

# **Fort Bend Independent School District**

## **Christa McAuliffe Middle School**

### **2024-2025 Campus Improvement Plan**

Includes TEA Targeted Improvement Plan Requirements



# Mission Statement

FBISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

CMMS Mission: CMMS exists to inspire and equip all students to pursue futures beyond what they can imagine.

## Vision

FBISD Vision: FBISD will graduate students who exhibit the attributes of the District's profile of a graduate.

CMMS Vision: CMMS is a safe and nurturing learning community that focuses on academic growth while supporting social, emotional, and physical development of all stakeholders.

## Core Beliefs

FBISD Core Beliefs:

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

CMMS Core Purpose: High expectations! Achievement for all! Winning attitude! Knowledge seekers that produce Scholars for the future!



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

During the 2023 - 2024 school year, there are approximately 49 teachers that serve the Christa McAuliffe Middle School campus. The demographic breakdown of the teaching staff is 10.3% Hispanic, 6.2% Asian, 75.9% African American, and 2.3% White-Caucasian. **47/54 (87 percent)** are deemed highly qualified according to state and national standards.

There are currently 907 students enrolled at Christa McAuliffe Middle School for the 2024 - 2025 academic school year. Title I students (905) account for 99.78% of the student population. Special Education students (202) account for 22.27% of the of the total student population. EB students (345) account for 38.04% of the total student population, Economically Disadvantaged students (797) account for 87.87% of the total student population, and Homeless students (16) account for 1.76% of the total student population.

During the 2023 - 2024 academic school year at Christa McAuliffe Middle School, the average daily attendance during the first semester was 92.10%. Grade 6 ADA was at 92.70%, grade 7 was 91.70%, and grade 8 was 91.90%. During the second semester, the ADA stood at 89.60%. Grade 6 was 89.23%, grade 7 was 90.00% and grade 8 was 89.50%. The ADA for both combined semesters during the 2023 - 2024 school year was 90.8%.

### Demographics Strengths

#### Strengths

- Emergent Bilingual student population increased by 9.5%
- Gifted and Talented student population remained level
- Special Education student population increased 14.7%
- PLC structures and use of protocols improved due to PD

### Areas of Focus

- Overall enrollment decreased over the last two years with a projected increased of approximately 40 students for the 2024 - 2025 scholl year.
- Campus attendance rate is approximately 91%, which remained steady for the last two years
- **Teacher attendance has decreased consistently and at present is approximately 89%**
- 4.3% decrease in student enrollment from the 2022 - 2023 to 2023 - 2024 SY
- **Low Socioeconomic student population decreased by 5.6%**

- **Mobility rate has significantly increased over the past three years**

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance and student enrollment rates at Christa McAuliffe Middle School have decreased by 4.5% over the past two years. **Root Cause:** Student mobility continues to be high and the population within the schoolzone is steadily decreasing due to the lack of homes being built.

# Student Learning

## Student Learning Summary

Based upon spring 2024 STAAR data, 6th Grade and 8th Grade Reading scores showed significant improved when compared to 2023 STAAR data. Each grade level saw a 9% increase in students scoring at the Meets Grade Level or Higher. 7th Grade Reading also saw slight increases in the Meets (2%) and Masters (3%) levels, although 7th Grade Reading saw a 10% decrease in scoring at the Approaches Grade Level or Higher.

On the 2024 STAAR Math assessments, 8th Grade Math saw a 7% increase and Algebra 1 EOC saw a 29% increase for students scoring at the Meets Grade Level or Higher. 6th and 7th Grade Math saw a 6% decrease in the number of students scoring at the Approaches Grade Level or Higher.

For Science and Social Studies on the 2024 STAAR assessments, both subject areas saw increases across the board at all passing levels (Approaches, Meets, and Masters), which also translates to a decrease in the percentage of students who scored at the Did Not Meet Level.

Overall, the campus saw slight increases in the percentage of students scoring at the Meets and Masters grade level and also a slight increase in the percentage of students scoring at the Did Not Meet level.

For students growth, 8th Grade ELA and 8th Grade Math (including Algebra 1) showed significant gains, 82% of students improved at least 1 performance level on STAAR Math and 77% of students improved at least 1 performance level on STAAR Reading.

For TELPAS assessments involving our Emergent Bilingual (EB) students:

- 6th Grade saw 5% increases in the number of students scoring at the Advanced and Advanced High Composite Level from 2022 - 2023 to 2023 - 2024 school years.
- 7th Grade there was a 5% increase in the number of students scoring at the Advanced Composite level with no change (5%) in the number of students scoring at the Advanced High Composite level from 2022 - 2023 to the 2023 - 2024 school year.
- 8th Grade saw a 7% increase in the number of students scoring at the Advanced Composite level and 4% increase in the number of students scoring at the Advanced High Composite level year over year (2022 - 2023 to 2023 - 2024).

## Student Learning Strengths

### Strengths

- 29% increase for Meets and 12% for Masters on the Algebra 1 EOC.
- 9% increase for Meets on the 6th Grade and 8th Grade STAAR Reading assessment.
- 7% increase for Meets on the 8th Grade STAAR Math assessment.
- 7% increase in the number of students earning Approached or Higher on the STAAR Social Studies Assessment.
- 4% increase in the number of students earning Meets or Higher on the STAAR Science Assessment.
- Percentage of EB students scoring at the Advanced or Advanced High level for TELPAS Composite score increased across all grade levels.
- Percentage of EB students scoring at the Beginning (8th Grade) or Intermediate level (6th, 7th, and 8th) for TELPAS Composite score decreased.

## Areas of Focus

- Based on STAAR performance, 6th and 7th Grade Math each dropped 6% in the percentage of students scoring at the Approaches Grade Level or Higher level.
- 7th Grade Reading saw a 10% drop in the percentage of Students scoring the the Approaches Grade Level or Higher on the STAAR assessment.
- Scoring for the Extended Constructed Response item on STAAR Reading saw a slight drop in scoring (0.3 points) for 6th and 7th Grade.
- Scoring 2 to 3 points lower than district and state averages on the Extended Constructed Response item on STAAR Reading assessments.
- Slight gains were made on the 2024 STAAR Social Studies assessment, however the campus is scoring well below the district and state averages for passing standards (Approaches, Meets, and Masters).
- Slight gains were made on the 2024 STAAR Science assessment, however the campus is scoring below the district and state average for passing (Approaches, Meets, and Masters).
- There was a 10% increased in the number of EB students in 7th grade scoring at the Beginning Composite score on TELPAS.
- The percentage of 6th grade EB students scoring at the Beginning Composite score level on TELPAS remained stagnant.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There has been a decrease in growth across 7th Grade in Math and ELA. **Root Cause:** Not having a fully staffed 7th Grade Math and ELA department for the entire school year.

**Problem Statement 2 (Prioritized):** The Extended Constructed Response item on the 2024 STAAR revealed our students have an inadequate understanding of writing. **Root Cause:** Teachers not providing intentional focused instruction on Extended Constructed Response materials that aligns with TEK expectations and a corresponding exemplar.

**Problem Statement 3 (Prioritized):** Student performance on Social Studies STAAR assessments have consistently been the lowest performing area. **Root Cause:** Lesson planning and delivery of content not providing Tier 1 engaging activities to connect with students ownership of learning to retain content to make it relevant.

**Problem Statement 4 (Prioritized):** Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments. **Root Cause:** Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.

## School Processes & Programs

### School Processes & Programs Summary

#### **ENGAGED AND WELL-ROUNDED STUDENTS: SUMMARY OF FINDINGS**

PLCs have adequate resources and protocols, yet evidence of PLC practices in classrooms is inconsistent. PLCs need to move towards greater collaborative inquiry.

#### **PROFESSIONAL LEARNING AND QUALITY STAFF: SUMMARY OF FINDINGS**

Historically, the campus has struggled with high turnover rate, so one of our priorities was increasing teacher retention. For the 23-24 school year, we recruited, recognized, and rewarded faculty and staff, yet we need to ensure we retain them.

### School Processes & Programs Strengths

#### **ENGAGED AND WELL-ROUNDED STUDENTS**

##### Strengths

- Classroom compliance items.
- Teachers use technology to support instruction.
- LI and SC Alignment.
- Teachers in the instructional model.
- Campus wide PLC protocols.
- PLC collaboration, climate, and culture.
- Purposeful data collection and analysis (student work and assessments).
- PLCs occur regularly.
- Campus wide PLC resources.
- Unit plan protocol.

##### Areas of Focus

- Student discourse.
- Implementation with a purpose (Respect Agreements, SC, LI, Academic Discourse, Feedback, Goal Setting).
- Small groups.
- Student ownership of learning.
- Remediating instruction (meeting the needs of all students).
- Collaborative inquiry.
- Students struggle to articulate what success looks like and why they are learning what they are learning.
- PLC work struggles to translate in the classroom.

## **PROFESSIONAL LEARNING AND QUALITY STAFF**

### **Strengths**

- 87% of our teaching staff are highly qualified (47/54)
- We recruit from job fairs and Alternative Teacher Certification programs
- 29/54 of our teaching staff have 5 or more years of experience
- PBIS teacher appreciation initiatives
- Monthly staff awards
- Individual teacher recognitions
- Positively and clearly stated student expectations are defined.
- Procedures are in place to address emergencies/dangerous situations

### **Areas of Focus**

- Teacher retention (high turnover rate 23-24)
- Expected student behaviors are not regularly rewarded in the classroom campus wide.
- Booster training activities
- Staff does not receive regular opportunities for developing and improving active supervision skills.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers have not totally committed to utilizing PBIS strategies and restorative practices that will help decrease punitive consequences for students. **Root Cause:** There has not been enough monitoring of best practices and targeted feedback provided to help improve these strategies

**Problem Statement 2 (Prioritized):** Many of the programs such as Student Council, National Junior Honor Society and teen mentoring programs have been nonexistent. **Root Cause:** Since the pandemic, there has not been consistency with retaining teachers and principals who will be dedicated to ensuring the programs are re-established

# Perceptions

## Perceptions Summary

### SAFETY & WELL-BEING: SUMMARY OF FINDINGS

We have discipline, SEL, and mental health resources yet, evidence shows that the resources are underutilized. Students feel more connected and supported by each other. Students and their parents feel less safe on campus.

### COMMUNITY ENGAGEMENT: SUMMARY OF FINDINGS

Based on existing campus partnerships, evidence suggests that the campus needs to increase communication with stakeholders to promote parent involvement, connect with feeder patterns, linguistic methods of communication, and social media presence.

### CULTURE

Due to the school administration's focus on campus behavioral systems and protocols, student disciplinary infractions have decreased. Although student discipline has decreased, there is a need for more systems to encourage and celebrate positive behavior. Faculty and student attendance rates are low in comparison to district expectations. Students feel a lack of connection to and support from staff members.

## Perceptions Strengths

### SAFETY AND WELL-BEING

#### Strengths

- PBIS discipline flowchart
- Disproportionality RDA data has consistently trended downward

- SEL curriculum utilized in advisory class
- Responsive PD (Trauma informed PD series)
- Positively and clearly stated expectations/rules are defined for students and staff
- Supervisors actively supervise students in non-classroom settings
- Procedures are in place to address emergency/dangerous situations
- Based on the 2022-2023 student engagement survey students feel more supported by other students, witnessed less acts of bullying, and felt less bullied.

## Areas of Focus

- While not considered significantly disproportionate by TEA, specific student subpopulations continue to be overrepresented in punitive/exclusionary discipline outcomes
- Consistent utilization of PBIS discipline flowchart
- Consistent utilization of SEL resources and practices
- Student focus groups that address/support mental health and social well-being.
- Based on the 2022-2023 student engagement survey, 3% of students indicated that they feel less safe in school which has decreased in comparison to the 2021-2022 school year.
- In comparison to pre-COVID years, parents feel that students are less safe in school based as reflected on the 2022-2023 student engagement survey.
- Based on the 2022-2023 student engagement survey, 48% of parents agree that students are responsible for a safe school environment.

## COMMUNITY ENGAGEMENT

### Strengths

- CMMS has a community partnership with the Boys and Girls Club
- CMMS has an ongoing partnership with Second Baptist Church
- CMMS has standing partnerships with the Fort Bend County Chapter of LINKS Inc. organization to organize campus programs (i.e. coat drive, academic night, STEM activities)
- CMMS has a community partnership with \_\_\_\_\_ Like A Champion to provide snacks to students who attend afterschool tutorials
- CMMS has a partnership with Kings and Queens to provide mentorship opportunities to students
- CMMS hosted a campus-based career day during the Spring semester
- The campus worked in conjunction with MD Anderson to provide students information about vaping

## Areas of Focus

- Although the campus communicates with stakeholder's primary in English and Spanish, the campus needs to provide communication in other languages based on all student demographics
- Increased need to connect to the community
- Increased need to connect with schools within the feeder pattern to organize more events
- Parent liaison needs more resources and support to maximize their ability to support parents and community members within the feeder parent
- Increased need to bolster the presence of the campus on social media platforms
- Increase parental involvement

## CULTURE

### Strengths

- Based on the staff survey data, 67% of faculty members indicate that expected student behavior and routines in classrooms are stated positively and clearly.
- Staff survey data findings indicate that 56% of expected student behavior and routines in classrooms are taught directly.
- Based on staff survey data, 81% of faculty members indicate that behavior and safety was the focus of school administration
- Staff survey data findings indicate that the scheduling of student movement ensures the appropriate numbers of students in non-classroom spaces
- Based on PBIS discipline data findings, student referral rates have significantly decreased over the 2022-2023 school year.
- 96% of campus-based staff are aware of the safety and security procedures at CMMS
- 96% of campus-based staff believe that there is a counselor, teacher, or staff member that students can receive help

## Areas of Focus

- Student attendance data findings indicate that the average attendance rate at CMMS was 91.62%% during the 2022-2023 school year
- Student attendance rates were lowest during the Fall semester in November (91.49%) and February (90.46%) during the Spring Semester
- Faculty attendance findings show a fluctuation throughout the 2022-2023 school year, Fall semester (i.e., August – 91.6%, September – 89.5%, October – 90.2%, November – 89.2%, December – 91.4%)

- Faculty lowest attendance rate was in March (85.8%)
- Based on faculty attendance rates at its highest was below the targeted rate of 97%-98%
- 54% of students are excited to attend CMMS
- 52% of parents disagree that students are excited to attend CMMS
- In comparison to the 2021-2022 school year, there has been a 26% decrease in students participating in school sponsored activities
- In comparison to the 2021-2022 school year, there has been a 6% decrease in students that indicated that students attend school because of their teachers
- In comparison to the 2021-2022 school year, there has been 0% change in students that indicate that they would choose to attend CMMS
- In comparison to the 2021-2022 school year, 7% of students indicate that they feel supported by administrators
- 13% of staff members agree that they are satisfied in participating on campus level committees

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Student discipline infractions decreased, but there were a significant amount of students sent to the DAEP for drug offenses. **Root Cause:** Lack of education on drug prevention and the dangerous effects provided to students and parents

# Priority Problem Statements

**Problem Statement 1:** Attendance and student enrollment rates at Christa McAuliffe Middle School have decreased by 4.5% over the past two years.

**Root Cause 1:** Student mobility continues to be high and the population within the schoolzone is steadily decreasing due to the lack of homes being built.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There has been a decrease in growth across 7th Grade in Math and ELA.

**Root Cause 2:** Not having a fully staffed 7th Grade Math and ELA department for the entire school year.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The Extended Constructed Response item on the 2024 STAAR revealed our students have an inadequate understanding of writing.

**Root Cause 3:** Teachers not providing intentional focused instruction on Extended Constructed Response materials that aligns with TEK expectations and a corresponding exemplar.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Student performance on Social Studies STAAR assessments have consistently been the lowest performing area.

**Root Cause 4:** Lesson planning and delivery of content not providing Tier 1 engaging activities to connect with students ownership of learning to retain content to make it relevant.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Teachers have not totally committed to utilizing PBIS strategies and restorative practices that will help decrease punitive consequences for students.

**Root Cause 5:** There has not been enough monitoring of best practices and targeted feedback provided to help improve these strategies

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Many of the programs such as Student Council, National Junior Honor Society and teen mentoring programs have been nonexistent.

