
- differentiation)
- Parent Support
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Summary of Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4-03-2017

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
3. How is our organization better as a result of this process?

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☐ School Culture and Climate  
☐ Staff Quality, Recruitment, and Retention  
☐ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☐ School Context and Organization  
☐ Technology

Name	Signature	Position
Andrea Gonzalez	Chris Long	P.E.
Rocio Pena	Balmain	Interventionist
Chris Cardena	Chris Cardena	4th Grade Teacher
Jess Casarez	Jess Casarez	3rd Grade teacher
Marla Sanchez	Marla Sanchez	Sp. Ed.
Monica Aguirre	M. Aguirre	1st grade teacher

## Student Achievement

---

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose—improving learning for all students.*

Victoria Bernhardt

---

1. How is student achievement data disaggregated?
2. How does student achievement data compare from one data source to another?
3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
5. Which students are making progress? Why?
6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
7. What does the longitudinal student achievement data indicate?
8. What does the data reflect within and among content areas?
9. What does the data indicate when disaggregated at various levels of depth?
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

# **Campus Need Assessment**

## **Family and Community Involvement**

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### **Committee Members:**

- Angelica Manrique\*
- Yolisma Garza\*
- Marisa Perez
- Guadalupe Ortiz
- Julissa Lemus
- Lety Cardenas

## Family and Community Involvement

---

*The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors.* Mary Catherine Bateson

---

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
2. How are families and the community members involved in school decisions?
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?
5. What types of services are available to support students in special programs? What are the results?
6. What types of community partnerships exist to support families and students?

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/17

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Reflecting with members involved that represent entire campus.

2. What might we improve and how?

parent and community involvement w/ incentives and open door policy & positive attitude

3. How is our organization better as a result of this process?

We are able to see our weakness and strengths and move forward as a campus.

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

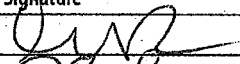

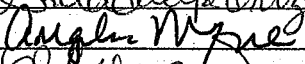
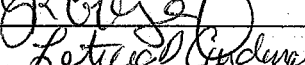
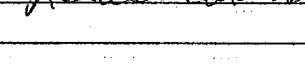
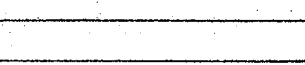
☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

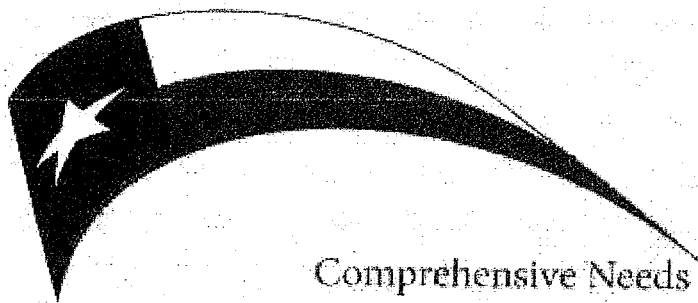
☒ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Marisa Perez		1st-teacher
Julissa B. Lemus		5th
Guadalupe Ortiz		2nd
Angelica Marez		4th
Valeria Garza		VHE Library
Letricia D. Cadenas		Kinder Aide





## Comprehensive Needs Assessment

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

#### Potential Data Sources:

- List of Community Agencies that have been on Campus
- Social Worker Communication
- Parent Activity Evaluations and Feedback
- Parent Meeting Topics
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- Parent Volunteer Information
- List of Activities & Events for the Year
- Family and Community Participation Counts by Type of Activity
- All Call Phone Calls

### Data Sources Reviewed

*The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson*

List the actual data sources reviewed below.

- |   |                                    |
|---|------------------------------------|
| ● <u>Survey</u>                         | ● <u>Career Day / Science Fair</u> |
| ● <u>parental liason</u>                | ● _____                            |
| ● <u>six weeks student performances</u> | ● _____                            |
| ● <u>feedback data</u>                  | ● _____                            |
| ● <u>Kinder / 5th graduation</u>        | ● _____                            |

See page 12 of the guide for probing questions related to Family and Community Involvement.

# Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Six weeks grade level presentations
- Awards assemblies
- science fair
- Career day
- Dr. Seuss carnival
- skate night
- community partnerships
- community readers
- parental liaison
- calendar/newsletter-monthly

## Needs

- ~~hospitality~~ <sup>provide information</sup> → door prizes snacks
- provide a math & science night <sup>twice a year</sup>
- continue <sup>w/</sup> book worm night <sup>twice a year</sup>
- encourage community mentors
- Increase parental meetings! <sup>AM & PM</sup> meetings
- coffee & donuts w/ principals - <sup>monthly</sup>  
(muffins w/ mom)  
(donuts w/ dad)

## Summary of Needs

- pair community members w/ at-risk students (mentors)
- Increase extra curricular activities for students  
such as a talent show, chess club, etc,
- Right House committee / newsletters <sup>game night  
movie night</sup>
- Increase parent participation for parental trainings  
(w/ incentives)

# **Campus Need Assessment**

## **Technology**

As a collective group, the following should occur:

1. Review your designated sheet for questions that will help guide your discussions.
2. Review all pertinent information provided in your folder.
3. Create a list of strengths based on your category.
4. Create a list of weaknesses based on your category.
5. List all possible solutions, brainstorming ideas on how to address the weaknesses, improve upon the strengths.
6. Complete the Committee Self-Assessment/Reflection sheet and be sure that all members sign in.

### **Committee Members:**

- Theela Rodriguez\*
- Winnie Forester
- Christopher Carrillo
- Jessica Solis (absent)
- Vicente Cantu
- Kimberly Ross

## Findings/Analyses

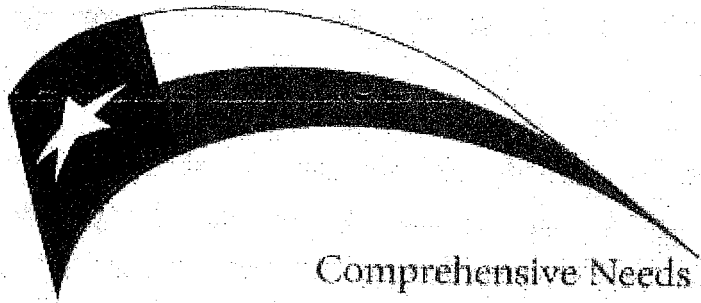
**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
• Robotics	• programs for K-2
• I pads kinder	• more apps / <sup>availability</sup> to all grades
• Two reading programs / 1 Math	• utilize free state programs
• Prom. boards, Doc. cameras	• extra computers in classroom
• listening stations, computers in classrooms (2)	• <sup>before / after school</sup> utilize morning comp. time
• Dashboard / Dmac	• timely response from help desk
•	• meaningful technology training

## Summary of Needs

- too many useful sites have blocked content - limited access, incompatibility of programs
- necessary equipment needs to be kept in working order and accessible
- trained technology person available at all times (in service)
- good quality training that ~~we can~~ will provide hands on equipment in working condition
- more utilization of technology throughout the campus - limit more paperwork and complete documents online



## Comprehensive Needs Assessment

### Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

#### Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- KUNO Tablets and Curriculum Loft Cloud
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- 

### Data Sources Reviewed

***The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent***

List the actual data sources reviewed below.

● NA	●
●	●
●	●
●	●
●	●
●	●

See page x of the guide for probing questions related to Demographics.

## Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/1/17

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Increase ~~the~~ <sup>in</sup> accessibility of technology  
accountability

2. What might we improve and how?

We need to have more technology

3. How is our organization better as a result of this process?

Committee Area:

- ☐ Demographics  
☐ Student Achievement  
☐ School Culture and Climate  
☐ Staff Quality, Recruitment, and Retention  
☐ Curriculum, Instruction, and Assessment  
☐ Family and Community Involvement  
☐ School Context and Organization  
☒ Technology

Name	Signature	Position
Theela M. Rodriguez	Theela M. Rodriguez	Kindergarten
Kimberly Ross	Kimberly Ross	Life Skills
Winnie J. Forester	Winnie J. Forester	2nd
Vicente Cantu	Vicente Cantu	CAB MGR.