**Root Cause 6:** Since the pandemic, there has not been consistency with retaining teachers and principals who will be dedicated to ensuring the programs are re-established

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments.

**Root Cause 7:** Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.

**Problem Statement 7 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By May 2025, CMMS will improve Tier 1 instruction across all core content areas through implementation of district curriculum and pacing calendar, model teaching, instructional coaching, Get Better Faster action step, and Professional Learning Communities (PLCs) to effectively grow teachers to effectively impact student growth and achievement as measured by the indicators of success.

## High Priority

**Indicators of Success:** Formative Evidence:

- By October, January, and March, showing an improvement on the effectiveness of Tier 1 instruction based on the data collected.
- Multiple walkthroughs by Instructional Coaches and Administration that focus on content, pedagogy, and classroom behavior (not tied to T-TESS).
- Use of aggressive monitoring by teachers.

Summative Evidence:

- A 15-20% increase on STAAR Approaches Performance Level across all tests.
  - A 10% increase on STAAR Meets Performance Level across all tests.
  - A 3-5% increase on STAAR Masters Performance Level across all tests.
  - Improve Extended Constructed Response scores by 10% at 4 points or higher in each grade level.
- 
- Monthly campus walkthroughs with administration
  - Quarterly campus walks with district leaders (CSTs)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize various methods of quick formative assessment on a daily/weekly basis to track student understanding and application of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify and address gaps, errors, and misconceptions in student thinking, and use that to make instructional decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Classroom supplies (paper, pens, clipboards, notebooks, etc.) - 199 General Fund - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using Action Steps from Get Better Faster techniques, Back to School Professional Development Training Sessions, and contracting with outside vendors, such as Region IV, our Instructional Coaches and Administration will focus on instructional content and delivery, with a focus on rigor, student centered learning, and Tier 2 and Tier 3 practices during a walk-through. Then providing feedback to the teachers with a quick, small, and individualized action step to implement in their classroom to improve classroom management and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> An improved delivery of the curriculum leading to more student ownership of learning which has a greater impact on their growth and achievement levels.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Administration, Department Heads, Instructional Coaches, and Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Books and Professional Development - 199 General Fund - \$8,000, Professional Development - 211 Title I-A - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers across all content areas are to incorporate a writing activity on a weekly basis that aligns with their curriculum and student expectations on STAAR using the Extended Constructed Response rubric to provide student feedback with a focus on students properly addressing the question/situation addressed in the prompt.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in accomplished writing pieces across all 5 genres.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches and Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Various Paper and Pencil workbooks and Technology - 199 General Fund - \$1,500, Various Paper and Pencil workbooks and Technology - 211 Title I-A - \$3,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize Eduphoria for all classroom assessments, which includes, but not limited to, CFAs, Summative Assessments, Formative Assessments, and DLAs, and provide necessary tools during these on-line assessments to meet the needs of all students, including providing required designated supports, while also tracking student achievement and growth of the TEKs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to better track student learning progress through the DDI process in PLC and make instructional decisions to improve student growth and ownership of their learning to increase their achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p> <p><b>Funding Sources:</b> Classroom supplies, such as Calculators, Headphones, online programs, etc. - 211 Title I-A - \$5,000, Classroom supplies such as Calculators, Headphones, online programs, etc. - 199 General Fund - \$5,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers in all core subject areas will incorporate Structured Interaction to support Academic Discourse Strategies (Talking Chips, QSSSA, Talk-Read;Talk-Write) at least three per week to improve student communication skills, especially for our Emergent Bilingual students, speaking appropriate academic language in the classroom to better comprehend the skills being taught involving the aligned vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Student comprehension of academic language resulting in higher growth and achievement results involving higher rigor and Depth of Knowledge curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Posters for Strategies - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There has been a decrease in growth across 7th Grade in Math and ELA. <b>Root Cause:</b> Not having a fully staffed 7th Grade Math and ELA department for the entire school year.</p> <p><b>Problem Statement 3:</b> Student performance on Social Studies STAAR assessments have consistently been the lowest performing area. <b>Root Cause:</b> Lesson planning and delivery of content not providing Tier 1 engaging activities to connect with students ownership of learning to retain content to make it relevant.</p> <p><b>Problem Statement 4:</b> Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments. <b>Root Cause:</b> Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.</p>

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By May 2025, CMMS will continue to improve climate and culture through effective implementation of PBIS and SEL strategies, identify students for Gifted and Talented testing, provide enrichment opportunities for students who are identified as Gifted and Talented across the campus as evidenced by indicators of success.

**High Priority**

**Indicators of Success:** Formative Evidence:

- By May 2025, there will be a reduction of at least 5% in disciplinary actions that are coded as ISS, OSS, and DAEP.
- By May 2025, there will be a reduction of at least 5% in disciplinary referrals for disruptive behavior and fighting/mutual combat.
- By May 2025, students who are identified as Gifted and Talented are properly coded in Skyward.

Summative Evidence:

- Bi-weekly review of campus discipline data with admin
- Increase in disciplinary action codes relating to restorative practices
- Decrease in disciplinary infractions
- Increase in enrichment activities in the classroom through proper lesson planning and extracurricular activities (NJHS, etc.).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with Professional Development on Restorative Practices and Relationship Centered Learning to build capacity in dealing with classroom level issues in ways that fosters connections and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease Level 1 office referrals and referrals resulting in off campus consequences</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, Administration, Climate and Culture Committee</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS technology and Student rewards - 199 General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monthly review of discipline and attendance data via faculty meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Inform staff of current disciplinary and attendance trends on campus in order to get their feedback to address various behaviors and encourage the use of positive support strategies</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Administrator, PBIS Team, Attendance Clerk</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS technology and student rewards - 199 General Fund - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive training on identifying possible GT students and refer them to testing. Student who are currently identified as GT, are to receive enrichment opportunities in the classroom through proper lesson planning. Teachers who have GT students in their class need to complete the 30-hours of Professional Development for Gifted and Talented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of the need of GT students and providing them with enrichment activities which expands their knowledge, application, analysis, and creativeness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principal over GT, and Counselor over GT.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies for after-School programs - 199 General Fund - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
	N/A			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a group counseling system focused on student needs assessment to build social-emotional challenges student may face in school and in their home life.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in number of level 1 or higher offensives in the classroom and campus common areas. Increase in morale and overall climate of the classrooms, teachers, students, staff, and campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, and PBIS designated Liaison.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Hawk Bucks and on-line store items - 199 General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers have not totally committed to utilizing PBIS strategies and restorative practices that will help decrease punitive consequences for students. <b>Root Cause:</b> There has not been enough monitoring of best practices and targeted feedback provided to help improve these strategies</p>

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2025, CMMS will continue to increase the retention of high quality staff through campus initiatives and targeted professional growth opportunities as evidenced by indicators of success.

**High Priority**

**Indicators of Success:** Formative Evidence:

- By June 2025, CMMS will implement monthly initiatives that positively recognize teachers and staff, helping to decrease the teacher turnover rate by 20%.
- By June 2025, CMMS will design and implement engaging campus professional learning experiences that support instructional and relational development, helping to decrease teacher turnover rate by 20%.

Summative Evidence:

- An increase in teacher retention.
- An increase in positive feedback and increase in teacher and staff morale.
- Campus survey results indicating professional learning relevancy for teachers.
- Campus PBIS survey results indicating campus support of strategies implemented

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and Instructional Coaches utilizing the "Get Better Faster" coaching framework to improve the performance of the instructional staff in the classroom in an effort to promote student achievement and ownership of learning through ongoing observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement engaging and relevant professional development for a variety of contents allowing for greater teacher choice and voice; along with having our instructional leaders (Administration, Instructional Coaches) participate in Professional Development to improve their practices in developing teachers and other instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development and Professional Books for Book study - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By May 2025, CMMS address the needs of the students who did not perform satisfactory on STAAR Math and STAAR Reading assessments by delivering strong Tier 2 and Tier 3 instruction through the implementation of paper-based and technology based instruction with strategically planned opportunities during the school day and opportunities for the parents to have their student attend before/after school tutorial or Saturday Academy. This also includes preparing students for the STAAR Science and STAAR Social Studies assessments.

**High Priority**

**Indicators of Success:** Formative Evidence

- Prioritized schedule changes throughout the school year to provide Tier 2 and Tier 3 instruction during the school day.
- Communication through the weekly parent letter of opportunities for their student to attend tutorials outside the school day.
- Tracking system to ensure all students receive required instruction for Math and/or Reading.

Summative Evidence

- Decrease repeat failures on STAAR Math by 50%
- Decrease repeat failures on STAAR Reading by 50%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CMMS will strategically schedule students into an advisory class to receive instructional support in Math or Reading to improve student achievement through the use of specific paper-based and technology-based learning goals. CMMS will also strategically place students into an advisory class to receive instructional support in Science or Social Studies if instructional support in Math and Reading is not required.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement levels in Math and Reading in the classroom and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Classroom resources and technology - 199 General Fund SCE - \$5,000, Classroom resources and technology - 211 Title I-A - \$7,000</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div data-bbox="1444 894 1554 998" data-label="Figure"> <p>A green circular progress indicator with a small green segment at the top and the number '5%' in the center, indicating the current progress level for the strategy.</p> </div>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMMS will offer before/after school tutorials, clubs, and Saturday Academy to meets the needs of all students in order to improve students achievement levels and promote student ownership of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in Math and Reading in the classroom and on state assessments. An increase in student and parent involvement in extracurricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Instructional Coaches, and Tutorial Coordinator.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources, technology, and Tutorial Pay for outside school hours - 199 General Fund SCE - \$23,900, Tutorial Pay for outside school hours - 211 Title I-A - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Christa McAuliffe Middle School

**Total SCE Funds:** \$28,900.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordinating academic interventions (Campus Assessment Coordinator) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-emotional issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Goal 4, Performance Objective 1, Strategy 1, \$5,000 budget: CMMS will strategically schedule students into an advisory class to receive instructional support in Math or Reading to improve student achievement through the use of specific paper-based and technology-based learning goals. Priority Problem Statements: Student Learning statements 1, 2, 3, and 4. Goal 4, Performance Objective 1, Strategy 2, \$23,900 budget: CMMS will offer before/after school tutorials, clubs, and Saturday Academy to meet the needs of all students in order to improve students achievement levels and promote student ownership of learning. Priority Problem Statements: Student Learning statements 1 and 4; School Processes and Programs statement 2.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheryl Brown	ELA Instructional Coach		
Donnie Lancelin	Social Studies Instructional Coach		
Ishaka Mack	Dean of Instruction		
Jamie Kennedy	Math Instructional Coach		
Shawn Narcisse	Guidance Class Facilitator		
Talum Clay	Literacy Interventionist		
Terrence Blackshire	Parent Educator		
Victoria Moore	Science Instructional Coach		

# Campus Funding Summary

<b>199 General Fund</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom supplies (paper, pens, clipboards, notebooks, etc.)		\$1,000.00
1	1	2	Professional Books and Professional Development		\$8,000.00
1	1	3	Various Paper and Pencil workbooks and Technology		\$1,500.00
1	1	4	Classroom supplies such as Calculators, Headphones, online programs, etc.		\$5,000.00
1	1	5	Posters for Strategies		\$500.00
2	1	1	PBIS technology and Student rewards		\$1,000.00
2	1	2	PBIS technology and student rewards		\$1,500.00
2	1	3	Supplies for after-School programs		\$1,000.00
2	1	4	Hawk Bucks and on-line store items		\$1,000.00
3	1	1	Professional Development and Professional Books for Book study		\$2,000.00
<b>Sub-Total</b>					<b>\$22,500.00</b>
<b>199 General Fund SCE</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Classroom resources and technology		\$5,000.00
4	1	2	Instructional Resources, technology, and Tutorial Pay for outside school hours		\$23,900.00
<b>Sub-Total</b>					<b>\$28,900.00</b>
<b>211 Title I-A</b>					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$4,000.00
1	1	3	Various Paper and Pencil workbooks and Technology		\$3,000.00
1	1	4	Classroom supplies, such as Calculators, Headphones, online programs, etc.		\$5,000.00
4	1	1	Classroom resources and technology		\$7,000.00
4	1	2	Tutorial Pay for outside school hours		\$1,500.00
<b>Sub-Total</b>					<b>\$20,500.00</b>

# Addendums

# Comprehensive Needs Assessment 2023-24 Summaries

Remember to include comparisons of student groups and reflect on the questions to consider for each section.

## **Overall Campus Summary: (Include Mission, Vision, Logo of campus, description of campus)**



### **Mission Statement**

Christa McAuliffe Middle School's mission is to *inspire* and *develop* authentic learners through a commitment to excellence and a high level of academic achievement.

### **Vision Statement**

Christa McAuliffe Middle School's vision is to *harvest* and *nurture* a culturally responsive environment that supports student achievement through intentional, tiered instruction to ensure all students *experience* academic growth for college and career readiness.

## **Comprehensive Needs Assessment**

### **School Profile**

During the 2022-2023 school year, there are approximately 54 teachers that serve the Christa McAuliffe Middle School campus. The demographical breakdown of the teaching staff is 11.11% Latino, 5.55% Asian, 77.77% African American, 1.85% Pacific Islander and 3.7% Anglo-American. 47/54 (87 percent) are deemed highly qualified according to state and national standards.

There are currently 891 students enrolled at Christa McAuliffe Middle School for the 2022-2023 academic school year. Title I students (890) account for 99.88% of the student population. Special Education students (173) account for 19.42% of the of the total student population. EB students (321) account for 36.03% of the total student population, Economically Disadvantaged students (819) account for 91.92% of the total student population, and Homeless students (15) account for 1.68% of the total student population.

During the 2022-2023 academic school year at Christa McAuliffe Middle School, the average daily attendance during the first semester was 92.59%. Grade 6 ADA was at 93.04%, grade 7 was 92.79%, and grade 8 was 92.01%. During the second semester, the ADA stood at 90.65%. Grade 6 was 91.37%, grade 7 was 91.34% and grade 8 was 90.11%. The ADA for both combined semesters during the 2022-2023 school year was 91.62%.

# Comprehensive Needs Assessment Process

Christa McAuliffe Middle School's needs assessment process is described below. The school support team evaluated the 2022-2023 data. We reviewed the following data:

Discipline  
Testing/Bell Schedule & Master Schedule  
REN360  
Interim Assessment  
DLA  
Attendance (*students and faculty*)  
CST Walk Feedback  
Staff Survey  
PLC Info  
PEIMS Report  
Mobility  
Partnerships

**Documentation of the process includes meeting minutes, agenda, and sign in sheets.**

The CPAC met on Friday, October 14, 2022 at 7:45AM in the Library, led by Trevor Lemon.

At the CPAC meeting, all members were introduced, and the purpose of the meeting was reviewed by the chair. The campus data was presented by the Campus Assessment Coordinator, the campus TIP, CIP and PBIS data was reviewed as well. The meeting adjourned and informed they would receive communication via e-mail indicating the next meeting, the meeting was adjourned. An agenda was provided, and sign-in sheet collected.

Those in attendance for the CPAC meeting on October 14, 2022 are as follows:

Trevor Lemon, *Principal*  
Deig Sandoval, *Teacher*  
Pastor Douglas Wray, *Community Member*  
Eric Fiumano, *Teacher*  
Jeffrey Barnett, *Teacher*  
Terrence Blackshire, *Parent Educator*  
Uanya Robinson, *Teacher*  
Robert Marshall, *Teacher*  
Dawn Davis, *Aid*  
Florinda Lee, *Teacher*  
Cody Woods, *Teacher*

**\*\*\*Waiting on CPAC #2 \*\*\***

The first CNA Draft meeting was Friday, April 21, 2023, from 12:10PM – 4:10PM, led by DeeDe Burke. An agenda was provided, and sign-in sheet was collected. During this meeting, the team analyzed available data and worked collaboratively to discuss and determine strengths and areas of focus for each CNA section as well

as summarizing the findings, establishing a problem statements, determining root causes, systems to improve, expected outcomes and noting aligned board goals.

Those in attendance for the CNA draft meeting on April 21, 2023 are as follows:

DeeDe Burke, *Dean of Instruction*  
Cheryl Brown, *Literacy Instructional Coach*  
Jamie Kennedy, *Math Instructional Coach*  
Donnie Lancelin, *Social Studies Instructional Coach*  
Victoria Moore, *Science Instructional Coach*  
Christine Stang, *Social Emotional Learning Coach*

The second CNA Draft meeting was Tuesday, April 25, 2023, from 10:00AM – 2:30PM, led by DeeDe Burke. An agenda was provided, and sign-in sheet was collected. During this meeting, the team reviewed their progress and made necessary revisions. The team then collaborated to complete the remaining CNA sections. The team was then guided through how to create performance objectives. The team then drafted performance objectives for each section. Prior to the meeting adjourning, the team reviewed each sections findings and made necessary revisions.

Those in attendance for the CNA draft meeting on April 25, 2023 are as follows:

DeeDe Burke, *Dean of Instruction*  
Jamie Kennedy, *Math Instructional Coach*  
Donnie Lancelin, *Social Studies Instructional Coach*  
Victoria Moore, *Science Instructional Coach*  
Christine Stang, *Social Emotional Learning Coach*

## **Parent Family Engagement Policy: (Include information about plan for parent engagement)**

The Parent and Family Engagement Procedure is developed jointly with parents of participating children. The procedure is distributed to parents and incorporated within the District Improvement Plan. The policy will also provide information and school reports in a uniform format and in a language that parents and families can understand. We will also conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Procedure for improvement. The district will use the findings of such evaluations to design strategies for more effective parent and family engagement and to revise, if necessary, the parent and family engagement procedures. Findings will be available to campus leaders to share with stakeholders. The campus will also involve the parents of children served in Title 1 schools in decisions about how Title 1 funds reserved for the parents and family engagement are spent. We will identify and assist with alleviating barriers for greater participation by parents and family members in activities of participating children at its Title 1, Part A schools with attention to parents who are economically disadvantaged, disabled, or have limited English proficiency.

# Demographics

*Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Demographics	Strengths <ul style="list-style-type: none"> <li>Emergent Bilingual student population increased by 7.3%</li> <li>Gifted and Talented student population increased by 83%</li> <li>Special Education student population remained comparable over the past two years</li> <li>PLC structures and use of protocols improved due to PD,</li> </ul>
	Areas of Focus <ul style="list-style-type: none"> <li>Overall enrollment decreased over the last two years</li> <li>Campus attendance rate is approximately 91%</li> <li>Teacher attendance has decreased consistently and at present is approximately 89%</li> <li>Overall enrollment has declined over the past two years</li> <li>4.5% decrease in student enrollment from the 2021-2022 to 2022-2023 SY</li> <li>Low Socioeconomic student population decreased by 5.6%</li> <li>Mobility rate has significantly increased over the past three years</li> </ul>
Summary of Findings	Although CMMS enrollment has decreased, we have seen a rise in identification of our GT population and emergent bilingual population. The student attendance rate is 91%, and the faculty attendance rate is 89%.

## Problem Statements & Root Causes

Problem Statement	Attendance and student enrollment rates at Christa McAuliffe Middle School have decreased by 4.5% over the past two years.
Root Cause	The lack of consistent and ongoing systems and structures that created a positive partnership with all stakeholders has contributed to the lack of maintaining a positive school culture.

## Board Goal and Performance Objective

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
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Performance Objective (DRAFT)

By June 2024, Christa McAuliffe Middle School will improve culture and climate through the implementation through an improved campus-wide PBIS program, soliciting and utilizing stakeholder feedback, and encouraging parent engagement as evidence through the indicators of success.

# Student Learning: Student Learning & Progress

*Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

<p>Student Learning and Progress</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Increased number Advanced and Mastered students on from Fall District Learning assessment to Spring District Learning Assessment</li> <li>• 10% Increase in student growth in 7<sup>th</sup> grade Math on REN 360</li> <li>• 13% Increase in student growth in 7<sup>th</sup> grade ELA on REN 360</li> </ul> <hr/> <p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Decrease in Renaissance 360 scores in 6<sup>th</sup> and 8<sup>th</sup> grade ELA over two school years</li> <li>• Decrease in Renaissance 360 scores in 6<sup>th</sup> and 8<sup>th</sup> grade Math over two years</li> <li>• Increased number of students at the developing student performance level across all content areas</li> <li>• Minimal growth in 6<sup>th</sup>-8<sup>th</sup> grade Math &amp; Reading from the beginning to middle of school year based on REN 360 scores</li> </ul>
<p>Summary of Findings</p>	<p>Based on the data obtained from Ren 360 there has been a decrease in student growth in 6<sup>th</sup> and 8<sup>th</sup> grade Reading. Also, Math has shown decreased growth in 6<sup>th</sup> and 8<sup>th</sup> grade. Although there has been a decrease in student growth on REN in 6<sup>th</sup> and 8<sup>th</sup> grade, 7<sup>th</sup> grade Math and ELA has experienced growth. On the DLA, the campus has shown increased growth in Advanced and Masters students on the Fall DLA.</p>

## **Problem Statements & Root Causes**

<p>Problem Statement</p>	<p>In 6<sup>th</sup> and 8<sup>th</sup> grade Math and ELA, the campus has shown decreased growth during the 2022-2023 school year in comparison to the 2021-2022 school year based on the REN 360 data.</p>
<p>Root Cause</p>	<p>Teachers need more content-specific professional development to increase their depth of knowledge.</p>

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve professional development through the implementation of ongoing peer observation and content-specific professional development as evidence through the indicators of success.

# Student Learning: Student Readiness

*Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Student Readiness	<p>Strengths</p> <ul style="list-style-type: none"> <li>REN360 data indicates incremental growth of 18% in sixth and eighth grade Star Reading over two years (2021-2022;2022-2023)</li> <li>REN360 data indicates that there was 10% growth in Star reading in 7<sup>th</sup> grade over the past two years (2021-2022;2022-2023)</li> </ul> <p>Areas of Focus</p> <ul style="list-style-type: none"> <li>Based on the REN360 student performance data, we have increasingly low reading Lexile levels indicate that CMMS students</li> <li>REN360 data indicates decreased growth in math by 24% and 6% in sixth and eighth grade respectively.</li> <li>Interim Data indicates that there is a significant gap of students achieving meets and masters across all content areas.</li> </ul>
Summary of Findings	Based on REN360 data findings, CMMS has shown incremental growth in REN360 reading over two years. Yet, the REN360 data indicates that there has been decreased growth in Math in grades 6 and 8 respectively. Additionally, the Interim Data indicates most students are not projected to achieve meets and masters across all content areas on STAAR.

## **Problem Statements & Root Causes**

Problem Statement	Based on REN360 data findings, CMMS has not shown significant growth in Reading and Math.
Root Cause	Teachers have had limited opportunities to receive content-specific professional development opportunities.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
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Performance Objective (DRAFT)

By June 2024, Christa McAuliffe Middle School will improve instruction through the implementation of content-specific professional development as evidenced through the indicators of success.

# School Processes & Programs: Engaged & Well-Rounded Students

*Engage students in a way that contributes to their overall development and future well-being.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Engaged and Well-Rounded Students	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Classroom compliance items.</li> <li>• Teachers use technology to support instruction.</li> <li>• LI and SC Alignment.</li> <li>• Teachers in the instructional model.</li> <li>• Campus wide PLC protocols.</li> <li>• PLC collaboration, climate and culture.</li> <li>• Purposeful data collection and analysis (student work and assessments).</li> <li>• PLCs occur regularly.</li> <li>• Campus wide PLC resources.</li> <li>• Unit plan protocol.</li> </ul>
	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Student discourse.</li> <li>• Implementation with a purpose (Respect Agreements, SC, LI, Academic Discourse, Feedback, Goal Setting).</li> <li>• Small groups.</li> <li>• Student ownership of learning.</li> <li>• Remediating instruction (meeting the needs of all students).</li> <li>• Collaborative inquiry.</li> <li>• Students struggle to articulate what success looks like and why they are learning what they are learning.</li> <li>• PLC work struggles to translate in the classroom.</li> </ul>
Summary of Findings	PLCs have adequate resources and protocols, yet evidence of PLC practices in classrooms is inconsistent. PLCs need to move towards greater collaborative inquiry.

## **Problem Statements & Root Causes**

Problem Statement	Teachers are not bridging the PLC work to the classroom.
Root Cause	We did not focus on practice and content-specific implementation of professional learning in the classroom.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the effectiveness of professional development to positively impact student achievement by bridging the PLC work to the classroom through content specific professional development and feedback and observation as evidenced through the indicators of success.

## **School Processes & Programs: Professional Learning & Quality Staff**

*Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Professional Learning and Quality of Staff	<p>Strengths</p> <ul style="list-style-type: none"> <li>• 87% of our teaching staff are highly qualified (47/54)</li> <li>• We recruit from job fairs and Alternative Teacher Certification programs</li> <li>• 29/54 of our teaching staff have 5 or more years of experience</li> <li>• PBIS teacher appreciation initiatives</li> <li>• Monthly staff awards</li> <li>• Individual teacher recognitions</li> <li>• Positively and clearly stated student expectations are defined.</li> <li>• Procedures are in place to address emergencies/dangerous situations.</li> </ul>
	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Teacher retention (high turnover rate 21-22)</li> <li>• Expected student behaviors are not regularly rewarded in the classroom campus wide.</li> <li>• Booster training activities.</li> <li>• Staff does not receive regular opportunities for developing and improving active supervision skills.</li> </ul>
Summary of Findings	Historically, the campus has struggled with high turnover rate, so one of our priorities was increasing teacher retention. For the 22-23 school year, we recruited, recognized, and rewarded faculty and staff, yet we need to ensure we retain them.

## **Problem Statements & Root Causes**

Problem Statement	We need to increase teacher retention.
Root Cause	The faculty needs targeted PD for classroom management, relationship building, and restorative practices.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture and climate to increase teacher retention through targeted intervention of teachers, PBIS practices, and professional development as evidenced through the indicators of success.

## **Perceptions: Safety & Well-being**

*Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Safety and Well-Being	Strengths <ul style="list-style-type: none"><li>• PBIS discipline flowchart</li><li>• Disproportionality RDA data has consistently trended downward</li><li>• SEL curriculum utilized in advisory class</li><li>• Responsive PD (Trauma informed PD series)</li><li>• Positively and clearly stated expectations/rules are defined for students and staff</li><li>• Supervisors actively supervise students in non-classroom settings</li><li>• Procedures are in place to address emergency/dangerous situations</li></ul>
	Areas of Focus

	<ul style="list-style-type: none"> <li>• While not considered significantly disproportionate by TEA, specific student subpopulations continue to be overrepresented in punitive/exclusionary discipline outcomes</li> <li>• Consistent utilization of PBIS discipline flowchart</li> <li>• Consistent utilization of SEL resources and practices</li> <li>• Student focus groups that address/support mental health and social well-being.</li> </ul>
Summary of Findings	We have discipline, SEL, and mental health resources yet, evidence shows that the resources are underutilized.

### **Problem Statements & Root Causes**

Problem Statement	Implementation of PBIS, restorative and SEL strategies are underutilized.
Root Cause	A campus-wide lack of an understanding the impact of PBIS, SEL, and restorative practices on student achievement.

### **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve resource management to effectively implement PBIS, SEL, and restorative practices through PLC practices, professional development, and targeted intervention as evidenced through the indicators of success.

# Perceptions: Community Engagement

*Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Community Engagement	<p>Strengths</p> <ul style="list-style-type: none"> <li>• CMMS has a community partnership with the Boys and Girls Club</li> <li>• CMMS has an ongoing partnership with Second Baptist Church</li> <li>• CMMS has standing partnerships with the Fort Bend County Chapter of LINKS Inc. organization to organize campus programs (i.e. coat drive, academic night, STEM activities)</li> <li>• CMMS has a community partnership with _____ Like A Champion to provide snacks to students who attend afterschool tutorials</li> <li>• CMMS has a partnership with Kings and Queens to provide mentorship opportunities to students</li> <li>• CMMS hosted a campus-based career day during the Spring semester</li> <li>• The campus worked in conjunction with MD Anderson to provide students information about vaping</li> </ul>
	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Although the campus communicates with stakeholder’s primary in English and Spanish, the campus needs to provide communication in other languages based on all student demographics</li> <li>• Increased need to connect to the community</li> <li>• Increased need to connect with schools within the feeder pattern to organize more events</li> <li>• Parent liaison needs more resources and support to maximize their ability to support parents and community members within the feeder parent</li> <li>• Increased need to bolster the presence of the campus on social media platforms</li> <li>• Increase parental involvement</li> </ul>
Summary of Findings	<p>Based on existing campus partnerships, evidence suggests that the campus needs to increase communication with stakeholders to promote parent involvement, connect with feeder patterns, linguistic methods of communication, and social media presence.</p>

## Problem Statements & Root Causes

Problem Statement	CMMS struggles to establish sustainable partnerships within the local community.
Root Cause	High turnover rate of campus leadership and faculty.

**Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture and climate increasing community partnerships through the implementation of parent engagement, stakeholder feedback, PBIS, and meaningful community engagements as evidenced through the indicators of success.

**Perceptions: Culture**

*Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Culture	Strengths <ul style="list-style-type: none"> <li>Based on the staff survey data, 67% of faculty members indicate that expected student behavior and routines in classrooms are stated positively and clearly.</li> <li>Staff survey data findings indicate that 56% of expected student behavior and routines in classrooms are taught directly.</li> <li>Based on staff survey data, 81% of faculty members indicate that behavior and safety was the focus of school administration</li> <li>Staff survey data findings indicate that the scheduling of student movement ensures the appropriate numbers of students in non-classroom spaces</li> <li>Based on PBIS discipline data findings, student referral rates have significantly decreased over the 2022-2023 school year.</li> </ul>
	Areas of Focus

	<ul style="list-style-type: none"> <li>• Student attendance data findings indicate that the average attendance rate at CMMS was 91.62%% during the 2022-2023 school year</li> <li>• Student attendance rates were lowest during the Fall semester in November (91.49%) and February (90.46%) during the Spring Semester</li> <li>• Faculty attendance findings show a fluctuation throughout the 2022-2023 school year, Fall semester (i.e., August – 91.6%, September – 89.5%, October – 90.2%, November – 89.2%, December – 91.4%)</li> <li>• Faculty lowest attendance rate was in March (85.8%)</li> <li>• Based on faculty attendance rates at its highest was below the targeted rate of 97%-98%</li> </ul>
Summary of Findings	Due to the school administration’s focus on campus behavioral systems and protocols, student disciplinary infractions have decreased. Although student discipline has decreased, there is a need for more systems to encourage and celebrate positive behavior. Faculty and student attendance rates are low in comparison to district expectations.

**Problem Statements & Root Causes**

Problem Statement	Based on staff and student attendance data findings, students and faculty members are attending school inconsistently.
Root Cause	<i>Historically, there is a negative perception about CMMS.</i>

**Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture through the consistent implementation of stakeholder feedback, student ownership of behavior, and PBIS as evidence through the indicators of success.

# Comprehensive Needs Assessment 2023-24 Summaries

Remember to include comparisons of student groups and reflect on the questions to consider for each section.

**Overall Campus Summary: (Include Mission, Vision, Logo of campus, description of campus)**



## Mission Statement

Christa McAuliffe Middle School strives to create a safe environment where staff and students are valued and supported every day to cultivate students who achieve and compete at high levels both in and outside of the classroom.

## Vision Statement

Christa McAuliffe Middle School's vision is to equip students with the tools to holistically grow through quality instruction and social emotional support, ensuring our students become lifelong learners that contribute positively to society.

## Comprehensive Needs Assessment

### School Profile

During the 2022-2023 school year, there are approximately 54 teachers that serve the Christa McAuliffe Middle School campus. The demographical breakdown of the teaching staff is 11.11% Latino, 5.55% Asian, 77.77% African American, 1.85% Pacific Islander and 3.7% Anglo-American. 47/54 (87 percent) are deemed highly qualified according to state and national standards.

There are currently 891 students enrolled at Christa McAuliffe Middle School for the 2022-2023 academic school year. Title I students (890) account for 99.88% of the student population. Special Education students (173) account for 19.42% of the of the total student population. EB students (321) account for 36.03% of the total student population, Economically Disadvantaged students (819) account for 91.92% of the total student population, and Homeless students (15) account for 1.68% of the total student population.