## Technology

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. Superintendent

1. What technology do we have? - <sup>Robotics</sup> Computers in classroom (2+1) ~~ipads~~ ~~Kinders~~, Ipads (Kinder), promethean boards
2. What is the technology proficiency for staff and students? ~~Mediocre~~ <sup>Doc. cameras</sup> listening stations
3. How does staff feel about technology? <sup>half and half</sup> - Some don't want anything to do w/ it <sup>Some want more</sup>
4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not? <sup>Time constraints</sup> incompatibility of programs - having to download adobe
5. What types of technology professional development have we provided? What was the impact for staff and students? <sup>Flashers</sup> Prof. Dev. @ beginning of the year - 1/2 day success maker - not enough <sup>No - CD Roms</sup> <sup>Some curriculum</sup>
6. In which content areas are we using technology and how? What is the effect? <sup>Most content areas implement technology</sup> <sup>in classrooms</sup> - labs - Lang. Arts/ Math <sup>require online</sup>
7. How does the design of the network provide for the users it supports? <sup>strength - z drives</sup> <sup>weakness - blocked content, limited access (pinterest)</sup> <sup>connected.</sup>
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

DNAC, STAAR, TERPAS, AR, Spec. Ed

Curriculum sites.

Dashboard



# Faculty Meeting Sign In Sheets

Date: 4/3/2017

## OFFICE

PRINCIPAL - Soliz, Maytté	msy
ASST. PRINCIPAL - Pond, Cheryl	
COUNSELOR - Rivas, Melissa	
HEAD SEC. - Rodriguez, Belinda	
ATT. Sec. - Castro, Martha	
NURSE - Carbajal, Alicia	
PARENTAL AIDE - Adams, Elida	
RESOURCE RM - Lopez, Soby	
LIBRARY - Garza, Yollisma	

## KINDER

Acosta, Guadalupe	
Castellanos, Grace	
Chavez, Melissa	
Rizo, Rose	
Rodriguez, Theela	

## FIRST GRADE

Aguirre, Monica	m.as
Campos, Brenda	
Lewis, Ruby	
Montoya, Janna	
Perez, Marisa	

## SECOND GRADE

Amezcu, Leticia	
Fernandez, Dora	
Forester, Winnie	
Ortiz, Lupita	
Villarreal Nora	

## THIRD GRADE

Carillo, Christopher	
Casarez, Tess	
Hernandez, Richard	
Juarez, Nelda	
Martinez, Amaris/Gonzalez, Celia	
St. Germain, Mary Lou	

## FOURTH GRADE

Cardenas, Chris	
Manrique, Angelica	
Nuno, Christopher	
Przepierski, Lois (Sue)	
Rountree, Selina	
Solis, Jessica	

## FIFTH GRADE

Lemus, Julissa	
Dovalina, Cynthia	
Perez, JoAnn	
Rodriguez, Victoria	
Sunderland, Carol	
Robotics Room	

## MIGRANT

Ramon, Ramiro R.	
------------------	--

## ART/COMPUTERS/MUSIC/PE/POWER HOUR

POWER HOUR - Velazco, Gabriela	
K-2 COMP LAB - Eaton, Sofia	
3-5 COMP LAB - Cantu, Vicente	
GT - Romero, Arnoldo	
Master Reading Teacher - Peña, Rocio	
Escamilla, Irma	
MUSIC - Addair, Kevin	
ART - Bowman, Domenica	
PE - Gonzalez, Andrea	
PE - Paniagua, Armando	
PE - Sanchez, Guillermo	
AD PE - Contreras, Nydia	
AD PE - Soto, Al	

## SPECIAL EDUCATION

SP ED - Ochoa, Gilberto	
Sanchez, Marla	
Vazquez, Carmen	
LIFE SKILLS - Ross, Kimberly	
Acevedo, Sandy	
Dovalina, Dora	
Hernandez, Dora	
Maldonado, John	
Luna, Marisol	

PT - Stephens, Marianne	
SELF-CONTAINED - Bowman, Josh	
Jaquez, Jose	

## DYSLEXIA/SPEECH/DIAGNOSTICIAN/VI/DEAF ED

DEAF ED - Kelly, Donna	
Denney, Marta	
DIAGNOSTICIAN - Schkade, Pam	
DYSLEXIA - Ojeda, Patricia	
OT - Gibbs, Heather	
NHE SPEECH ROOM (Cantu, D.)	
SLP - Cantu, Debbie	
SLP - Fernandez, Monica	
VI - Bridges, Maria R.	

## AIDES/TUTORS

Cardenas, Leticia - Kinder Aide	
Zertuche, Beatriz - CNA (Dulce)	
Romo, Elizabeth - CNA (Mario)	

Last revised on 01/20/2017



# North Heights Elementary

## Staff Meeting

Monday, April 3, 2017

### Agenda

1. Welcome - As we prepare to get started, you will find two Shout Out boards. Please reflect and post one response on each board.
2. Campus Needs Assessment (CNA)
  - Group Instruction Sheet will guide your conversations and activities.

### Important reminders:

- Attendance for students and adults

*"Leadership is communicating others' worth and potential so clearly that they are inspired to see it in themselves." Stephen Covey*

Leadership Team Mtg

7:20 AM

Wed. April 5, 2017

Name	Grade/Dept.	Signature
Theela Rdriguez	Kinder	Theela Rdriguez
Brenda Campos	1st	<del>Brenda Campos</del>
Leticia Amezcua	2nd	Leticia Amezcua
Nelda Juarez	3rd	Nelda Juarez
Angelica Manrique	4th	Angelica Manrique
Carol Sunderland	5th	
Domenica Bowman	Art	
Arnoldo Romero	GT	Arnoldo Romero
Yolisma Garza	Librarian	Yolisma Garza
Rocio Pena	MRT	Rocio Pena
Melissa Rivas	Counselor	Melissa Rivas
Cheryl Pond	Assistant Principal	Cheryl Pond
Maytte Y. Soliz	Principal	Maytte Y. Soliz

*North Heights Elementary*  
*Leadership Team Meeting - Wed. April 5, 2017 7:20 AM*

*Agenda*

- 1. Brainstorm ways to get parents to our school.*
  - Community Bond Election Mtg - Friday, April 21<sup>st</sup>*
  - Mobile Voting Site 7 AM to 7 PM - Tuesday, April 25<sup>th</sup>*
- 2. STAAR Pep Rally - We rally together!*
- 3. Teacher Appreciation - Theme: All Stars*
- 4. Campus Needs Assessment Review for May Mtg.*
- 5. 6<sup>th</sup> Six Weeks Deadline Matrix*

*To Do in Collaboration with Cluster*

- Ensure commitment to monitoring students daily; discuss the urgency to give 100% all day everyday... Is it hard? Yes. Do we believe in the good it will bring?*
- End of School Year To Do's - It'll be here before we know it. Let's make it a good one. ☺*

*Reminders*

- Child Study submission deadline is coming soon! If we do not get them in by a certain date, they don't get picked up until the start of next year! Be on the lookout for an email.*
- Zero Absence Day May 19<sup>th</sup>*

*"Leadership is communicating others' worth and potential so clearly that they are inspired to see it in themselves." Stephen Covey*

# Funding Resources

Resource	Source	Amount
Title I	Federal	
Principal Account	Local	
Local Funds	State	

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Status Report**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						N	N	N	n/a	2	5	40
Mathematics	N		N						N	N	N	n/a	0	5	0
Writing	N		N						N			n/a	0	3	0
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
<b>Total</b>													<b>5</b>	<b>16</b>	<b>31</b>

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

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
<b>Total</b>													<b>10</b>	<b>10</b>	<b>100</b>

**Federal Graduation Status (Target: See Reason Codes)**

Graduation Target Met											n/a		0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	

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

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

<b>Overall Total</b>													<b>15</b>	<b>26</b>	<b>58</b>
----------------------	--	--	--	--	--	--	--	--	--	--	--	--	-----------	-----------	-----------

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

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

a = Graduation Rate Goal of 90%

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

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

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

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

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Performance and Participation Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	218	*	207	8	*	*	-	-	162	12	29	n/a
Total Tests	359	*	340	12	*	*	-	-	280	32	61	32
% at Approaches Grade Level Standard	61%	*	61%	67%	*	*	-	-	58%	38%	48%	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	213	*	200	11	*	*	-	-	163	11	36	n/a
Total Tests	360	*	340	13	*	*	-	-	280	32	61	32
% at Approaches Grade Level Standard	59%	*	59%	85%	*	*	-	-	58%	34%	59%	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	68	*	59	7	-	*	-	-	45	*	11	n/a
Total Tests	116	*	106	7	-	*	-	-	88	*	15	*
% at Approaches Grade Level Standard	59%	*	56%	100%	-	*	-	-	51%	*	73%	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	84	-	**	*	-	-	-	-	61	5	8	n/a
Total Tests	125	-	**	*	-	-	-	-	93	12	14	12
% at Approaches Grade Level Standard	67%	-	67%	*	-	-	-	-	66%	42%	57%	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	373	5	353	13	*	*	-	-	293	36	n/a	33
Total Students	373	5	353	13	*	*	-	-	293	36	n/a	33
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%
<b>Mathematics: 2016-2016 Assessments</b>												
Number Participating	373	5	352	14	*	*	-	-	292	36	n/a	33
Total Students	373	5	352	14	*	*	-	-	292	36	n/a	33
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Graduation and Federal Limits Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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



# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

### Accountability Rating

Met Standard

#### Met Standards on

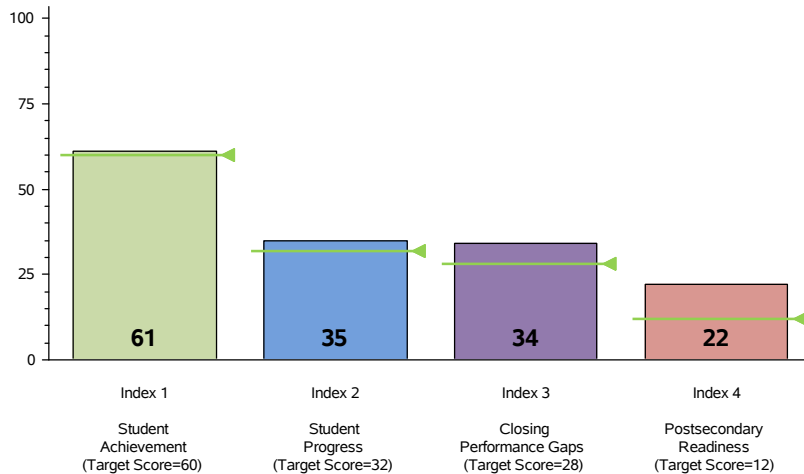
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

#### Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

### Performance Index Report



### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	583	960	61
2 - Student Progress	279	800	35
3 - Closing Performance Gaps	268	800	34
4 - Postsecondary Readiness			
STAAR Score	22.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		22

### Distinction Designation

#### Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

#### Academic Achievement in Mathematics

NO DISTINCTION EARNED

#### Academic Achievement in Science

NO DISTINCTION EARNED

#### Academic Achievement in Social Studies

NOT ELIGIBLE

#### Top 25 Percent Student Progress

NO DISTINCTION EARNED

#### Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

#### Postsecondary Readiness

NO DISTINCTION EARNED

### Campus Demographics

Campus Type	Elementary
Campus Size	689 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	79.2
Percent English Language Learners	10.2
Mobility Rate	13.1
Percent Served by Special Education	7.7
Percent Enrolled in an Early College High School Program	0.0

### System Safeguards

#### Number and Percentage of Indicators Met

Performance Rates	5 out of 16 = 31%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>15 out of 26 = 58%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y	N	N		3	5	60
Mathematics	Y		Y						Y	N	Y		4	5	80
Writing	Y		Y						Y				3	3	100
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
<b>Total</b>													<b>13</b>	<b>16</b>	<b>81</b>

<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N		n/a			

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y		Y	5	5	100
Mathematics	Y		Y						Y	Y		Y	5	5	100
<b>Total</b>													<b>10</b>	<b>10</b>	<b>100</b>

**Federal Graduation Status (Target: See Reason Codes)**

Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	

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

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

<b>Overall Total</b>													<b>23</b>	<b>26</b>	<b>88</b>
----------------------	--	--	--	--	--	--	--	--	--	--	--	--	-----------	-----------	-----------

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

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

a = Graduation Rate Goal of 90%

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

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

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

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

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Performance and Participation Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory Standard	247	*	230	15	-	*	-	-	187	16	24	n/a
Total Tests	379	*	358	18	-	*	-	-	309	41	46	29
% at Level II Satisfactory Standard	65%	*	64%	83%	-	*	-	-	61%	39%	52%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	251	*	236	13	-	*	-	-	202	15	36	n/a
Total Tests	379	*	358	18	-	*	-	-	309	41	46	29
% at Level II Satisfactory Standard	66%	*	66%	72%	-	*	-	-	65%	37%	78%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	75	-	**	*	-	-	-	-	58	*	8	n/a
Total Tests	115	-	**	*	-	-	-	-	91	*	15	*
% at Level II Satisfactory Standard	65%	-	66%	*	-	-	-	-	64%	*	53%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	109	-	103	6	-	-	-	-	88	6	8	n/a
Total Tests	150	-	143	7	-	-	-	-	126	16	13	10
% at Level II Satisfactory Standard	73%	-	72%	86%	-	-	-	-	70%	38%	62%	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	399	*	377	18	-	*	-	-	328	42	n/a	33
Total Students	399	*	377	18	-	*	-	-	328	42	n/a	33
Participation Rate	100%	*	100%	100%	-	*	-	-	100%	100%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	398	*	376	18	-	*	-	-	327	42	n/a	33
Total Students	399	*	377	18	-	*	-	-	328	42	n/a	33
Participation Rate	100%	*	100%	100%	-	*	-	-	100%	100%	n/a	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Graduation and Federal Limits Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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



# STAAR Demographic Indicators-Student Achievement \*\* BETA \*\* for NORTH HEIGHTS EL

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A, STAAR-L, STAAR-Alt2 Score Code(s): S

Calculation Option: Approaching Gr Lvl Std Retests: Review the DMAC Calculation Source: Snapshot

STAAR															
	Reading/ELA			Mathematics			Social Studies			Science			Writing		
SubPopulation	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	360	218	61	360	213	59	0	0	0	125	84	67	116	68	59
Native American	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Asian	1	1	100	1	1	100	0	0	0	0	0	0	1	1	100
African American	5	2	40	5	1	20	0	0	0	0	0	0	2	1	50
Hispanic	341	207	61	341	201	59	0	0	0	122	82	67	106	59	56
White	12	8	67	12	10	83	0	0	0	3	2	67	7	7	100
ECD	281	162	58	281	164	58	0	0	0	93	61	66	88	45	51
Special Education	32	12	38	32	11	34	0	0	0	12	5	42	12	2	17
ELL	61	29	48	61	36	59	0	0	0	14	8	57	15	11	73

All Students	Reading/ELA		Mathematics		Social Studies		Science		Writing		Total
Met Level II	218	+	213	+	0	+	84	+	68	=	583
Students Tested	360	+	360	+	0	+	125	+	116	=	961
Index	583 divided by 961										61

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

As TEA makes changes to Accountability, these results may change.

The Index 1 target for 2017 is 60. Shaded percentages are below 60%.



# STAAR Demographic Indicators-Student Progress \*\* BETA \*\* for NORTH HEIGHTS EL

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A, STAAR-L, STAAR-Alt2 Score Code(s): S

Calculation Option: Growth Retests: Review the DMAC Calculation Source: Snapshot

Reading Totals	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL
Number of Tests	252	2	239	10	0	1	0	0	25	39
Did Not Meet Expectation	111	0	105	5	0	1	0	0	9	24
Met Expectation	141	2	134	5	0	0	0	0	16	15
Exceeded Expectation	33	1	30	2	0	0	0	0	5	4

Mathematics Totals	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL
Number of Tests	261	2	248	10	0	1	0	0	24	41
Did Not Meet Expectation	87	1	83	3	0	0	0	0	9	17
Met Expectation	174	1	165	7	0	1	0	0	15	24
Exceeded Expectation	42	1	40	1	0	0	0	0	2	3

Aggregate (Subjects Combined)	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL	Total Points	Max Points
Number of Tests	513	4	487	20	0	2	0	0	49	80		
% Met or Exceeded Expectation	61	*0	61	*0	*0	*0	*0	*0	63	49		
% Exceeded Expectation	15	*0	14	*0	*0	*0	*0	*0	14	9		
Weighted Growth	76	*0	75	*0	*0	*0	*0	*0	77	58	286	800
Index												36

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

As TEA makes changes to Accountability, these results may change.