During the 2022-2023 academic school year at Christa McAuliffe Middle School, the average daily attendance during the first semester was 92.59%. Grade 6 ADA was at 93.04%, grade 7 was 92.79%, and grade 8 was 92.01%. During the second semester, the ADA stood at 90.65%. Grade 6 was 91.37%, grade 7 was 91.34% and grade 8 was 90.11%. The ADA for both combined semesters during the 2022-2023 school year was 91.62%.

# Comprehensive Needs Assessment Process

Christa McAuliffe Middle School's needs assessment process is described below. The school support team evaluated the 2022-2023 data. We reviewed the following data:

Discipline  
Testing/Bell Schedule & Master Schedule  
REN360  
Interim Assessment  
DLA  
Attendance (*students and faculty*)  
CST Walk Feedback  
Staff Survey  
PLC Info  
PEIMS Report  
Mobility  
Partnerships

Documentation of the process includes meeting minutes, agenda, and sign in sheets.

The CPAC met on Friday, October 14, 2022 at 7:45AM in the Library, led by Trevor Lemon.

At the CPAC meeting, all members were introduced, and the purpose of the meeting was reviewed by the chair. The campus data was presented by the Campus Assessment Coordinator, the campus TIP, CIP and PBIS data was reviewed as well. The meeting adjourned and informed they would receive communication via e-mail indicating the next meeting, the meeting was adjourned. An agenda was provided, and sign-in sheet collected.

Those in attendance for the CPAC meeting on October 14, 2022 are as follows:

Trevor Lemon, *Principal*  
Deig Sandoval, *Teacher*  
Pastor Douglas Wray, *Community Member*  
Eric Fiumano, *Teacher*  
Jeffrey Barnett, *Teacher*  
Terrence Blackshire, *Parent Educator*  
Uanya Robinson, *Teacher*  
Robert Marshall, *Teacher*  
Dawn Davis, *Aid*  
Florinda Lee, *Teacher*  
Cody Woods, *Teacher*

\*\*\*Waiting on CPAC #2 \*\*\*

The first CNA Draft meeting was Friday, April 21, 2023, from 12:10PM – 4:10PM, led by DeeDe Burke. An agenda was provided, and sign-in sheet was collected. During this meeting, the team analyzed available data and worked collaboratively to discuss and determine strengths and areas of focus for each CNA section as well as summarizing the findings, establishing a problem statements, determining root causes, systems to improve, expected outcomes and noting aligned board goals.

Those in attendance for the CNA draft meeting on April 21, 2023 are as follows:

DeeDe Burke, *Dean of Instruction*  
Cheryl Brown, *Literacy Instructional Coach*  
Jamie Kennedy, *Math Instructional Coach*  
Donnie Lancelin, *Social Studies Instructional Coach*  
Victoria Moore, *Science Instructional Coach*  
Christine Stang, *Social Emotional Learning Coach*

The second CNA Draft meeting was Tuesday, April 25, 2023, from 10:00AM – 2:30PM, led by DeeDe Burke. An agenda was provided, and sign-in sheet was collected. During this meeting, the team reviewed their progress and made necessary revisions. The team then collaborated to complete the remaining CNA sections. The team was then guided through how to create performance objectives. The team then drafted performance objectives for each section. Prior to the meeting adjourning, the team reviewed each sections findings and made necessary revisions.

Those in attendance for the CNA draft meeting on April 25, 2023 are as follows:

DeeDe Burke, *Dean of Instruction*  
Jamie Kennedy, *Math Instructional Coach*  
Donnie Lancelin, *Social Studies Instructional Coach*  
Victoria Moore, *Science Instructional Coach*  
Christine Stang, *Social Emotional Learning Coach*

## **Parent Family Engagement Policy: (Include information about plan for parent engagement)**

The Parent and Family Engagement Procedure is developed jointly with parents of participating children. The procedure is distributed to parents and incorporated within the District Improvement Plan. The policy will also provide information and school reports in a uniform format and in a language that parents and families can understand. We will also conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Procedure for improvement. The district will use the findings of such evaluations to design strategies for more effective parent and family engagement and to revise, if necessary, the parent and family engagement procedures. Findings will be available to campus leaders to share with stakeholders. The campus will also involve the parents of children served in Title 1 schools in decisions about how Title 1 funds reserved for the parents and family engagement are spent. We will identify and assist with alleviating barriers for greater participation by parents and family members in activities of participating children at its Title 1, Part A schools with attention to parents who are Economically Disadvantaged, disabled, or have limited English proficiency.

# Demographics

*Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Demographics	Strengths <ul style="list-style-type: none"> <li>Emergent Bilingual student population increased by 7.3%</li> <li>Gifted and Talented student population increased by 83%</li> <li>Special Education student population remained comparable over the past two years</li> <li>PLC structures and use of protocols improved due to PD</li> </ul>
	Areas of Focus <ul style="list-style-type: none"> <li>Overall enrollment decreased over the last two years</li> <li>Campus attendance rate is approximately 91%</li> <li>Teacher attendance has decreased consistently and at present is approximately 89%</li> <li>Overall enrollment has declined over the past two years</li> <li>4.5% decrease in student enrollment from the 2021-2022 to 2022-2023 SY</li> <li>Low Socioeconomic student population decreased by 5.6%</li> <li>Mobility rate has significantly increased over the past three years</li> </ul>
Summary of Findings	Although CMMS enrollment has decreased, we have seen a rise in identification of our GT population and emergent bilingual population. The student attendance rate is 91%, and the faculty attendance rate is 89%.

## Problem Statements & Root Causes

Problem Statement	Attendance and student enrollment rates at Christa McAuliffe Middle School have decreased by 4.5% over the past two years.
Root Cause	The lack of consistent and ongoing systems and structures that created a positive partnership with all stakeholders has contributed to the lack of maintaining a positive school culture.

## Board Goal and Performance Objective

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
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Performance Objective (DRAFT)

By June 2024, Christa McAuliffe Middle School will improve culture and climate through the implementation through an improved campus-wide PBIS program, soliciting and utilizing stakeholder feedback, and encouraging parent engagement as evidence through the indicators of success.

# Student Learning: Student Learning & Progress

*Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Student Learning and Progress	<p>Strengths</p> <ul style="list-style-type: none"><li>• Increased number Advanced and Mastered students on from Fall District Learning assessment to Spring District Learning Assessment</li><li>• 10% Increase in student growth in 7<sup>th</sup> grade Math on REN 360</li><li>• 13% Increase in student growth in 7<sup>th</sup> grade ELA on REN 360</li></ul>
	<p>Areas of Focus</p> <ul style="list-style-type: none"><li>• Decrease in Renaissance 360 scores in 6<sup>th</sup> and 8<sup>th</sup> grade ELA over two school years</li><li>• Decrease in Renaissance 360 scores in 6<sup>th</sup> and 8<sup>th</sup> grade Math over two years</li><li>• Increased number of students at the developing student performance level across all content areas</li><li>• Minimal growth in 6<sup>th</sup>-8<sup>th</sup> grade Math &amp; Reading from the beginning to middle of school year based on REN 360 scores</li><li>• Based on the 2023 preliminary Grade 6-Alg I STAAR Math raw scores, students scored lower than district, region, and state.</li><li>• Based on the 2023 preliminary Grade 7 STAAR Math raw scores, students scored lower than district, region, and state.</li><li>• Based on the 2023 preliminary Grade 6 STAAR Math raw scores, students scored lower than district, region, and state.</li><li>• Based on the 2023 preliminary Grade 6 STAAR Math raw scores, students scored lower than district, region, and state.</li><li>• Based on the 2023 preliminary Grade 8 STAAR Science raw scores, students performed lower than the district, region and state.</li><li>• Based on 2023 preliminary STAAR data, ELA raw scores decreased in approaches, meets, and masters at all grade levels.</li></ul>

	<ul style="list-style-type: none"> <li>Based on 2023 preliminary STAAR data, Social Studies raw scores decreased in approaches, meets, and masters at all grade levels.</li> </ul>
Summary of Findings	Based on the data obtained from Ren 360 there has been a decrease in student growth in 6 <sup>th</sup> and 8 <sup>th</sup> grade Reading. Although there has been a decrease in student growth on Ren 360 in 6 <sup>th</sup> and 8 <sup>th</sup> grade, 7 <sup>th</sup> grade Math and ELA has experienced growth. On the Fall DLA, the campus has shown increased growth in Advanced and Masters levels. The 2023 preliminary STAAR raw scores decreased in approaches, meets, and masters at all tested grades levels in each core content area – scores will not be solidified until August 2023.

### **Problem Statements & Root Causes**

Problem Statement	<p>In 6<sup>th</sup> and 8<sup>th</sup> grade Math and ELA, the campus has shown decreased growth during the 2022-2023 school year in comparison to the 2021-2022 school year based on the REN 360 data.</p> <p>The 2023 preliminary STAAR raw scores decreased from the 2022 STAAR scores in all tested grades levels in each core content area.</p>
Root Cause	Teachers need more content-specific professional development to increase their depth of knowledge.

### **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve professional development through the implementation of ongoing peer observation and content-specific professional development as evidence through the indicators of success.

# Student Learning: Student Readiness

*Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Student Readiness	<p>Strengths</p> <ul style="list-style-type: none"> <li>• REN360 data indicates incremental growth of 18% in sixth and eighth grade Star Reading over two years (2021-2022;2022-2023)</li> <li>• REN360 data indicates that there was 10% growth in Star reading in 7<sup>th</sup> grade over the past two years (2021-2022;2022-2023)</li> </ul> <p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Based on the REN360 student performance data, we have increasingly low reading Lexile levels indicate that CMMS students</li> <li>• REN360 data indicates decreased growth in math by 24% and 6% in sixth and eighth grade respectively.</li> <li>• Interim Data indicates that there is a significant gap of students achieving meets and masters across all content areas.</li> </ul>
Summary of Findings	Based on REN360 data findings, CMMS has shown incremental growth in REN360 reading over two years. Yet, the REN360 data indicates that there has been decreased growth in Math in grades 6 and 8 respectively. Additionally, the Interim Data indicates most students are not projected to achieve meets and masters across all content areas on STAAR.

## **Problem Statements & Root Causes**

Problem Statement	Based on REN360 data findings, CMMS has not shown significant growth in Reading and Math.
Root Cause	Teachers have had limited opportunities to receive content-specific professional development opportunities.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
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Performance Objective (DRAFT)

By June 2024, Christa McAuliffe Middle School will improve instruction through the implementation of content-specific professional development as evidenced through the indicators of success.

# School Processes & Programs: Engaged & Well-Rounded Students

*Engage students in a way that contributes to their overall development and future well-being.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Engaged and Well-Rounded Students	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Classroom compliance items.</li> <li>• Teachers use technology to support instruction.</li> <li>• LI and SC Alignment.</li> <li>• Teachers in the instructional model.</li> <li>• Campus wide PLC protocols.</li> <li>• PLC collaboration, climate, and culture.</li> <li>• Purposeful data collection and analysis (student work and assessments).</li> <li>• PLCs occur regularly.</li> <li>• Campus wide PLC resources.</li> <li>• Unit plan protocol.</li> </ul>
	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Student discourse.</li> <li>• Implementation with a purpose (Respect Agreements, SC, LI, Academic Discourse, Feedback, Goal Setting).</li> <li>• Small groups.</li> <li>• Student ownership of learning.</li> <li>• Remediating instruction (meeting the needs of all students).</li> <li>• Collaborative inquiry.</li> <li>• Students struggle to articulate what success looks like and why they are learning what they are learning.</li> <li>• PLC work struggles to translate in the classroom.</li> </ul>
Summary of Findings	PLCs have adequate resources and protocols, yet evidence of PLC practices in classrooms is inconsistent. PLCs need to move towards greater collaborative inquiry.

## **Problem Statements & Root Causes**

Problem Statement	Teachers are not bridging the PLC work to the classroom.
Root Cause	We did not focus on practice and content-specific implementation of professional learning in the classroom.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the effectiveness of professional development to positively impact student achievement by bridging the PLC work to the classroom through content specific professional development and feedback and observation as evidenced through the indicators of success.

## **School Processes & Programs: Professional Learning & Quality Staff**

*Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Professional Learning and Quality of Staff	Strengths <ul style="list-style-type: none"> <li>• 87% of our teaching staff are highly qualified (47/54)</li> <li>• We recruit from job fairs and Alternative Teacher Certification programs</li> <li>• 29/54 of our teaching staff have 5 or more years of experience</li> <li>• PBIS teacher appreciation initiatives</li> <li>• Monthly staff awards</li> <li>• Individual teacher recognitions</li> <li>• Positively and clearly stated student expectations are defined.</li> <li>• Procedures are in place to address emergencies/dangerous situations.</li> </ul>
	Areas of Focus <ul style="list-style-type: none"> <li>• Teacher retention (high turnover rate 21-22)</li> <li>• Expected student behaviors are not regularly rewarded in the classroom campus wide.</li> <li>• Booster training activities.</li> <li>• Staff does not receive regular opportunities for developing and improving active supervision skills.</li> </ul>
Summary of Findings	Historically, the campus has struggled with high turnover rate, so one of our priorities was increasing teacher retention. For the 22-23 school year, we recruited, recognized, and rewarded faculty and staff, yet we need to ensure we retain them.

## **Problem Statements & Root Causes**

Problem Statement	We need to increase teacher retention.
Root Cause	The faculty needs targeted PD for classroom management, relationship building, and restorative practices.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture and climate to increase teacher retention through targeted intervention of teachers, PBIS practices, and professional development as evidenced through the indicators of success.

## **Perceptions: Safety & Well-being**

*Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Safety and Well-Being	<p>Strengths</p> <ul style="list-style-type: none"> <li>• PBIS discipline flowchart</li> <li>• Disproportionality RDA data has consistently trended downward</li> <li>• SEL curriculum utilized in advisory class</li> <li>• Responsive PD (Trauma informed PD series)</li> <li>• Positively and clearly stated expectations/rules are defined for students and staff</li> <li>• Supervisors actively supervise students in non-classroom settings</li> <li>• Procedures are in place to address emergency/dangerous situations</li> <li>• Based on the 2022-2023 student engagement survey students feel more supported by other students, witnessed less acts of bullying, and felt less bullied.</li> </ul>
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	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• While not considered significantly disproportionate by TEA, specific student subpopulations continue to be overrepresented in punitive/exclusionary discipline outcomes</li> <li>• Consistent utilization of PBIS discipline flowchart</li> <li>• Consistent utilization of SEL resources and practices</li> <li>• Student focus groups that address/support mental health and social well-being.</li> <li>• Based on the 2022-2023 student engagement survey, 3% of students indicated that they feel less safe in school which has decreased in comparison to the 2021-2022 school year.</li> <li>• In comparison to pre-COVID years, parents feel that students are less safe in school based as reflected on the 2022-2023 student engagement survey.</li> <li>• Based on the 2022-2023 student engagement survey, 48% of parents agree that students are responsible for a safe school environment.</li> </ul>
Summary of Findings	<p>We have discipline, SEL, and mental health resources yet, evidence shows that the resources are underutilized. <b>Students feel more connected and supported by each other. Students and their parents feel less safe on campus.</b></p>

### **Problem Statements & Root Causes**

Problem Statement	<p>Although student discipline infractions decreased, students do not feel physically or emotionally safe at CMMS, which indicates that implementation of PBIS, restorative and SEL strategies are underutilized.</p>
Root Cause	<p>A campus-wide lack of understanding of the impact of PBIS, SEL, and restorative practices on student safety.</p>

### **Board Goal and Performance Objective**

Board Goal	<p>Fort Bend ISD will provide a safe and supportive environment for learning and working.</p>
Performance Objective (DRAFT)	<p>By June 2024, Christa McAuliffe Middle School will improve the social emotional learning through consistent implementation of professional development, PBIS, and targeted behavior intervention as evidenced through discipline indicators, student engagement and culture and climate surveys.</p>

# Perceptions: Community Engagement

*Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Community Engagement	<p>Strengths</p> <ul style="list-style-type: none"> <li>• CMMS has a community partnership with the Boys and Girls Club</li> <li>• CMMS has an ongoing partnership with Second Baptist Church</li> <li>• CMMS has standing partnerships with the Fort Bend County Chapter of LINKS Inc. organization to organize campus programs (i.e. coat drive, academic night, STEM activities)</li> <li>• CMMS has a community partnership with _____ Like A Champion to provide snacks to students who attend afterschool tutorials</li> <li>• CMMS has a partnership with Kings and Queens to provide mentorship opportunities to students</li> <li>• CMMS hosted a campus-based career day during the Spring semester</li> <li>• The campus worked in conjunction with MD Anderson to provide students information about vaping</li> </ul>
Summary of Findings	<p>Areas of Focus</p> <ul style="list-style-type: none"> <li>• Although the campus communicates with stakeholder’s primary in English and Spanish, the campus needs to provide communication in other languages based on all student demographics</li> <li>• Increased need to connect to the community</li> <li>• Increased need to connect with schools within the feeder pattern to organize more events</li> <li>• Parent liaison needs more resources and support to maximize their ability to support parents and community members within the feeder parent</li> <li>• Increased need to bolster the presence of the campus on social media platforms</li> <li>• Increase parental involvement</li> </ul> <p>Based on existing campus partnerships, evidence suggests that the campus needs to increase communication with stakeholders to promote parent involvement, connect with feeder patterns, linguistic methods of communication, and social media presence.</p>

## Problem Statements & Root Causes

Problem Statement	CMMS struggles to establish sustainable partnerships within the local community.
Root Cause	High turnover rate of campus leadership and faculty.

**Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture and climate increasing community partnerships through the implementation of parent engagement, stakeholder feedback, PBIS, and meaningful community engagements as evidenced through the indicators of success.

**Perceptions: Culture**

*Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.*

**Summary of Strengths and Areas of Focus (Include charts and/or visuals where appropriate to highlight strengths or potential areas of focus. This should connect to the development of the problem statements and root causes.)**

Culture	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Based on the staff survey data, 67% of faculty members indicate that expected student behavior and routines in classrooms are stated positively and clearly.</li> <li>• Staff survey data findings indicate that 56% of expected student behavior and routines in classrooms are taught directly.</li> <li>• Based on staff survey data, 81% of faculty members indicate that behavior and safety was the focus of school administration</li> <li>• Staff survey data findings indicate that the scheduling of student movement ensures the appropriate numbers of students in non-classroom spaces</li> <li>• Based on PBIS discipline data findings, student referral rates have significantly decreased over the 2022-2023 school year.</li> <li>• 96% of campus-based staff are aware of the safety and security procedures at CMMS</li> </ul>
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	<ul style="list-style-type: none"> <li>96% of campus-based staff believe that there is a counselor, teacher, or staff member that students can receive help</li> </ul> <p>Areas of Focus</p> <ul style="list-style-type: none"> <li>Student attendance data findings indicate that the average attendance rate at CMMS was 91.62%% during the 2022-2023 school year</li> <li>Student attendance rates were lowest during the Fall semester in November (91.49%) and February (90.46%) during the Spring Semester</li> <li>Faculty attendance findings show a fluctuation throughout the 2022-2023 school year, Fall semester (i.e., August – 91.6%, September – 89.5%, October – 90.2%, November – 89.2%, December – 91.4%)</li> <li>Faculty lowest attendance rate was in March (85.8%)</li> <li>Based on faculty attendance rates at its highest was below the targeted rate of 97%-98%</li> <li>54% of students are excited to attend CMMS</li> <li>52% of parents disagree that students are excited to attend CMMS</li> <li>In comparison to the 2021-2022 school year, there has been a 26% decrease in students participating in school sponsored activities</li> <li>In comparison to the 2021-2022 school year, there has been a 6% decrease in students that indicated that students attend school because of their teachers</li> <li>In comparison to the 2021-2022 school year, there has been 0% change in students that indicate that they would choose to attend CMMS</li> <li>In comparison to the 2021-2022 school year, 7% of students indicate that they feel supported by administrators</li> <li>13% of staff members agree that they are satisfied in participating on campus level committees</li> </ul>
Summary of Findings	<p>Due to the school administration’s focus on campus behavioral systems and protocols, student disciplinary infractions have decreased. Although student discipline has decreased, there is a need for more systems to encourage and celebrate positive behavior. Faculty and student attendance rates are low in comparison to district expectations. Students feel a lack of connection to and support from staff members.</p>

### **Problem Statements & Root Causes**

Problem Statement	Based on stakeholder survey data, teachers and students lack a connection to the campus.
Root Cause	Teachers and students lack the tools to build relationships beyond managing discipline.

## **Board Goal and Performance Objective**

Board Goal	Fort Bend ISD will provide a safe and supportive environment for learning and working.
Performance Objective (DRAFT)	By June 2024, Christa McAuliffe Middle School will improve the culture through the consistent implementation of stakeholder feedback, student ownership of learning and behavior, and PBIS as evidenced through the students and staff participation in clubs and committees.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 6 Reading Language Arts

District: 079-907 FORT BEND ISD  
 Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					1		2		Reading		Writing		Points Possible		Avg. # of Points / % Achieved	
Number	Percent			Did Not Meet	Approaches	Meets	Masters					28	28			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Students Tested</b>	289	98														
<b>Students Not Tested</b>																
<b>Absent</b>	4	1														
<b>Other</b>	1	0														
<b>Total Documents Submitted</b>	294	100														
<b>Legend</b>																
--- = No Data Reported For Fewer Than Five Students																
<b>All Students</b>			289	1547	146	51	143	49	64	22	15	5	12.3	44	9.8	35
<b>Male</b>			142	1534	74	52	68	48	23	16	5	4	11.9	42	9.1	32
<b>Female</b>			147	1560	72	49	75	51	41	28	10	7	12.7	45	10.4	37
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Hispanic/Latino</b>			156	1557	77	49	79	51	47	30	9	6	12.7	45	10.3	37
<b>American Indian or Alaska Native</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Asian</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Black or African American</b>			122	1536	63	52	59	48	17	14	6	5	12.0	43	9.0	32
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>White</b>			4	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Two or More Races</b>			5	1551	2	40	3	60	0	0	0	0	10.2	36	12.0	43
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Economically Disadvantaged</b>	Yes		268	1550	133	50	135	50	60	22	15	6	12.4	44	9.9	35
	No		20	1515	12	60	8	40	4	20	0	0	11.3	40	8.6	31
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Title I, Part A</b>	Participants		286	1547	144	50	142	50	64	22	15	5	12.3	44	9.8	35
	Nonparticipants		2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Migrant</b>	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		285	1548	143	50	142	50	64	22	15	5	12.3	44	9.8	35
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Identified as Emergent Bilingual/English Learner</b>			118	1537	65	55	53	45	27	23	4	3	11.7	42	9.5	34
<b>Monitored 1st Year, reclassified from EB/EL</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 2nd Year, reclassified from EB/EL</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 3rd Year, reclassified from EB/EL</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 4th Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Former EB/EL (Post Monitoring)</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Non-Emergent Bilingual/Non-English Learner</b>			165	1550	80	48	85	52	32	19	10	6	12.5	45	9.7	35
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Bilingual</b>	Participants		3	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		282	1549	140	50	142	50	64	23	15	5	12.4	44	9.9	35
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>ESL</b>	Participants		113	1539	61	54	52	46	26	23	4	4	11.8	42	9.6	34
	Nonparticipants		176	1552	85	48	91	52	38	22	11	6	12.6	45	9.9	35
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Special Education</b>	Yes		60	1461	49	82	11	18	2	3	0	0	8.9	32	6.0	21
	No		228	1570	96	42	132	58	62	27	15	7	13.2	47	10.8	38
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Section 504</b>	Yes		6	1453	6	100	0	0	0	0	0	0	8.2	29	5.7	20
	No		280	1550	138	49	142	51	64	23	15	5	12.4	44	9.9	35
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Gifted/Talented</b>	Participants		4	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		282	1546	143	51	139	49	61	22	13	5	12.2	44	9.7	35
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>At-Risk</b>	Yes		211	1523	127	60	84	40	35	17	7	3	11.2	40	8.8	31
	No		78	1612	19	24	59	76	29	37	8	10	15.3	55	12.4	44
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 6 Reading Language Arts

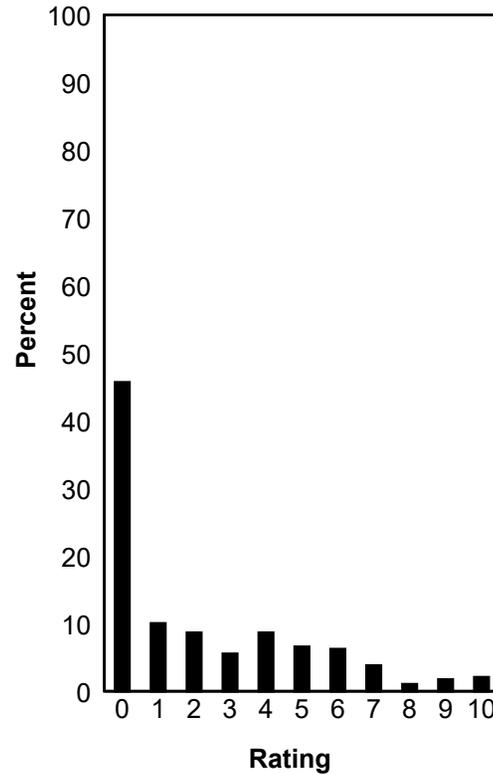
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	132	46
1	29	10
2	25	9
3	16	6
4	25	9
5	19	7
6	18	6
7	11	4
8	3	1
9	5	2
10	6	2
Total	289	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 6 Mathematics

District: 079-907 FORT BEND ISD  
 Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		1		2		3		4		10		17		7		9	
					Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	291	100																				
Students Not Tested																						
Absent	1	0																				
Other	0	0																				
Total Documents Submitted	292	100																				
Legend			--- = No Data Reported For Fewer Than Five Students																			
All Students	291	1632	140	48	151	52	43	15	9	3	3.8	38	6.2	36	2.3	33	4.0	45				
Male	145	1635	71	49	74	51	21	14	7	5	3.9	39	6.3	37	2.3	33	4.0	45				
Female	146	1629	69	47	77	53	22	15	2	1	3.8	38	6.1	36	2.3	33	4.0	45				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	156	1644	72	46	84	54	30	19	5	3	4.0	40	6.6	39	2.5	36	4.1	46				
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American	124	1618	63	51	61	49	13	10	4	3	3.6	36	5.8	34	2.1	30	3.9	44				
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Two or More Races	5	1589	3	60	2	40	0	0	0	0	3.2	32	4.4	26	1.8	26	4.0	44				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	270	1632	129	48	141	52	41	15	9	3	3.8	38	6.2	36	2.3	33	4.0	45			
	No	20	1627	11	55	9	45	2	10	0	0	3.8	38	6.1	36	2.3	33	3.9	43			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A	Participants	288	1632	139	48	149	52	43	15	9	3	3.8	38	6.2	37	2.3	33	4.0	45			
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	No	287	1633	137	48	150	52	43	15	9	3	3.9	39	6.2	36	2.3	33	4.0	45			
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual/English Learner	Monitored 1st Year, reclassified from EB/EL	118	1629	60	51	58	49	14	12	4	3	3.8	38	6.1	36	2.3	34	3.9	43			
	Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Monitored 4th Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-Emergent Bilingual/Non-English Learner	167	1629	80	48	87	52	24	14	5	3	3.8	38	6.1	36	2.2	31	4.0	45			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	284	1633	134	47	150	53	43	15	9	3	3.9	39	6.2	37	2.3	33	4.0	45			
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL	Participants	113	1630	56	50	57	50	14	12	4	4	3.8	38	6.1	36	2.4	34	3.9	43			
	Nonparticipants	178	1633	84	47	94	53	29	16	5	3	3.9	39	6.2	37	2.3	32	4.1	46			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education	Yes	61	1567	49	80	12	20	2	3	0	0	2.8	28	5.0	30	1.8	26	2.7	30			
	No	229	1649	91	40	138	60	41	18	9	4	4.1	41	6.5	38	2.4	35	4.4	49			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504	Yes	5	1587	4	80	1	20	0	0	0	0	3.4	34	5.0	29	1.8	26	3.0	33			
	No	283	1633	134	47	149	53	43	15	9	3	3.9	39	6.2	37	2.3	33	4.0	45			
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented	Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	284	1630	138	49	146	51	40	14	8	3	3.8	38	6.1	36	2.3	33	4.0	44			
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk	Yes	211	1609	120	57	91	43	19	9	4	2	3.5	35	5.7	33	2.2	31	3.6	40			
	No	80	1691	20	25	60	75	24	30	5	6	4.8	48	7.6	45	2.7	38	5.1	56			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 7 Reading Language Arts

District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#		%		#		%		#		%				
					28		28		28		28		28		28				
					Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved				
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
<b>All Students</b>			251	1571	110	44	141	56	55	22	12	5	14.2	51	10.3	37			
<b>Male</b>			136	1569	60	44	76	56	29	21	8	6	14.4	52	9.9	35			
<b>Female</b>			115	1573	50	43	65	57	26	23	4	3	13.9	50	10.8	39			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Hispanic/Latino</b>			124	1587	43	35	81	65	31	25	4	3	14.8	53	11.0	39			
<b>American Indian or Alaska Native</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Asian</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Black or African American</b>			116	1548	64	55	52	45	18	16	5	4	13.1	47	9.4	34			
<b>Native Hawaiian or Other Pacific Islander</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>White</b>			4	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Two or More Races</b>			5	1536	2	40	3	60	2	40	1	20	15.6	56	8.8	31			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Economically Disadvantaged</b>			Yes	231	1573	99	43	132	57	52	23	11	5	14.3	51	10.4	37		
			No	20	1546	11	55	9	45	3	15	1	5	12.9	46	9.6	34		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Title I, Part A</b>			Participants	250	1572	109	44	141	56	55	22	12	5	14.2	51	10.4	37		
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Migrant</b>			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	248	1572	107	43	141	57	55	22	12	5	14.3	51	10.4	37		
			No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Identified as Emergent Bilingual/English Learner</b>			91	1575	34	37	57	63	16	18	1	1	14.4	52	10.4	37			
<b>Monitored 1st Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Monitored 2nd Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Monitored 3rd Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Monitored 4th Year, reclassified from EB/EL</b>			8	1709	0	0	8	100	6	75	2	25	19.6	70	16.8	60			
<b>Former EB/EL (Post Monitoring)</b>			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Non-Emergent Bilingual/Non-English Learner</b>			149	1556	76	51	73	49	30	20	7	5	13.5	48	9.8	35			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Bilingual</b>			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	247	1573	106	43	141	57	55	22	12	5	14.3	51	10.4	37		
			No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>ESL</b>			Participants	88	1575	32	36	56	64	15	17	0	0	14.5	52	10.3	37		
			Nonparticipants	163	1568	78	48	85	52	40	25	12	7	14.0	50	10.3	37		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Special Education</b>			Yes	42	1478	34	81	8	19	1	2	0	0	10.8	39	6.2	22		
			No	209	1589	76	36	133	64	54	26	12	6	14.9	53	11.2	40		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Section 504</b>			Yes	12	1455	11	92	1	8	0	0	0	0	9.0	32	6.2	22		
			No	235	1579	95	40	140	60	55	23	12	5	14.6	52	10.6	38		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Gifted/Talented</b>			Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	245	1571	107	44	138	56	53	22	12	5	14.2	51	10.3	37		
			No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>At-Risk</b>			Yes	186	1548	95	51	91	49	27	15	4	2	13.3	48	9.3	33		
			No	65	1635	15	23	50	77	28	43	8	12	16.6	59	13.3	47		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 7 Reading Language Arts