\*0 indicates the minimum # of tests was not met for the demographic and the number is not included in the calculation.

The Index 2 targets are: district-22, elem-32, middle-30, hs and kthru12-17, aea campus and charter districts-8.



# STAAR Demographic Indicators-Closing Performance Gaps \*\* BETA \*\* for NORTH HEIGHTS EL

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A, STAAR-L, STAAR-Alt2 Score Code(s): S

Calculation Option: Approaching Gr Lvl Std Retests: Review the DMAC Calculation Source: Snapshot

Prior Year					
SubPopulation	Reading Tested	Math Tested	Tested	Met Standard #	Met Standard %
African American	2	2	4	2	50
Hispanic	358	358	969	641	66
White	18	18	47	36	77
Asian	1	1	2	2	100

STAAR																									
SubPopulation	Reading/ELA					Mathematics					Social Studies					Science					Writing				
	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%
ECD	281	162	58	43	15	281	164	58	27	10	0	0	0	0	0	93	61	66	8	9	88	45	51	1	1

Subpopulation	Reading/ELA	Mathematics	Social Studies	Science	Writing	Totals
ECD	73	68	*0	75	52	
Totals	73	68	0	75	52	268
Maximum Points	200	200	0	200	200	800
Index	268 divided by 800					34

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

\*0 indicates the minimum # of tests was not met for the current year and the number is not included in the calculation.

As TEA makes changes to Accountability, these results may change.

The Index 3 targets are: district-28, elem-28, middle-26, hs and kthru12-30, aea campus and charter districts-13.



# STAAR Demographic Indicators-Postsecondary STAAR Results \*\* BETA \*\* for NORTH HEIGHTS EL

Year: 2017 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A, STAAR-L, STAAR-Alt2 Score Code(s): S

Calculation Option: Meets Gr Lvl Std Retests: Review the DMAC Calculation Source: Snapshot

STAAR Final Level II Performance	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races
Students Tested	349	5	330	12	1	1	0	0
Number Met Final Level II for 2 or More Subjects* (see DMAC calculation)	75	1	69	4	0	1	0	0
Percent Met Final Level II for 2 or More Subjects* (see DMAC calculation)	21	20	21	33	0	100	0	0

Indicator	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Total Points	Max Points
STAAR Final Level II Performance	21	*0	21	*0	*0	*0	*0	*0	42	200
Score	42 divided by 200									21

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

As TEA makes changes to Accountability, these results may change.

\*0 indicates the minimum # of students was not met for the demographic and the number is not included in the calculation.

The Index 4 targets are Non-AEA District:13,HS/K-12:21,Middle:13,Elementary:12, if the other components are not available.



**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

**Accountability Rating**

**Met Standard**

**Met Standards on**

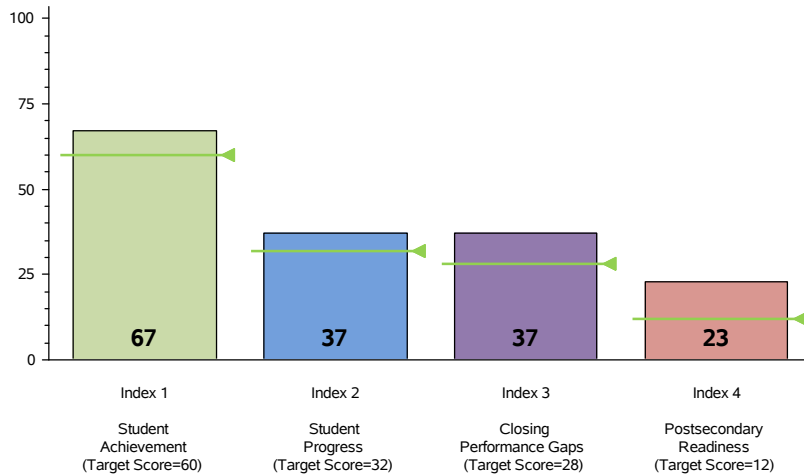
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

**Did Not Meet Standards on**

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	682	1,023	67
2 - Student Progress	297	800	37
3 - Closing Performance Gaps	292	800	37
4 - Postsecondary Readiness			
STAAR Score	22.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		23

**Distinction Designation**

**Academic Achievement in ELA/Reading**

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

**NO DISTINCTION EARNED**

**Academic Achievement in Science**

**NO DISTINCTION EARNED**

**Academic Achievement in Social Studies**

**NOT ELIGIBLE**

**Top 25 Percent Student Progress**

**NO DISTINCTION EARNED**

**Top 25 Percent Closing Performance Gaps**

**NO DISTINCTION EARNED**

**Postsecondary Readiness**

**NO DISTINCTION EARNED**

**Campus Demographics**

Campus Type	Elementary
Campus Size	727 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	82.1
Percent English Language Learners	9.8
Mobility Rate	14.5

**System Safeguards**

**Number and Percentage of Indicators Met**

Performance Rates	13 out of 16 = 81%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>23 out of 26 = 88%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 Index 1: Student Achievement Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points
# at Level II Satisfactory Standard	247	251	75	109	-	682		
Total Tests	379	379	115	150	-	1,023	67	67
<b>Index 1 Score (Target = 60)</b>								<b>67</b>

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the subject.

**TEXAS EDUCATION AGENCY**  
**2016 Index 1: Student Achievement Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2016 STAAR Performance</b>											
<b>All Subjects</b>											
Percent of Tests											
% at Level II Satisfactory Standard	67%	*	66%	77%	-	*	-	-	36%	64%	51%
Number of Tests											
# at Level II Satisfactory Standard	682	*	642	36	-	*	-	-	39	535	39
Total Tests	1,023	*	970	47	-	*	-	-	108	835	77
<b>Reading</b>											
Percent of Tests											
% at Level II Satisfactory Standard	65%	*	64%	83%	-	*	-	-	39%	61%	34%
Number of Tests											
# at Level II Satisfactory Standard	247	*	230	15	-	*	-	-	16	187	10
Total Tests	379	*	358	18	-	*	-	-	41	309	29
<b>Mathematics</b>											
Percent of Tests											
% at Level II Satisfactory Standard	66%	*	66%	72%	-	*	-	-	37%	65%	72%
Number of Tests											
# at Level II Satisfactory Standard	251	*	236	13	-	*	-	-	15	202	21
Total Tests	379	*	358	18	-	*	-	-	41	309	29
<b>Writing</b>											
Percent of Tests											
% at Level II Satisfactory Standard	65%	-	66%	*	-	-	-	-	*	64%	*
Number of Tests											
# at Level II Satisfactory Standard	75	-	**	*	-	-	-	-	*	58	*
Total Tests	115	-	**	*	-	-	-	-	*	91	*
<b>Science</b>											
Percent of Tests											
% at Level II Satisfactory Standard	73%	-	72%	86%	-	-	-	-	38%	70%	50%
Number of Tests											
# at Level II Satisfactory Standard	109	-	103	6	-	-	-	-	6	88	5
Total Tests	150	-	143	7	-	-	-	-	16	126	10
<b>Social Studies</b>											
Percent of Tests											
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

\* 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**  
**2016 Index 2: Student Progress Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

Overall Progress (All Subjects)								Two or More Races	Special Ed	ELL (Current & Monitored)	Total Points	Maximum Points
STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander					
Number of Tests	530		**						50	66		
# Met or Exceeded Progress	325		**						31	37		
# Exceeded Progress	79		**						6	10		
% Met or Exceeded Progress	61		61						62	56		
% Exceeded Progress	15		15						12	15		
Total	76		76						74	71	297	800
Index 2 Score (Target = 32)											37	

\* 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).

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

**TEXAS EDUCATION AGENCY**  
**2016 Index 2: Student Progress Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>2016 STAAR Performance</b>											
<b>All Subjects</b>											
Number of Tests	530	-	**	*	-	-	-	-	50	66	48
# Met or Exceeded Progress	325	-	**	*	-	-	-	-	31	37	n/a
# Exceeded Progress	79	-	**	*	-	-	-	-	6	10	n/a
% Met or Exceeded Progress	61%	-	61%	*	-	-	-	-	62%	56%	n/a
% Exceeded Progress	15%	-	15%	*	-	-	-	-	12%	15%	n/a
<b>Reading</b>											
Number of Tests	265	-	**	*	-	-	-	-	*	33	*
# Met or Exceeded Progress	165	-	**	*	-	-	-	-	*	18	n/a
# Exceeded Progress	45	-	**	*	-	-	-	-	*	5	n/a
% Met or Exceeded Progress	62%	-	62%	*	-	-	-	-	*	55%	n/a
% Exceeded Progress	17%	-	17%	*	-	-	-	-	*	15%	n/a
<b>Mathematics</b>											
Number of Tests	265	-	**	*	-	-	-	-	25	33	*
# Met or Exceeded Progress	160	-	**	*	-	-	-	-	17	19	n/a
# Exceeded Progress	34	-	**	*	-	-	-	-	5	5	n/a
% Met or Exceeded Progress	60%	-	60%	*	-	-	-	-	68%	58%	n/a
% Exceeded Progress	13%	-	13%	*	-	-	-	-	20%	15%	n/a

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

**Overall Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Reading	75	75	200
Mathematics	74	74	200
Writing	67	67	200
Science	76	76	200
Social Studies	0	0	0
Total		292	800
<b>Index 3 Score (Target = 28)</b>			<b>37</b>

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

**Reading Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	309		
# Level II Satisfactory Standard	187		
# Advanced Standard	42		
% Level II Satisfactory Standard	61		
% Advanced Standard	14		
<b>Reading Weighted Performance Rate</b>	<b>75</b>	<b>75</b>	<b>200</b>

**Mathematics Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	309		
# Level II Satisfactory Standard	202		
# Advanced Standard	29		
% Level II Satisfactory Standard	65		
% Advanced Standard	9		
<b>Mathematics Weighted Performance Rate</b>	<b>74</b>	<b>74</b>	<b>200</b>

**Writing Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	*		
# Level II Satisfactory Standard	*		
# Advanced Standard	*		
% Level II Satisfactory Standard	*		
% Advanced Standard	*		
<b>Writing Weighted Performance Rate</b>	<b>67</b>	<b>67</b>	<b>200</b>

\* 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**  
**2016 Index 3: Closing Performance Gaps Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

**Science Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	126		
# Level II Satisfactory Standard	88		
# Advanced Standard	8		
% Level II Satisfactory Standard	70		
% Advanced Standard	6		
<b>Science Weighted Performance Rate</b>	<b>76</b>	<b>76</b>	<b>200</b>

**Social Studies Performance**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	-		
# Level II Satisfactory Standard	-		
# Advanced Standard	-		
% Level II Satisfactory Standard	-		
% Advanced Standard	-		
<b>Social Studies Weighted Performance Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>

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- Indicates there are no students in the group.



**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<b>2015 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)</b>							

**All Subjects**

Percent of Tests							
% Phase-in Satisfactory Standard	-	53%	-	-	-	-	-
Number of Tests							
Total Tests	-	854	25	-	-	-	-

**Reading**

Number of Tests							
Total Tests	-	318	9	-	-	-	-

**Mathematics**

Number of Tests							
Total Tests	-	317	9	-	-	-	-

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>2016 STAAR Performance</b>								

**Reading**

Percent of Tests								
% Level II Satisfactory Standard	*	64%	*	-	*	-	-	61%
% Advanced Standard	*	14%	*	-	*	-	-	14%
Number of Tests								
# Level II Satisfactory Standard	*	230	*	-	*	-	-	187
# Advanced Standard	*	50	*	-	*	-	-	42
Total Tests	*	358	*	-	*	-	-	309

**Mathematics**

Percent of Tests								
% Level II Satisfactory Standard	*	66%	72%	-	*	-	-	65%
% Advanced Standard	*	9%	28%	-	*	-	-	9%
Number of Tests								
# Level II Satisfactory Standard	*	236	13	-	*	-	-	202
# Advanced Standard	*	34	5	-	*	-	-	29
Total Tests	*	358	18	-	*	-	-	309

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- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY**  
**2016 Index 3: Closing Performance Gaps Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>2016 STAAR Performance</b>								
<b>Writing</b>								
Percent of Tests								
% Level II Satisfactory Standard	-	*	*	-	-	-	-	*
% Advanced Standard	-	*	*	-	-	-	-	*
Number of Tests								
# Level II Satisfactory Standard	-	*	*	-	-	-	-	*
# Advanced Standard	-	*	*	-	-	-	-	*
Total Tests	-	*	*	-	-	-	-	*
<b>Science</b>								
Percent of Tests								
% Level II Satisfactory Standard	-	72%	*	-	-	-	-	70%
% Advanced Standard	-	5%	*	-	-	-	-	6%
Number of Tests								
# Level II Satisfactory Standard	-	**	*	-	-	-	-	88
# Advanced Standard	-	**	*	-	-	-	-	8
Total Tests	-	**	*	-	-	-	-	126
<b>Social Studies</b>								
Percent of Tests								
% Level II Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Level II Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

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- Indicates there are no students in the group.

**TEXAS EDUCATION AGENCY**  
**2016 Index 4: Postsecondary Readiness Calculation Report**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness	22.5	100%	22.5
<b>Index 4 Score (Target = 12)</b>			<b>23</b>

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
<b>STAAR Postsecondary Readiness Standard</b>												
STAAR Postsecondary Readiness	23%		22%								45.0	200
STAAR Postsecondary Readiness Standard Score												22.5

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2016 Accountability Manual.  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

**TEXAS EDUCATION AGENCY**  
**2016 Index 4: Postsecondary Readiness Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
<b>2016 STAAR Postsecondary Readiness</b>										
% Meeting Postsecondary Readiness Standard	23%	*	22%	44%	-	*	-	-	n/a	n/a
# Meeting Postsecondary Readiness Standard	86	*	77	8	-	*	-	-	n/a	n/a
Total Students Tested	366	*	345	18	-	*	-	-	n/a	n/a
<b>4-Year Graduation Rate (Gr 9-12): Class of 2015</b>										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2014</b>										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12): SY 2014-15</b>										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
<b>Longitudinal RHSP/DAP Graduates: Class of 2015</b>										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
<b>Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2015</b>										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

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\*\* When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

**TEXAS EDUCATION AGENCY**  
**2016 Index 4: Postsecondary Readiness Data Table**  
**NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
<b>Annual RHSP/DAP Graduates: SY 2014-15</b>										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
<b>Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2014-15</b>										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
<b>College and Career Readiness: SY 2014-15</b>										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

**SAN FELIPE-DEL RIO CISD**  
**HB 5 - COMMUNITY & STUDENT ENGAGEMENT**  
**2016- 2017 SCHOOL YEAR - SPRING 2017**

**Overall Ratings**

	Campus	Fine Arts	Wellness & Physical	Community & Parental	21st Century Workforce	2nd Language Acquisition	Digital Learning Environment	Dropout Prevention	Gifted & Talented	Compliance	Overall Ratings Per Campus	Overall Ratings Per Campus
1	DRHS 9-12	Recognized	Exemplary	Acceptable	Exemplary	Exemplary	Exemplary	Exemplary	Acceptable	y	1.61	Recognized
3	DRMS 7-8	Acceptable	Recognized	Recognized	Acceptable	Recognized	Recognized	Acceptable	Acceptable	y	2.38	Recognized
4	SFMMS -6	Recognized	Acceptable	Recognized	Acceptable	Exemplary	Exemplary	Recognized	Recognized	y	1.98	Recognized
	Blended Academy	Not Applicable	Acceptable	Acceptable	Recognized	Exemplary	Recognized	Exemplary	Not Applicable	y	1.96	Recognized
5	Garfield K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
6	North Heights K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
7	Lamar K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.15	Exemplary
8	Cardwell PK 3-4	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Not Applicable	y	1.07	Exemplary
9	Buena Vista K-5	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
10	Chavira K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
11	Calderon K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.17	Exemplary
12	Lonnie Green K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.22	Exemplary
	District Ratings	Exemplary- 1.31	Exemplary-1.48	Recognized-1.9	Exemplary-1.38	Exemplary-1.15	Recognized-1.55	Exemplary-1.22	Exemplary-1.41	Compliant	1.44	Exemplary