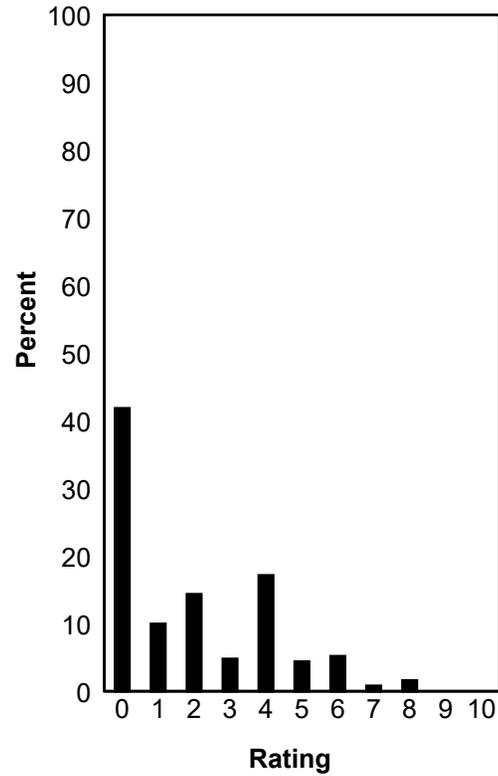
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	105	42
1	25	10
2	36	14
3	12	5
4	43	17
5	11	4
6	13	5
7	2	1
8	4	2
9	0	0
10	0	0
Total	251	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 7 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		8		17		12		9	
Number	Percent				Did Not Meet		Approaches		Meets		Masters		Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
Legend			Points Possible																	
--- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved																	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students			253	1696	151	60	102	40	43	17	7	3	4.0	50	6.6	39	3.8	31	4.1	46
Male			137	1707	72	53	65	47	27	20	6	4	4.1	52	7.1	42	4.0	33	4.2	47
Female			116	1683	79	68	37	32	16	14	1	1	3.9	49	6.1	36	3.5	29	3.9	44
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			127	1711	65	51	62	49	27	21	3	2	4.3	53	7.2	43	4.0	33	4.2	46
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			114	1680	78	68	36	32	13	11	3	3	3.7	47	6.0	35	3.5	29	4.0	44
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			6	1567	5	83	1	17	0	0	0	0	3.0	38	4.7	27	1.8	15	3.2	35
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		233	1696	138	59	95	41	39	17	7	3	4.1	51	6.7	39	3.8	31	4.1	45
	No		20	1692	13	65	7	35	4	20	0	0	3.9	49	6.3	37	3.7	31	4.4	49
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		252	1696	150	60	102	40	43	17	7	3	4.0	51	6.6	39	3.8	31	4.1	45
	Nonparticipants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		250	1697	148	59	102	41	43	17	7	3	4.1	51	6.7	39	3.8	31	4.1	46
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner			93	1703	52	56	41	44	16	17	1	1	4.1	51	7.1	42	3.8	32	4.0	45
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			3	1809	1	13	7	88	5	63	0	0	6.3	78	10.0	59	4.9	41	5.8	64
Non-Emergent Bilingual/Non-English Learner			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			149	1680	98	66	51	34	19	13	4	3	3.8	48	6.1	36	3.6	30	4.0	44
			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		249	1697	147	59	102	41	43	17	7	3	4.1	51	6.7	39	3.8	31	4.1	46
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		90	1702	50	56	40	44	15	17	1	1	4.1	51	7.0	41	3.9	32	4.0	45
	Nonparticipants		163	1693	101	62	62	38	28	17	6	4	4.0	50	6.4	38	3.7	31	4.1	46
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		43	1624	36	84	7	16	1	2	0	0	2.7	33	5.0	29	2.9	24	3.2	36
	No		210	1711	115	55	95	45	42	20	7	3	4.3	54	7.0	41	3.9	33	4.3	48
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes		11	1646	10	91	1	9	0	0	0	0	3.4	42	4.7	28	2.7	23	4.0	44
	No		238	1699	138	58	100	42	43	18	7	3	4.1	51	6.8	40	3.8	32	4.1	46
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		247	1696	147	60	100	40	41	17	6	2	4.0	51	6.6	39	3.7	31	4.1	45
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		189	1679	125	66	64	34	22	12	2	1	3.8	47	6.2	37	3.5	29	3.9	43
	No		64	1746	26	41	38	59	21	33	5	8	4.9	61	7.9	46	4.5	38	4.7	52
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 8 Reading Language Arts

District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#		%		#		%		#		%				
					28		28		28		28		28		28				
					Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved				
Legend					#	%	#	%	#	%	#	%	#	%	#	%			
--- = No Data Reported For Fewer Than Five Students																			
<b>All Students</b>			313	1631	112	36	201	64	86	27	23	7	13.3	48	10.3	37			
<b>Male</b>			172	1611	69	40	103	60	35	20	10	6	12.7	45	9.2	33			
<b>Female</b>			141	1656	43	30	98	70	51	36	13	9	14.2	51	11.6	41			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Hispanic/Latino</b>			161	1631	60	37	101	63	47	29	9	6	13.2	47	10.4	37			
<b>American Indian or Alaska Native</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Asian</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Black or African American</b>			140	1627	49	35	91	65	34	24	12	9	13.3	48	10.0	36			
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>White</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Two or More Races</b>			7	1650	2	29	5	71	2	29	1	14	13.0	46	12.1	43			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Economically Disadvantaged</b>																			
Yes			291	1634	100	34	191	66	82	28	22	8	13.5	48	10.4	37			
No			20	1591	11	55	9	45	4	20	1	5	11.4	41	8.7	31			
<i>No Information Provided</i>			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Title I, Part A</b>																			
Participants			309	1631	111	36	198	64	85	28	22	7	13.3	47	10.3	37			
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<i>No Information Provided</i>			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Migrant</b>																			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			306	1634	106	35	200	65	86	28	23	8	13.5	48	10.4	37			
<i>No Information Provided</i>			7	1504	6	86	1	14	0	0	0	0	8.4	30	4.9	17			
<b>Identified as Emergent Bilingual/English Learner</b>																			
Monitored 1st Year, reclassified from EB/EL			108	1600	49	45	59	55	19	18	0	0	11.8	42	9.1	33			
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 4th Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Former EB/EL (Post Monitoring)			21	1738	1	5	20	95	15	71	3	14	18.0	64	15.0	53			
Non-Emergent Bilingual/Non-English Learner			7	1783	0	0	7	100	6	86	3	43	21.0	75	16.6	59			
<i>No Information Provided</i>			176	1631	62	35	114	65	46	26	17	10	13.4	48	10.2	36			
<b>Bilingual</b>																			
Participants			3	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			307	1633	107	35	200	65	86	28	23	7	13.4	48	10.4	37			
<i>No Information Provided</i>			3	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>ESL</b>																			
Participants			104	1604	45	43	59	57	19	18	0	0	12.0	43	9.3	33			
Nonparticipants			209	1645	67	32	142	68	67	32	23	11	14.0	50	10.8	39			
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Special Education</b>																			
Yes			54	1544	42	78	12	22	3	6	2	4	9.5	34	6.7	24			
No			257	1650	69	27	188	73	83	32	21	8	14.1	51	11.1	40			
<i>No Information Provided</i>			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Section 504</b>																			
Yes			13	1611	7	54	6	46	3	23	1	8	12.9	46	8.9	32			
No			295	1633	102	35	193	65	82	28	22	7	13.4	48	10.4	37			
<i>No Information Provided</i>			5	1558	3	60	2	40	1	20	0	0	11.4	41	6.8	24			
<b>Gifted/Talented</b>																			
Participants			6	1761	0	0	6	100	4	67	3	50	19.0	68	16.2	58			
Nonparticipants			303	1630	109	36	194	64	82	27	20	7	13.3	47	10.2	37			
<i>No Information Provided</i>			4	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>At-Risk</b>																			
Yes			261	1614	106	41	155	59	56	21	9	3	12.6	45	9.5	34			
No			52	1717	6	12	46	88	30	58	14	27	17.2	61	14.1	50			
<i>No Information Provided</i>			0	---	---	---	---	---	---	---	---	---	---	---	---	---			



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 8 Reading Language Arts

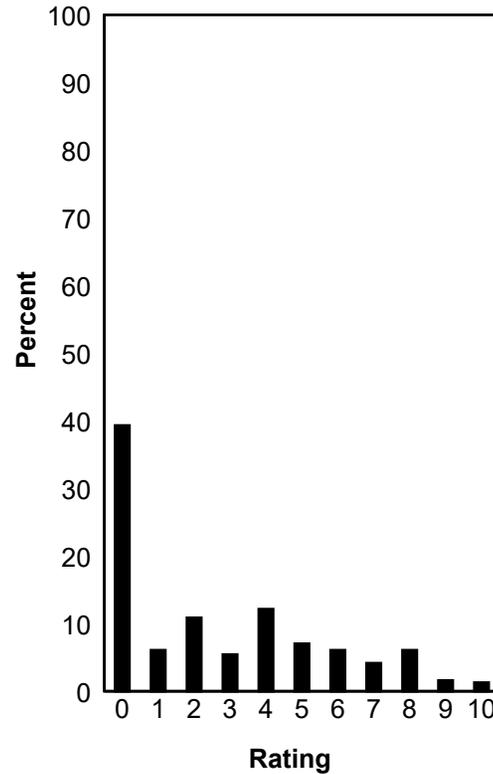
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	123	39
1	19	6
2	34	11
3	17	5
4	38	12
5	22	7
6	19	6
7	13	4
8	19	6
9	5	2
10	4	1
Total	313	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 8 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		5		18		18		7	
Number	Percent				Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
Legend			Points Possible																	
--- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved																	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All Students</b>			279	1767	133	48	146	52	45	16	5	2	2.9	57	6.2	34	6.9	38	2.4	35
<b>Male</b>			154	1759	80	52	74	48	20	13	1	1	2.8	56	6.0	33	6.6	37	2.4	34
<b>Female</b>			125	1778	53	42	72	58	25	20	4	3	3.0	59	6.4	36	7.2	40	2.5	36
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Hispanic/Latino</b>			142	1780	60	42	82	58	30	21	2	1	3.0	59	6.5	36	7.2	40	2.7	38
<b>American Indian or Alaska Native</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Asian</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Black or African American</b>			126	1749	69	55	57	45	10	8	2	2	2.7	55	5.8	32	6.3	35	2.1	30
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>White</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Two or More Races</b>			7	1777	4	57	3	43	2	29	1	14	2.7	54	6.7	37	7.3	40	2.4	35
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Economically Disadvantaged</b>	Yes		259	1768	122	47	137	53	42	16	4	2	2.9	58	6.3	35	6.9	38	2.4	35
	No		18	1758	10	56	8	44	3	17	1	6	2.6	52	5.3	30	7.1	40	2.6	37
	No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Title I, Part A</b>	Participants		275	1767	131	48	144	52	45	16	5	2	2.9	57	6.2	35	6.9	38	2.4	35
	Nonparticipants		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Migrant</b>	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		272	1769	127	47	145	53	45	17	5	2	2.9	58	6.2	35	6.9	39	2.4	35
	No Information Provided		7	1701	6	86	1	14	0	0	0	0	1.7	34	4.4	25	4.6	25	2.3	33
<b>Identified as Emergent Bilingual/English Learner</b>			102	1772	45	44	57	56	17	17	1	1	2.9	58	6.3	35	7.1	39	2.4	34
<b>Monitored 1st Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 2nd Year, reclassified from EB/EL</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 3rd Year, reclassified from EB/EL</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Monitored 4th Year, reclassified from EB/EL</b>			13	1823	3	23	10	77	4	31	0	0	3.6	72	7.6	42	8.1	45	3.6	52
<b>Former EB/EL (Post Monitoring)</b>			5	1872	2	40	3	60	3	60	1	20	3.6	72	9.0	50	10.0	56	3.8	54
<b>Non-Emergent Bilingual/Non-English Learner</b>			158	1756	83	53	75	47	21	13	3	2	2.7	55	5.9	33	6.5	36	2.3	33
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Bilingual</b>	Participants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		273	1768	128	47	145	53	45	16	5	2	2.9	57	6.2	35	6.9	38	2.5	35
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>ESL</b>	Participants		98	1775	41	42	57	58	17	17	1	1	3.0	59	6.3	35	7.2	40	2.4	35
	Nonparticipants		181	1763	92	51	89	49	28	15	4	2	2.8	56	6.1	34	6.7	37	2.4	35
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Special Education</b>	Yes		51	1701	45	88	6	12	1	2	0	0	2.1	42	4.6	26	4.9	27	1.5	21
	No		226	1783	87	38	139	62	44	19	5	2	3.0	61	6.6	37	7.3	41	2.7	38
	No Information Provided		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Section 504</b>	Yes		13	1752	7	54	6	46	1	8	0	0	3.2	63	5.4	30	6.3	35	2.4	34
	No		261	1769	122	47	139	53	44	17	5	2	2.9	57	6.3	35	6.9	39	2.4	35
	No Information Provided		5	1706	4	80	1	20	0	0	0	0	2.2	44	4.0	22	5.2	29	2.0	29
<b>Gifted/Talented</b>	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		275	1768	130	47	145	53	45	16	5	2	2.9	57	6.2	35	6.9	38	2.4	35
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>At-Risk</b>	Yes		241	1754	125	52	116	48	26	11	1	0	2.8	56	5.9	33	6.5	36	2.2	32
	No		38	1848	8	21	30	79	19	50	4	11	3.2	64	8.3	46	9.5	53	3.8	54
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 8 Social Studies

District: 079-907 FORT BEND ISD  
 Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																		
					1		2		3		4		History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society				
Number	Percent				Did Not Meet		Approaches		Meets		Masters		Points Possible		18		11		13		7		
Legend			Avg. # of Points / % Achieved																				
--- = No Data Reported For Fewer Than Five Students			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Students</b>			314	3354	224	71	90	29	27	9	2	1	6.1	34	4.8	44	4.3	33	2.3	33			
<b>Male</b>			174	3324	129	74	45	26	15	9	1	1	6.0	33	4.5	41	4.3	33	2.2	32			
<b>Female</b>			140	3392	95	68	45	32	12	9	1	1	6.1	34	5.2	47	4.4	34	2.5	35			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Hispanic/Latino</b>			162	3388	110	68	52	32	17	10	2	1	6.3	35	5.0	46	4.4	34	2.4	34			
<b>American Indian or Alaska Native</b>			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Asian</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Black or African American</b>			140	3309	107	76	33	24	8	6	0	0	5.8	32	4.5	41	4.2	32	2.3	32			
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>White</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Two or More Races</b>			7	3374	5	71	2	29	1	14	0	0	5.7	32	5.3	48	5.0	38	1.9	27			
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Economically Disadvantaged</b>																							
			Yes	292	3362	206	71	86	29	26	9	2	1	6.1	34	4.8	44	4.3	33	2.4	34		
			No	20	3269	16	80	4	20	1	5	0	0	5.3	29	4.4	40	4.5	35	1.8	26		
			No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Title I, Part A</b>																							
			Participants	310	3356	220	71	90	29	27	9	2	1	6.1	34	4.8	44	4.3	33	2.3	33		
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Migrant</b>																							
			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	307	3358	217	71	90	29	27	9	2	1	6.1	34	4.8	44	4.4	33	2.4	34		
			No Information Provided	7	3166	7	100	0	0	0	0	0	0	5.3	29	3.9	35	3.6	27	1.1	16		
<b>Identified as Emergent Bilingual/English Learner</b>																							
			Monitored 1st Year, reclassified from EB/EL	109	3302	81	74	28	26	7	6	0	0	5.9	33	4.4	40	4.1	31	2.2	31		
			Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Former EB/EL (Post Monitoring)	21	3728	9	43	12	57	6	29	2	10	8.2	46	6.9	62	5.8	44	3.5	50		
			Non-Emergent Bilingual/Non-English Learner	7	3768	1	14	6	86	2	29	0	0	8.4	47	8.1	74	5.4	42	3.4	49		
			No Information Provided	176	3326	132	75	44	25	12	7	0	0	5.8	32	4.6	42	4.3	33	2.2	32		
<b>Bilingual</b>																							
			Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	308	3357	218	71	90	29	27	9	2	1	6.1	34	4.8	44	4.3	33	2.4	34		
			No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>ESL</b>																							
			Participants	105	3304	77	73	28	27	7	7	0	0	5.9	33	4.4	40	4.1	31	2.2	32		
			Nonparticipants	209	3379	147	70	62	30	20	10	2	1	6.1	34	5.0	45	4.5	34	2.4	34		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Special Education</b>																							
			Yes	54	3142	48	89	6	11	3	6	0	0	4.9	27	3.5	32	3.7	29	1.6	22		
			No	258	3400	174	67	84	33	24	9	2	1	6.3	35	5.1	46	4.5	34	2.5	35		
			No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Section 504</b>																							
			Yes	13	3256	13	100	0	0	0	0	0	0	5.2	29	4.2	38	4.1	31	2.2	31		
			No	296	3363	206	70	90	30	27	9	2	1	6.1	34	4.9	44	4.4	34	2.4	34		
			No Information Provided	5	3072	5	100	0	0	0	0	0	0	5.4	30	2.6	24	3.0	23	1.2	17		
<b>Gifted/Talented</b>																							
			Participants	6	3723	2	33	4	67	2	33	0	0	7.5	42	7.5	68	5.8	45	3.7	52		
			Nonparticipants	304	3351	218	72	86	28	25	8	2	1	6.0	34	4.8	43	4.3	33	2.3	33		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>At-Risk</b>																							
			Yes	262	3300	202	77	60	23	15	6	1	0	5.7	32	4.5	41	4.2	32	2.2	31		
			No	52	3625	22	42	30	58	12	23	1	2	7.9	44	6.4	58	5.2	40	3.0	43		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 8 Science

District: 079-907 FORT BEND ISD  
 Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																		
					Number Percent		1		2		3		4		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		
					Did Not Meet		Approaches		Meets		Masters		Points Possible		Points Possible		Points Possible		Points Possible				
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	311	98																					
Students Not Tested																							
Absent	3	1																					
Other	3	1																					
Total Documents Submitted	317	100																					
Legend																							
--- = No Data Reported For Fewer Than Five Students																							
All Students	311	3492	184	59	127	41	46	15	7	2	5.3	38	3.2	32	4.1	38	3.9	36					
Male	171	3496	107	63	64	37	26	15	4	2	5.2	37	3.2	32	4.2	38	3.9	36					
Female	140	3486	77	55	63	45	20	14	3	2	5.4	38	3.1	31	4.0	37	3.9	36					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	163	3562	85	52	78	48	32	20	4	2	5.7	40	3.3	33	4.5	41	4.2	38					
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Black or African American	136	3386	93	68	43	32	11	8	1	1	4.7	33	3.0	30	3.7	33	3.5	32					
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Two or More Races	7	3581	5	71	2	29	1	14	1	14	6.3	45	3.3	33	4.6	42	3.6	32					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	289	3493	172	60	117	40	44	15	6	5.3	38	3.2	32	4.2	38	3.9	36					
	No	20	3436	12	60	8	40	1	5	1	5.4	38	2.6	26	3.9	35	3.9	35					
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	307	3488	184	60	123	40	45	15	7	5.3	38	3.2	32	4.1	37	3.9	36					
	Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	304	3496	179	59	125	41	45	15	7	5.3	38	3.2	32	4.2	38	3.9	36					
	No Information Provided	7	3296	5	71	2	29	1	14	0	4.1	30	2.0	20	3.4	31	4.0	36					
Identified as Emergent Bilingual/English Learner		110	3475	65	59	45	41	15	14	1	5.2	37	3.1	31	4.1	38	3.8	34					
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 3rd Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 4th Year, reclassified from EB/EL		21	3964	4	19	17	81	11	52	1	8.0	57	4.2	42	6.3	57	5.8	53					
Former EB/EL (Post Monitoring)		7	4191	1	14	6	86	4	57	2	9.6	68	4.7	47	7.0	64	6.6	60					
Non-Emergent Bilingual/Non-English Learner		172	3418	113	66	59	34	16	9	3	4.9	35	3.0	30	3.8	34	3.7	34					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	305	3492	181	59	124	41	45	15	7	5.3	38	3.2	32	4.2	38	3.9	36					
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL	Participants	106	3484	62	58	44	42	15	14	1	5.2	37	3.1	31	4.2	38	3.8	35					
	Nonparticipants	205	3496	122	60	83	40	31	15	6	5.3	38	3.2	32	4.1	38	4.0	36					
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education	Yes	53	3193	48	91	5	9	2	4	1	3.6	25	2.5	25	3.0	27	3.0	27					
	No	256	3551	136	53	120	47	43	17	6	5.6	40	3.3	33	4.4	40	4.1	37					
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Section 504	Yes	13	3357	10	77	3	23	1	8	0	4.6	33	2.5	25	3.5	31	3.8	35					
	No	293	3498	171	58	122	42	44	15	7	5.3	38	3.2	32	4.2	38	3.9	36					
	No Information Provided	5	3488	3	60	2	40	1	20	0	5.4	39	2.4	24	4.0	36	4.6	42					
Gifted/Talented	Participants	6	4181	0	0	6	100	3	50	1	9.8	70	5.3	53	7.2	65	5.5	50					
	Nonparticipants	301	3478	182	60	119	40	42	14	6	5.2	37	3.1	31	4.1	37	3.9	35					
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
At-Risk	Yes	259	3430	166	64	93	36	28	11	2	4.9	35	3.1	31	3.9	35	3.7	34					
	No	52	3797	18	35	34	65	18	35	5	7.2	51	3.7	37	5.4	49	5.2	47					
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I All Students

District: 079-907 FORT BEND ISD

Campus: 046 CHRISTA MCAULIF

Report Date: SPRING 2023

Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category										
													1		2		3		4		5		
Number	Percent											Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations			
Students Tested			34	100																			
Students Not Tested																							
Absent			0	0																			
Other			0	0																			
Total Documents Submitted			34	100																			
Legend																							
--- = No Data Reported For Fewer Than Five Students																							
			#		#		#		#		#		#		#		#		#		#		
			%		%		%		%		%		%		%		%		%		%		
<b>All Students</b>			34	4011	5	15	29	85	17	50	8	24	7.4	57	7.3	56	7.6	55	6.6	55	2.8	40	
Male			19	4059	2	11	17	89	10	53	5	26	7.7	60	7.4	57	7.8	56	7.1	59	2.7	38	
Female			15	3951	3	20	12	80	7	47	3	20	6.9	53	7.1	54	7.5	53	6.0	50	3.0	43	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			20	4101	1	5	19	95	12	60	6	30	8.2	63	7.8	60	8.0	57	7.1	59	3.0	43	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			13	3783	4	31	9	69	4	31	1	8	5.7	44	6.2	48	6.8	48	5.4	45	2.4	34	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	32	4020	5	16	27	84	17	53	8	25	7.3	56	7.3	56	7.7	55	6.8	56	2.8	41
			No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	34	4011	5	15	29	85	17	50	8	24	7.4	57	7.3	56	7.6	55	6.6	55	2.8	40
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	34	4011	5	15	29	85	17	50	8	24	7.4	57	7.3	56	7.6	55	6.6	55	2.8	40
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner			7	3773	1	14	6	86	2	29	0	0	6.7	52	6.4	49	5.4	39	5.3	44	2.3	33	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			8	4289	0	0	8	100	6	75	3	38	9.1	70	9.0	69	9.3	66	8.1	68	2.8	39	
Former EB/EL (Post Monitoring)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			17	3925	4	24	13	76	7	41	3	18	6.5	50	6.7	52	7.5	53	6.1	50	2.8	39	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	34	4011	5	15	29	85	17	50	8	24	7.4	57	7.3	56	7.6	55	6.6	55	2.8	40
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	7	3773	1	14	6	86	2	29	0	0	6.7	52	6.4	49	5.4	39	5.3	44	2.3	33
			Nonparticipants	27	4073	4	15	23	85	15	56	8	30	7.5	58	7.5	58	8.2	59	6.9	58	3.0	42
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	32	3999	4	13	28	88	16	50	7	22	7.3	56	7.3	56	7.5	54	6.6	55	2.8	41
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	34	4011	5	15	29	85	17	50	8	24	7.4	57	7.3	56	7.6	55	6.6	55	2.8	40
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	6	4298	0	0	6	100	3	50	3	50	9.2	71	8.3	64	10.2	73	7.0	58	3.5	50
			Nonparticipants	28	3950	5	18	23	82	14	50	5	18	7.0	54	7.0	54	7.1	51	6.5	54	2.7	38
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	21	3918	3	14	18	86	9	43	4	19	7.0	53	6.8	52	6.9	49	6.5	54	2.5	35
			No	13	4162	2	15	11	85	8	62	4	31	8.0	62	8.1	62	8.9	64	6.8	56	3.4	48
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I

#### First-Time Tested Students

District: 079-907 FORT BEND ISD  
 Campus: 046 CHRISTA MCAULIF

Report Date: SPRING 2023  
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
													1	2	3	4	5					
Number	Percent											Number of Points Possible					Number of Points Achieved					
												13		13		14		12		7		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	33	100																				
Students Not Tested																						
Absent	0	0																				
Other	0	0																				
Total Documents Submitted	33	100																				
Legend																						
--- = No Data Reported For Fewer Than Five Students																						
All Students	33	4035	4	12	29	88	17	52	8	24	7.5	58	7.4	57	7.7	55	6.7	56	2.9	42		
Male	18	4104	1	6	17	94	10	56	5	28	8.0	62	7.7	59	7.9	56	7.3	61	2.8	40		
Female	15	3951	3	20	12	80	7	47	3	20	6.9	53	7.1	54	7.5	53	6.0	50	3.0	43		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	20	4101	1	5	19	95	12	60	6	30	8.2	63	7.8	60	8.0	57	7.1	59	3.0	43		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	12	3829	3	25	9	75	4	33	1	8	5.9	46	6.6	51	6.8	49	5.7	47	2.6	37		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	31	4045	4	13	27	87	17	55	8	26	7.5	58	7.4	57	7.7	55	6.9	58	2.9	42	
	No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	33	4035	4	12	29	88	17	52	8	24	7.5	58	7.4	57	7.7	55	6.7	56	2.9	42	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	33	4035	4	12	29	88	17	52	8	24	7.5	58	7.4	57	7.7	55	6.7	56	2.9	42	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		7	3773	1	14	6	86	2	29	0	0	6.7	52	6.4	49	5.4	39	5.3	44	2.3	33	
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		8	4289	0	0	8	100	6	75	3	38	9.1	70	9.0	69	9.3	66	8.1	68	2.8	39	
Former EB/EL (Post Monitoring)		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		16	3969	3	19	13	81	7	44	3	19	6.7	51	7.0	54	7.6	54	6.3	53	2.9	42	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	33	4035	4	12	29	88	17	52	8	24	7.5	58	7.4	57	7.7	55	6.7	56	2.9	42	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	7	3773	1	14	6	86	2	29	0	0	6.7	52	6.4	49	5.4	39	5.3	44	2.3	33	
	Nonparticipants	26	4105	3	12	23	88	15	58	8	31	7.7	59	7.7	59	8.3	59	7.1	59	3.1	44	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	32	3999	4	13	28	88	16	50	7	22	7.3	56	7.3	56	7.5	54	6.6	55	2.8	41	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	33	4035	4	12	29	88	17	52	8	24	7.5	58	7.4	57	7.7	55	6.7	56	2.9	42	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	6	4298	0	0	6	100	3	50	3	50	9.2	71	8.3	64	10.2	73	7.0	58	3.5	50	
	Nonparticipants	27	3976	4	15	23	85	14	52	5	19	7.1	55	7.2	56	7.1	51	6.7	56	2.8	40	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	20	3952	2	10	18	90	9	45	4	20	7.2	55	7.0	54	6.9	49	6.7	56	2.6	37	
	No	13	4162	2	15	11	85	8	62	4	31	8.0	62	8.1	62	8.9	64	6.8	56	3.4	48	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I Retested Students

District: 079-907 FORT BEND ISD

Campus: 046 CHRISTA MCAULIF

Report Date: SPRING 2023

Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category											
													1	2	3	4	5							
Number	Percent												Numeric and Algebraic Methods		Describing and Graphing Linear Functions, Equations, and Inequalities		Writing and Solving Linear Functions, Equations, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations			
			Number of Points Possible										Number of Points Achieved											
			13		13		14		12		7		#		#		#		#		#		#	
Legend			#		#		#		#		#		#		#		#		#		#		#	
--- = No Data Reported For Fewer Than Five Students																								
<b>All Students</b>			1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Male			1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Female			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
American Indian or Alaska Native			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 1st Year, reclassified from EB/EL			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 6 Reading Language Arts

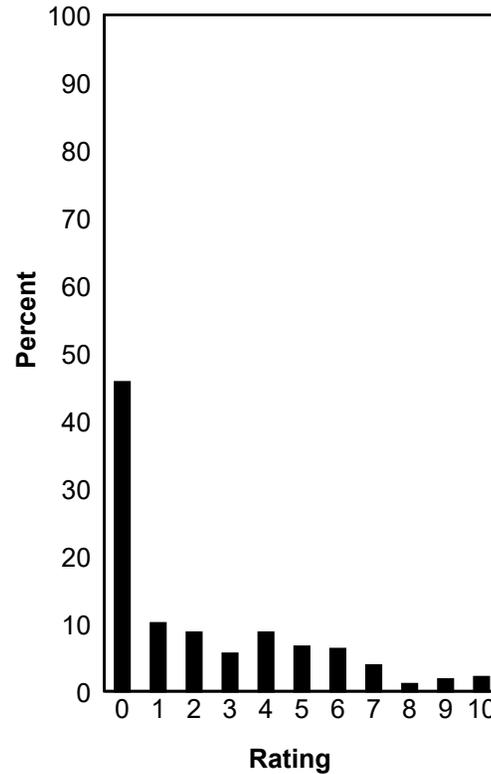
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	132	46
1	29	10
2	25	9
3	16	6
4	25	9
5	19	7
6	18	6
7	11	4
8	3	1
9	5	2
10	6	2
Total	289	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 7 Reading Language Arts

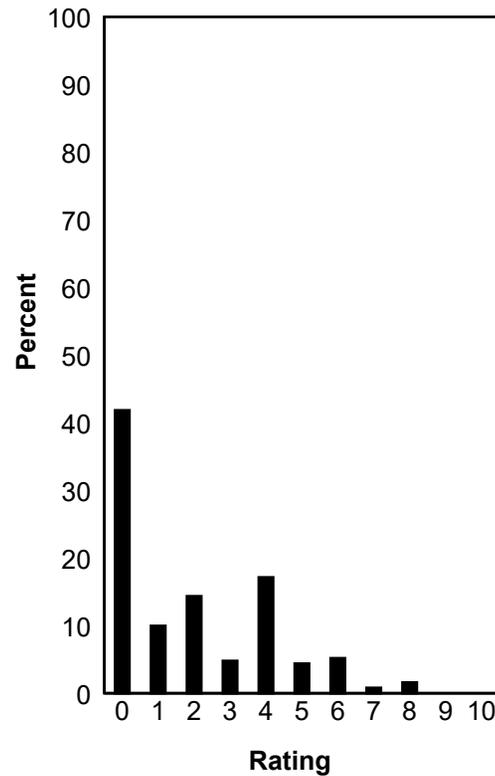
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	105	42
1	25	10
2	36	14
3	12	5
4	43	17
5	11	4
6	13	5
7	2	1
8	4	2
9	0	0
10	0	0
Total	251	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Extended Constructed Responses Summary Report

### Grade 8 Reading Language Arts

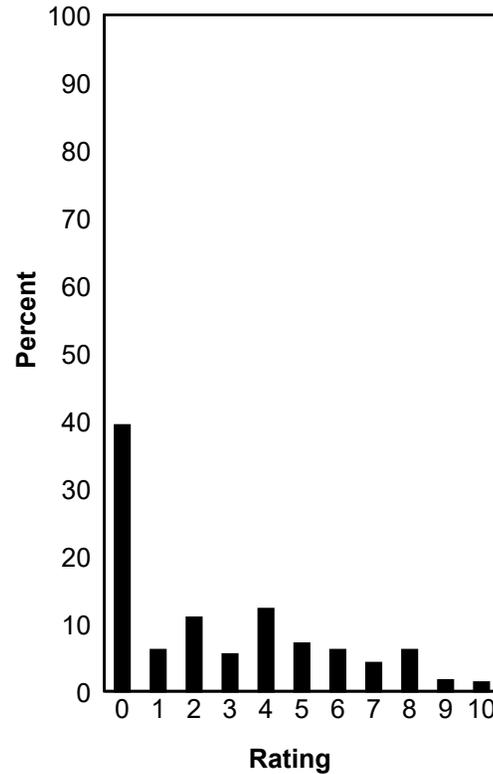
District: 079-907 FORT BEND ISD  
Campus: 046 CHRISTA MCAULIF