\*GT not in effect until Kinder

Exemplary	Less Than a total 1.5
Recognized	Total of 1.5 - 2.4
Acceptable	Total of 2.5 - 3.4
Unacceptable	Total of 3.5 - 4

6/8/2017

SAN FELIPE - DEL RIO C.I.S.D.  
COMMUNITY & STUDENT ENGAGEMENT  
2017-2018

**Family & Community Engagement**

**PK – 12<sup>th</sup> Grade/District**

Responsible	Compliance Item	Documentation	Yes	No
Campus	<b>Campus Improvement Plan (CIP) includes required components:</b> <ol style="list-style-type: none"> <li>1. Campus Needs Assessment</li> <li>2. School-wide reform strategies</li> <li>3. Recruit, support, retain teachers and Principals (commissioner goal #1);</li> <li>4. Build a foundation of reading and math (commissioner goal #2);</li> <li>5. Connect high school to career and college (commissioner goal #3); and</li> <li>6. Improve low performing schools (commissioner goal #4); and</li> <li>7. Local Education Agency (LEA) goal if applicable and appropriate (#5)</li> <li>8. Staff Development</li> <li>9. Increased Parental Involvement</li> <li>10. Student transition assistance</li> <li>11. Include teachers in assessment planning</li> <li>12. Assistance to At-Risk students</li> <li>13. Coordinate, Federal, State and local Services and programs</li> </ol>	CIP		
Campus	Accountability ratings are reported in a timely manner	Ratings Sent Home Sent Home With First Report Card		
Campus	Test Security: All testing irregularities are reported to District Testing Coordinator	Reporting Documents		
Campus	Assessment Training: Test specific training is completed and verified	Agenda, Sign-In, Minutes		

<b>Campus</b>	<b>Each Title I, Part A campus has a written parental involvement policy developed jointly, agreed upon, and distributed to parents.</b>	<b>Agenda, Sign-In, Minutes</b>		
<b>Campus</b>	<b>Each Title I, Part A campus conducted with the involvement of parents, an annual survey to evaluate the effectiveness of the Title I Parental and Community Involvement program.</b>	<b>Parent Survey</b>		
<b>Campus</b>	<b>Each Title I, Part A campus has School-Parent compacts that outline how school and parents will build a partnership to help children achieve the State's high standards.</b>	<b>Agenda, Sign-In, Minutes</b>		
<b>Campus</b>	<b>Each Title I, Part A campus convenes an annual meeting to notify parents their school's participation in the Title I Program.</b>	<b>Agenda, Sign-In, Minutes</b>		
<b>Campus</b>	<b>Each Title I, Part A campus has a written attestation signed by the principal stating that the principal understands the requirements of section 1119 and the current status of his/her campus with respect to meeting those requirements. Compliance Item.</b>	<b>Attestations Signed By Principal Of Each Campus On File</b>		
<b>Campus</b>	<b>100% of GT teachers attained the required 30 hours of GT trainings</b>	<b>Training Documentation</b>		
<b>Campus</b>	<b>100% of GT teachers attained the required 6 hour GT teacher annual update training.</b>	<b>Training Documentation</b>		
<b>District</b>	<b>The District ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teacher.</b>	<b>Title I Meeting Documents</b>		
<b>District</b>	<b>The District ensures that the campus highly effective teacher plan included strategies to ensure teachers, who are not highly effective in all core academic subject areas taught, become highly effective in a reasonable time frame.</b>	<b>District Highly Effective Plan</b>		



District	The District coordinates Title I, Part A, services with Title I, Part C, services in to increase program effectiveness, to eliminate duplication, and reduce fragmentation of the instructional program.	Migrant Program Documentation		
District	The District ensured that MEP funds were not consolidated in a school wide program and were only used to carry out activities authorized under MEP.	Federal Grant Application Compliance		
District	The District made adequate provisions for serving the unmet educational needs of preschool migrant students.	Migrant Program Documentation		
District	The District ensured that all MEP-funded services and activities were supplemental.	Migrant Program Documentation		
District	The District established a parent advisory council (PAC) for the migrant program and provided for appropriate consultation in the planning, implementation and evaluation of the district's migrant program.	Migrant PAC Meeting Agenda, Sign-In And Minutes		
District	The District implemented effective means of outreach to parents of LEP/immigrant students to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students.	Bilingual Program Documentation		
District	The District adheres to the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A-LEP program.	Federal Grant Compliance		
District	The District publicly reports the annual progress of the district as a whole and each of the campuses in meeting the highly effective teacher's requirements.	Reports Posted On The District Web Site		
District	The District has a written parental involvement policy that is developed jointly with, agreed upon by, and distributed to parents.	Agenda, Sign-In, Minutes And Posted On District Website		

SAN FELIPE-DEL RIO CISD  
COMMUNITY & STUDENT ENGAGEMENT  
2017-2018

**21st Century Workforce Development**

Final Overall  
Rating

**NORTH HEIGHTS ELEMENTARY  
KINDER – 5**

**GUIDANCE AND COUNSELING AND ENRICHMENT CLUSTERS**

Guidance curriculum and activities and Enrichment Clusters provide students with opportunities to explore educational interests and careers of interest. Guidance activities are provided by licensed counselors and Enrichment Cluster instruction is provided by educators or community members with specific expertise.

**EDUCATIONAL**

Guidance and Counseling Activities	Career & Technical Education Information	Health Science Project (Henry the Hand)	CTE Career Exploration Project (Poster)
Exposure to CTE Clusters (Media Project)			

The following are **campus specific** programs, strategies, or methods.


**RATING**

<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Recognized</b>	<b>4 Exemplary</b>
Students have no opportunity to explore secondary and post-secondary educational options.	Students have at least one opportunity each year to explore secondary and post-secondary educational options.	Students have at least one opportunity each semester to explore secondary and post-secondary educational options.	Secondary and post-secondary educational guidance activities are utilized throughout elementary grade levels with three or more opportunities per year to explore options. Students complete a Six-Year Plan for secondary program of studies.

Rating:

## CAREER EXPLORATION

Guidance and Counseling Activities	Free Enterprise and Economics-related Activities	Technology and Media Instruction	Engineering Exploration (E-Cadet/STEM)
Authentic Learning Ambassador Program	Enrichment Clusters		

The following are **campus specific** programs, strategies, or methods.


## RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
Students have no opportunity for students to explore career options.	Students have at least one opportunity each year to explore career options by participating in at least one guidance activity or an Enrichment Cluster.	In addition to Level 2 – Students have an opportunity to work with a community member with expertise in the career area of interest.	In addition to Level 3 – Students have an opportunity to explore career options two or more times each year.

Rating:

## DEVELOPMENT OF WORKFORCE SKILLS

Students are introduced to workforce skills through instruction in 21st Century Skills. These skills are developed using various activities throughout the curriculum.

### WORKFORCE SKILLS

Citizenship/Character Traits	Careers Are Everywhere workbooks	CTE Video and Career Opportunities	Child Guidance Practicum
Student Mentors	Education- Training Practicum		

The following are **campus specific** programs, strategies, or methods.


### RATING

1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary
21 <sup>st</sup> Century Workforce Skills are not taught.	21 <sup>st</sup> Century Workforce Skills are taught in a Beginning stage.	21 <sup>st</sup> Century Workforce Skills are taught in a Developing stage.	Instruction in District defined 21 <sup>st</sup> Century Skills curriculum is evident throughout the elementary grades.

Rating:

SAN FELIPE-DEL RIO CISD  
COMMUNITY & STUDENT ENGAGEMENT  
Spring, 2017-2018

**Community & Parent Involvement**

**North Heights Elementary**

Final Overall  
Rating

**RESPONSE TO CAMPUS TITLE I COMMUNITY AND PARENTAL INVOLVEMENT SURVEY**

Percent of distributed surveys returned completed.

**RATING**

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
71% - 100% of surveys were completed	51% - 70% of surveys were completed	30% - 50% of surveys were completed	Less than 30% of surveys were completed

Rating:

**WELCOMING FAMILIES AND COMMUNITY AND DEVELOPING PERSONAL RELATIONSHIPS**

Parents feel welcomed at their child's school.

**RATING**

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents have volunteer opportunities at their child's campus.

**RATING**

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Campus leadership collaborates with parent and community groups to address campus opportunities or issues.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents have been invited to participate in the development of the Campus Parental Involvement Policy and School Parent Compact.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents are encouraged to join PTO or other campus parent committees.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

### **COMMUNICATING RESOURCES AND SUPPORT**

Parents are informed at the beginning of each year about resources and support available for students.

#### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents are familiar with the Title I program at their child's campus.

#### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

The campus provides various parental engagement opportunities, such as informational meetings, trainings and activities.

#### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parent engagement activities, such as meetings and trainings are provided at various times and days of the week to accommodate parent work schedules.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents have been provided with information about how they can help their child with his/her schoolwork.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

### **STUDENT SUCCESS**

Teachers engage families by providing information on instruction in innovative ways, such as through SchoolTube, iPads, smart phone, etc. to enhance classroom learning.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:



The campus provides at least one opportunity, such as parent/teacher conferences, for two-way communication.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

The campus provides timely communication, such as progress reports and report cards, to parents regarding student progress.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents receive timely information about state and local assessments such as STARR, End of Course (EOC) and Benchmark assessments.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents have seen improvement in their child's reading comprehension.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Parents have seen improvement in their child's math abilities.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

### **GENERAL COMMUNICATION**

The campus communicates with families in a format and language parents can easily understand.

### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

The campus keeps parents informed of current and/or changing policies and campus and/ or district events.

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

Overall, parents are satisfied with parental involvement opportunities and their child's campus

### RATING

1 Exemplary	2 Recognized	3 Acceptable	4 Unacceptable
90%+ of respondents strongly agree/agree	75% - 89% of respondents strongly agree/agree	50% - 74% of respondents strongly agree/agree	Less than 50% of respondents strongly agree/agree

Rating:

## **PARENTAL INVOLVEMENT ACTIVITIES AND SUPPORT**

The following are programs, activities and support services organized at the district level and available to campus and district parents.

Adult Literacy Classes	Ingles Sin Barrera	Rosetta Stone	Guest Speakers
Basic Computer Skills	Casa de la Cultural Presentations	Families in Transition Support	GED Prep
Internet Safety	Open Computer Lab	Mobile Computer Lab	School Supplies
Campus Parental Liaison Staff Development	Instruction in Microsoft Office		
Foster Care Support	Community Outreach	Migrant Family Services	

The following are **campus specific** programs, activities and support services.


### **RATING**

<b>1 Exemplary</b>	<b>2 Recognized</b>	<b>3 Acceptable</b>	<b>4 Unacceptable</b>
Selected strategies are implemented, monitored, & adjusted to address parent needs.	Selected strategies are implemented with rigor and frequency.	Selected strategies are implemented on a monthly basis.	Less than 6 unique programs, strategies or methods are identified

Rating:

SAN FELIPE-DEL RIO CISD  
COMMUNITY & STUDENT ENGAGEMENT  
2017-2018

**Fine Arts**

Final Overall  
Rating

**NORTH HEIGHTS ELEMENTARY  
KINDER – 5**

**Extracurricular and Enrichment Opportunities**

The following are courses, programs and/or activities available at the ELEMENTARY level to foster student success and interest in the Fine Arts

Generic Music And Art Classes	Music In Education Keyboard Labs	Art Clubs	Cultural Field Trips
UIL Sponsored Events	Exploratory Band	Elementary Strings	Missoula Children's Theatre
Orchestra	District Choir		

The following are **campus specific** programs, strategies, or methods.

Ex: Music Memory			

**RATING**

<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Recognized</b>	<b>4 Exemplary</b>
Students participate in the general arts curriculum only	Students have the opportunity to participate in 1 fine arts activity outside the general arts curriculum	Students have the opportunity to participate in 2 – 3 fine arts activities outside the general arts curriculum	Students have the opportunity to participate in more than 3 fine arts activities outside the general arts curriculum

Rating:

### **Performances**

Special Assemblies/PTO	District Choir	Orchestra	Campus Musical Performances
Nursing Home Tours	Hospital Tours	Campus Choir Performances	Grade-Level Performances

The following are **campus specific** performances.

Ex: 2 <sup>nd</sup> grade Christmas play			

### **RATING**

<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Recognized</b>	<b>4 Exemplary</b>
No performances presented	1 – 3 performances conducted	4 - 6 performances conducted	More than 6 performances conducted

Rating:

### **Exhibitions and Contests**

Campus/District Based Contests	Community-Based Contests	Campus/District Based Exhibitions	Community Based Exhibitions
--------------------------------	--------------------------	-----------------------------------	-----------------------------

The following are **campus specific** exhibitions and contests.

Ex: HEB sponsored contests			

### **RATING**

<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Recognized</b>	<b>4 Exemplary</b>
Participation in campus/district or community sponsored events is not evident	Participate in 1 campus/district based exhibition or contest AND 1 community sponsored event	Participate in 2 - 3 campus/district based exhibitions or contests AND 1 community sponsored event	Participate in 3 or more campus/district based exhibitions or contests AND 2 or more community sponsored event

Rating:

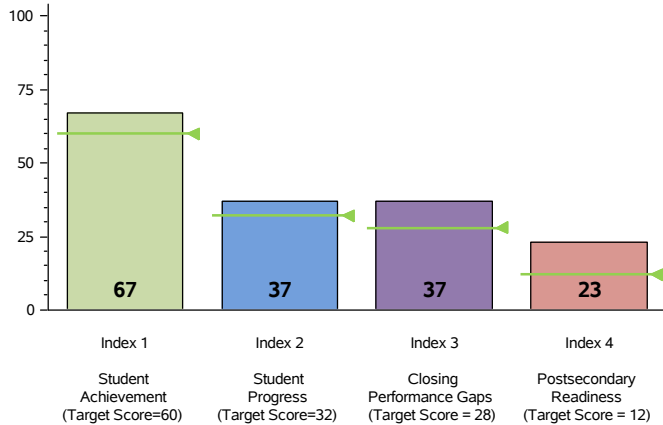
**Texas Education Agency  
2015-16 School Report Card  
NORTH HEIGHTS EL (233901103)**

District Name: **SAN FELIPE-DEL RIO CISD**  
Campus Type: **Elementary**

Total Students: **727**  
Grade Span: **KG - 05**

### 2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2016 Accountability Rating

#### Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2014-15)</b>	96.3%	95.6%	95.7%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.8%	0.8%	12.6%
Hispanic	94.2%	93.0%	52.2%
White	4.3%	5.6%	28.5%
American Indian	0.3%	0.1%	0.4%
Asian	0.4%	0.2%	4.0%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.2%	2.1%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	82.1%	76.2%	59.0%
English Language Learners	9.8%	17.5%	18.5%
Special Education	8.4%	7.8%	8.6%
<b>Mobility Rate (2014-15)</b>	14.5%	12.5%	16.5%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	19.5	19.1	18.9
Grade 1	21.5	20.8	19.1
Grade 2	22.0	20.7	19.1
Grade 3	19.0	19.9	19.1
Grade 4	18.6	20.3	19.0
Grade 5	25.0	23.2	20.8

### School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	59.3%	64.5%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	63.1%	63.8%	Total Operating Expenditures	\$7,769	\$9,092	\$9,065
				Instruction	\$5,494	\$4,922	\$5,158
				Instructional Leadership	\$128	\$195	\$138
				School Leadership	\$367	\$370	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	65%	<b>67%</b>	*	66%	77%	-	*	-	-	64%
Reading	2016	73%	62%	<b>65%</b>	*	64%	83%	-	*	-	-	61%
Mathematics	2016	76%	69%	<b>66%</b>	*	66%	72%	-	*	-	-	65%
Writing	2016	69%	60%	<b>65%</b>	-	66%	*	-	-	-	-	64%
Science	2016	79%	68%	<b>73%</b>	-	72%	86%	-	-	-	-	70%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	33%	<b>23%</b>	*	22%	44%	-	*	-	-	21%
Reading	2016	46%	34%	<b>32%</b>	*	30%	56%	-	*	-	-	29%
Mathematics	2016	43%	34%	<b>23%</b>	*	22%	50%	-	*	-	-	21%
Writing	2016	41%	29%	<b>22%</b>	-	22%	*	-	-	-	-	19%
Science	2016	47%	35%	<b>28%</b>	-	26%	*	-	-	-	-	26%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	10%	<b>11%</b>	*	10%	26%	-	*	-	-	10%
Reading	2016	17%	10%	<b>15%</b>	*	14%	*	-	*	-	-	14%
Mathematics	2016	19%	12%	<b>11%</b>	*	9%	28%	-	*	-	-	9%
Writing	2016	15%	7%	*	-	*	*	-	-	-	-	*
Science	2016	16%	10%	<b>6%</b>	-	5%	*	-	-	-	-	6%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	59%	<b>61%</b>	-	61%	*	-	-	-	-	62%
Reading	2016	60%	56%	<b>62%</b>	-	62%	*	-	-	-	-	62%
Mathematics	2016	63%	61%	<b>60%</b>	-	60%	*	-	-	-	-	62%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	15%	<b>15%</b>	-	15%	*	-	-	-	-	16%
Reading	2016	16%	14%	<b>17%</b>	-	17%	*	-	-	-	-	17%
Mathematics	2016	17%	16%	<b>13%</b>	-	13%	*	-	-	-	-	14%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	29%	<b>21%</b>	-	21%	*	-	-	-	-	19%
<b>Students Success Initiative</b>												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	64%	<b>58%</b>	-	57%	71%	-	-	-	-	56%
Mathematics	2016	77%	67%	<b>64%</b>	-	63%	86%	-	-	-	-	62%
Students Requiring Accelerated Instruction												
Reading	2016	27%	36%	<b>42%</b>	-	43%	*	-	-	-	-	44%
Mathematics	2016	23%	33%	<b>36%</b>	-	37%	*	-	-	-	-	38%
STAAR Cumulative Met Standard												
Reading	2016	80%	70%	<b>61%</b>	-	60%	71%	-	-	-	-	58%
Mathematics	2016	85%	79%	<b>75%</b>	-	74%	86%	-	-	-	-	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	95%	98%	<b>97%</b>	-	97%	-	-	-	-	-	97%
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5												
Reading	2016	45%	*	*	-	*	-	-	-	-	-	*

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

''\*'' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.



2015 - 2016 thru 6th week 04.14.16		2016 - 2017 thru 6th week 04.13.17	<b>DIFFERENCE FOR SIX WEEKS 04.13.17</b>	
Year	YTD	YTD		
Six Weeks				
DRHS	92.41	93.18	0.77	10.14%
DRFC	94.40	95.19	0.79	14.11%
Blended Academy	82.87	83.70	0.83	4.85%
DRMS	95.09	94.75	-0.34	-6.92%
Garfield	96.98	96.36	-0.62	-20.53%
North Heights	96.41	96.67	0.26	7.24%
SFMMS	95.91	96.08	0.17	4.16%
Lamar	95.67	96.24	0.57	13.16%
Irene Cardwell	93.59	95.94	2.35	36.66%
Buena Vista	96.54	96.98	0.44	12.72%
Ruben Chavira	96.16	96.69	0.53	13.80%
Dr. Fermin Calderon	96.03	96.64	0.61	15.37%
Dr. Lonnie Green	96.12	96.96	0.84	21.65%
<b><u>DISTRICT</u></b>	94.97	95.44	0.47	9.34%

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Status Report**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						N	N	N	n/a	2	5	40
Mathematics	N		N						N	N	N	n/a	0	5	0
Writing	N		N						N			n/a	0	3	0
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
<b>Total</b>													<b>5</b>	<b>16</b>	<b>31</b>

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

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
<b>Total</b>													<b>10</b>	<b>10</b>	<b>100</b>

**Federal Graduation Status (Target: See Reason Codes)**

Graduation Target Met											n/a		0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	

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

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

<b>Overall Total</b>													<b>15</b>	<b>26</b>	<b>58</b>
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

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

a = Graduation Rate Goal of 90%

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

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

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

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

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Performance and Participation Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	218	*	207	8	*	*	-	-	162	12	29	n/a
Total Tests	359	*	340	12	*	*	-	-	280	32	61	32
% at Approaches Grade Level Standard	61%	*	61%	67%	*	*	-	-	58%	38%	48%	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	213	*	200	11	*	*	-	-	163	11	36	n/a
Total Tests	360	*	340	13	*	*	-	-	280	32	61	32
% at Approaches Grade Level Standard	59%	*	59%	85%	*	*	-	-	58%	34%	59%	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	68	*	59	7	-	*	-	-	45	*	11	n/a
Total Tests	116	*	106	7	-	*	-	-	88	*	15	*
% at Approaches Grade Level Standard	59%	*	56%	100%	-	*	-	-	51%	*	73%	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	84	-	**	*	-	-	-	-	61	5	8	n/a
Total Tests	125	-	**	*	-	-	-	-	93	12	14	12
% at Approaches Grade Level Standard	67%	-	67%	*	-	-	-	-	66%	42%	57%	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	373	5	353	13	*	*	-	-	293	36	n/a	33
Total Students	373	5	353	13	*	*	-	-	293	36	n/a	33
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%
<b>Mathematics: 2016-2016 Assessments</b>												
Number Participating	373	5	352	14	*	*	-	-	292	36	n/a	33
Total Students	373	5	352	14	*	*	-	-	292	36	n/a	33
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

**TEXAS EDUCATION AGENCY**  
**2017 System Safeguards - Graduation and Federal Limits Data Table**  
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

### Accountability Rating

Met Standard

#### Met Standards on

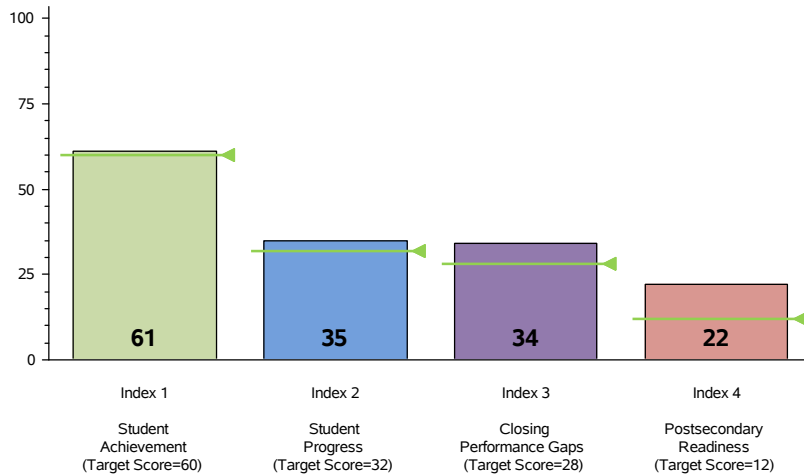
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

#### Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

### Performance Index Report



### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	583	960	61
2 - Student Progress	279	800	35
3 - Closing Performance Gaps	268	800	34
4 - Postsecondary Readiness			
STAAR Score	22.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		22

### Distinction Designation

#### Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

#### Academic Achievement in Mathematics

NO DISTINCTION EARNED

#### Academic Achievement in Science

NO DISTINCTION EARNED

#### Academic Achievement in Social Studies

NOT ELIGIBLE

#### Top 25 Percent Student Progress

NO DISTINCTION EARNED

#### Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

#### Postsecondary Readiness

NO DISTINCTION EARNED

### Campus Demographics

Campus Type	Elementary
Campus Size	689 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	79.2
Percent English Language Learners	10.2
Mobility Rate	13.1
Percent Served by Special Education	7.7
Percent Enrolled in an Early College High School Program	0.0

### System Safeguards

#### Number and Percentage of Indicators Met

Performance Rates	5 out of 16 = 31%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>15 out of 26 = 58%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>