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

#### Extended Constructed Responses Rating Summary

Rating	#	%
0	123	39
1	19	6
2	34	11
3	17	5
4	38	12
5	22	7
6	19	6
7	13	4
8	19	6
9	5	2
10	4	1
Total	313	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

## STAAR LONGITUDAL ANALYSIS

### All Subjects Combined Percentages

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
<b>Did Not Meet</b>	43%	44%	38%	COVID	60%	46%	49%
<b>Approaches</b>	57%	56%	62%		40%	54%	51%
<b>Meets</b>	19%	21%	26%		15%	23%	21%
<b>Masters</b>	6%	7%	8%		4%	9%	5%
<b>AMM Score</b>	N/A	26	29		18	26	26
<b>Scale Score</b>	57	54	57		47	54	54

**STAAR LONGITUDAL ANALYSIS**

**6th Grade Reading Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	54%	50%	55%	COVID	64%	54%	51%
Approaches	46%	50%	45%		36%	46%	49%
Meets	19%	19%	18%		9%	19%	22%
Masters	5%	7%	8%		2%	6%	5%
AMM Score	N/A	25	24		16	24	25

**6th Grade Mathematics Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	46%	50%	40%	COVID	63%	51%	48%
Approaches	54%	50%	60%		37%	49%	52%
Meets	16%	14%	16%		6%	16%	15%
Masters	2%	4%	2%		1%	5%	3%
AMM Score	N/A	23	26		15	23	23

**6th Grade Reading Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	185	154	164	COVID	123	126	146
Approaches	160	153	135		69	106	143
Meets	66	57	53		18	45	64
Masters	18	20	24		3	14	15
Total Students	345	307	299		192	232	289

**6th Grade Mathematics Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	159	155	120	COVID	125	118	140
Approaches	185	152	180		75	115	151
Meets	54	43	48		12	37	43
Masters	8	11	7		1	11	9
Total Students	344	307	300		200	233	291

**STAAR LONGITUDAL ANALYSIS**

**7th Grade Reading Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	42%	47%	39%	COVID	51%	37%	44%
Approaches	58%	53%	61%		49%	63%	56%
Meets	24%	24%	26%		22%	30%	22%
Masters	9%	11%	12%		9%	18%	5%
AMM Score	N/A	29	33		27	37	28

**7th Grade Mathematics Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	42%	44%	43%	COVID	78%	64%	60%
Approaches	58%	56%	57%		22%	36%	40%
Meets	26%	21%	22%		6%	8%	17%
Masters	5%	4%	6%		1%	3%	3%
AMM Score	N/A	27	28		10	16	20

**7th Grade Reading Number of Test Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	132	157	118	COVID	95	109	110
Approaches	184	179	185		93	188	141
Meets	75	81	78		42	90	55
Masters	28	37	37		16	54	12
Total Students	316	336	303		188	297	251

**7th Grade Mathematics Number of Test Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	132	149	130	COVID	150	194	151
Approaches	185	186	170		43	107	102
Meets	84	69	66		11	25	43
Masters	16	13	18		1	9	7
Total Students	317	335	300		193	301	253

**STAAR LONGITUDINAL ANALYSIS**

**8th Grade Reading Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	42%	36%	37%	COVID	44%	34%	36%
Approaches	58%	64%	63%		56%	66%	64%
Meets	24%	23%	31%		25%	37%	27%
Masters	9%	10%	9%		9%	19%	7%
AMM Score	N/A	32	34		30	41	33

**8th Grade Reading Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	132	110	119	COVID	79	98	112
Approaches	184	196	204		102	193	201
Meets	75	71	99		46	108	86
Masters	28	32	30		16	55	23
Total Students	316	306	323		181	291	313

**8th Grade Mathematics Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	51%	42%	37%	COVID	62%	57%	48%
Approaches	49%	58%	63%		38%	43%	52%
Meets	8%	18%	30%		8%	11%	16%
Masters	0%	1%	5%		0%	1%	2%
AMM Score	N/A	26	33		15	18	23

**8th Grade Mathematics Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	152	105	95	COVID	96	147	133
Approaches	144	147	160		60	110	146
Meets	25	46	77		13	28	45
Masters	1	3	13		0	3	5
Total Students	296	252	255		156	257	279

**8th Grade Social Studies Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	67%	68%	51%	COVID	75%	57%	71%
Approaches	33%	32%	49%		25%	43%	29%
Meets	9%	4%	10%		6%	11%	9%
Masters	4%	2%	3%		2%	4%	1%
AMM Score	N/A	13	21		11	19	13

**8th Grade Social Studies Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	230	208	163	COVID	143	166	224
Approaches	112	96	155		48	125	90
Meets	30	12	32		11	33	27
Masters	14	5	8		4	11	2
Total Students	342	304	318		191	291	314

**8th Grade Science Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	49%	38%	34%	COVID	60%	41%	59%
Approaches	51%	62%	66%		40%	59%	41%
Meets	22%	25%	27%		15%	24%	15%
Masters	6%	7%	9%		4%	7%	2%
AMM Score	N/A	31	34		20	30	19

**8th Grade Science Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	164	116	109	COVID	112	118	184
Approaches	174	190	213		76	173	127
Meets	76	75	88		29	71	46
Masters	21	20	29		8	20	7
Total Students	338	306	322		188	291	311

**Algebra 1 EOC Percentages**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	2%	0%	3%	COVID	27%	3%	15%
Approaches	98%	100%	97%		73%	97%	85%
Meets	76%	93%	85%		30%	77%	50%
Masters	17%	61%	51%		12%	49%	24%
AMM Score	N/A	85	78		38	74	53

**Algebra 1 EOC Number of Tests Taken**

Levels	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Did Not Meet	1	0	2	COVID	9	1	5
Approaches	45	54	66		24	34	29
Meets	35	50	58		10	27	17
Masters	17	33	35		4	17	8
Total Students	46	54	68		33	35	34

	Strengths	Concerns
<p><b>Student Engagement Survey</b></p>	<p>Parents/Guardians</p> <ol style="list-style-type: none"> <li>1. Kept informed about school/district activities, such as tutoring, after-school programs, parent workshops, etc.</li> <li>2. Kept informed about their child's grades and progress.</li> <li>3. They feel welcomed at their child's school.</li> <li>4. Feel the schoolwork is meaningful and relevant.</li> <li>5. School clearly communicates the campus Mission, Vision, and goals.</li> <li>6. School leaders are courteous when a parent has a concern.</li> </ol> <p>Campus-based Staff</p> <ol style="list-style-type: none"> <li>1. Parents are kept informed about their child's behavior.</li> <li>2. Are aware of the safety and security procedures.</li> <li>3. Know of a teacher, counselor, or staff member a student can go to with a school or personal problem.</li> <li>4. Campus has high learning standards for all students.</li> <li>5. Students take an interest in extra-curricular activities.</li> <li>6. School leaders are courteous when a staff member has a concern.</li> </ol>	<p>Parents/Guardians</p> <ol style="list-style-type: none"> <li>1. Discipline is not enforced fairly.</li> <li>2. Teachers are not giving timely and appropriate feedback about their child's work.</li> <li>3. School leaders are not responsive or available when they have a concern.</li> <li>4. The campus is not completely safe and secure.</li> <li>5. Receive supports to address their child's individual needs.</li> <li>6. Their child is excited to go to school.</li> </ol> <p>Campus-based Staff</p> <ol style="list-style-type: none"> <li>1. Feel school leaders don't care enough about all staff members and all students.</li> <li>2. Don't think staff members and students treat each other with respect.</li> <li>3. Are not informed about community organizations that support students at this school.</li> <li>4. Lessons are not be related to life outside of school.</li> <li>5. Not enough variety of courses and activities to keep students engaged.</li> <li>6. Students are excited to be at school.</li> </ol>

# Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
School/Campus Leaders, although courteous in their engagement, parents feel the availability and/or responsiveness is not quick enough, and discipline is not enforced fairly.	Continue to show support and implement PBIS strategies geared at solving problems with students without punitive consequences.	PBIS Committee and Admin have been working together to train teachers on how to implement strategies within the classroom and communicate with parents to assist and keep them informed of their students behavior	Discipline Data, Visuals to assist students with expectations.	Implementation with fidelity and consistency can affect the process if not monitored for effectiveness.	Training faculty and staff on professional development days, messages sent out to households via blackboard and announcements to students promoting our PBIS acronym HAWKPROUD
Parents and staff both believe students are not excited about coming to or being at school and staff thinks there is not enough variety of courses and activities to keep students engaged.	There are student programs that have been non-existent in the past few years that need to be re-introduced to the student population. (Student Council, NJHS, Gents, Gems, Etc.)	There are several sponsors who have started the process of implementing these programs. Announcements and recruiting have already started and some have met with groups of students.	Most groups are creating activity accounts to fundraise and selected spaces to meet with students before or after school.	Student interest and consistency with meetings and activities could cause students to lose interest.	Morning announcements, permission slips, applications and scheduled meetings have been planned to ensure this moves forward.
Parents and staff are not addressing a child's/student's individual needs and are unaware of community organizations that can support students.	Parents and staff will need to be educated on the various resources available to assist students when they are having issues inside and outside of the home.	This process has started and communication to staff is coming from our counseling staff, Communities in Schools, Parent Center Coordinator and campus social worker	These individuals will provide lists of resources that staff and families can utilize.	Follow through with contacting those outside entities or reporting issues to the appropriate personnel.	The counselors have presented to staff, Communities in Schools rep has been moving through the school establishing relationships and recruiting students in need of assistance

Staff feel school leadership does not show enough care of students and staff and respect between staff and students needs improvement.	Continue to show support and implement PBIS strategies geared at solving problems with students without punitive consequences. Restorative strategies will need to be utilized more with admin and staff.	The admin staff will continue to provide training opportunities for staff to help fill their toolbox with a multitude of strategies to try.	N/A	Consistency and implementation when issues arise.	Faculty and staff have received training on Restorative strategies, Fundamental Five strategies and PBIS
Parents are not receiving timely and appropriate feedback on their child's academic progress and teachers are not relating lessons to life outside of school.	Teachers will need to be monitored more closely in regards to positive or negative parent communication and continue to receive training on utilizing real life situations to assist with teaching the TEKS	Teachers will continue to receive ongoing training in faculty meetings and PD days. Admin will monitor the instructors they appraise to ensure communication is happening on a consistent basis.	N/A	Lapse in monitoring of teacher/parent communication and lack of classroom walkthroughs	Teachers will meet with admin to discuss alternate strategies that are less punitive and associated with restoring behavior and issues when they arise. Admin will conduct weekly walkthroughs to monitor instruction



LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
CHRISTA MC,046	CHRISTA MCAULII	00001042	MONITOR ISS	1	0	JARVIS	RHONDA	051704	1	199.11.1000.00.046.2024.30	30	A	184SEP
CHRISTA MC,046	CHRISTA MCAULII	00003664	COOR CAMPUS ASSESSMENT	0.5	0	REYNOLDS	SHANNON	T00900	1	199.31.1000.00.046.2024.30	30	A	210AUG
CHRISTA MC,046	CHRISTA MCAULII	00004491	PARENT EDUCATOR T1 (FT)	1	0	BLACKSHIRE	TERRENCE	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
CHRISTA MC,046	CHRISTA MCAULII	00008146	FACILITATOR GUIDANCE CLASS T1	1	0	NARCISSE	SHAWN	032823	1	211.11.1000.00.046.2023.30	30	A	187SEP
CHRISTA MC,046	CHRISTA MCAULII	00009872	TEACHER MS MATH	1	0	WARREN	TRINA	T00262	1	199.11.1000.00.046.2024.30	30	A	187SEP
CHRISTA MC,046	CHRISTA MCAULII	00009879	TEACHER MS MATH	1	0	REDI	MIFTA	T00262	1	199.11.1000.00.046.2024.30	30	A	187SEP
CHRISTA MC,046	CHRISTA MCAULII	00010509	INSTRUCTIONAL COACH LIT T1 MS	1	0	BROWN	CHERYL	015333	1	211.13.1000.IC.046.2023.30.	30	A	210AUG
CHRISTA MC,046	CHRISTA MCAULII	00014178	DEAN OF INSTRUCTION T1	1	0	MACK	ISHAKA	019924	1	211.23.1000.00.046.2023.30	30	A	210AUG
CHRISTA MC,046	CHRISTA MCAULII	00017780	INSTRUCTIONAL COACH SCI T1 MS	1	0	MOORE	VICTORIA	015328	1	211.13.1000.IC.046.2023.30.	30	A	210AUG
CHRISTA MC,046	CHRISTA MCAULII	00018581	TEACHER LIT INTRVN SEC T1	1	0	CLAY	TALUM	010172	1	211.11.1000.SP.046.2023.30.	30	A	187SEP
CHRISTA MC,046	CHRISTA MCAULII	00018651	INSTRUCTIONAL COACH SS T1 SEC	1	0	LANCELIN	DONNIE	015322	1	211.13.1000.IC.046.2023.30.	30	A	210AUG
CHRISTA MC,046	CHRISTA MCAULII	00018652	INSTRUCTIONAL COACH MATH T1 MS	1	0	KENNEDY	JAMIE	015330	1	211.13.1000.IC.046.2023.30.	30	A	210AUG

**\_ ADMIN\_PLCY\_NB**

501	####
P7	####
505	####
102	####
P7	####
P7	####
P7	####
104	####
P7	####



**Christa McAuliffe Middle School  
2023-2024 CAMPUS PLANNING ADVISORY COMMITTEE**

<b>Date Scheduled:</b>	<b>Friday, October 13, 2023</b>
<b>Purpose:</b>	<b>General Info.</b>
<b>Location:</b>	<b>Library</b>
<b>Starting Time:</b>	<b>8:00 A.M.</b>

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<b>Meeting Method</b>	<b>Discussion led by Principal</b>
<b>Meeting Type</b>	<b>Information and Discussion</b>

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### **Proposed Agenda**

#### **Discussion Items**

- Introductions/Purpose
  - The CPAC was presented and team members were allowed to introduce themselves. The team was given the purpose which was to serve as the decision making committee that could make recommendations about plans of actions regarding academics, PBIS, SEL, etc.
  
- Student/ Parent Organizations
  - The group was presented a list of student organizations that the campus has been attempting to revitalize for the student population. Groups such as Student Council, National Junior Honor Society, GENTS, GEMS, and Art Club to name a few now have sponsors who are working to gather participants. The PTO has also been reintroduced so that we can build a strong partnership with our parents and teachers.
  
- Campus Improvement Plan

The goals currently outlined in our CIP were shared with the group and the purpose for why those topics were chosen. Group members were informed that data will be presented soon along with the campus TEA designation

- Questions/Ideas/Concerns

- N/A

**NOTES:** The members were informed that they would receive a communication via email indicating the next scheduled meeting. Meeting was adjourned.





# Checklist – Components of a Title I Parent and Family Engagement Policy

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

- I. Statement of Purpose
- II. Parent and Family Involvement in Developing Policy
- III. Annual Meetings for Title I Parents and Families
- IV. School-Parent-Family Compacts
- V. Matching Parent and Family Engagement Programs to the Needs of your Campus
- VI. Staff / Parent / Family Communications
- VII. Evaluations

Recommendations:

Reviewed by:


Campus Name:

Date:



### School Parent and Family Engagement Policy Checklist



In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by ESSA Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental Involvement Policy:

Yes	No	
		Does the school have a current year school parent and family engagement policy? ESSA Section 1116 (b)(1)
		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) ESSA Section 1116 (b)(1)
		Was the school parent and family engagement policy jointly developed with and agreed on with parents? ESSA Section 1116 (b)(1)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) ESSA Section 1116 (b)(1)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>
		Was the school parent and family engagement policy made available to the local community? ESSA Section 1116 (b)(1)
		<i>Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.</i>

### Campus Parental Involvement Policy Checklist

Yes	No	
		Does the school policy describe there will be an annual meeting, (two annual meetings per TEA) at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? ESSA Section 1116 (c)(1)
		<i>Provide documentation for the annual meeting...</i>
		<i>How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc.</i>
		<i>Agenda for the meeting including handouts that may be provided</i>
		<i>Sign-in sheets including name and title/position</i>
		<i>Minutes of meeting</i>
		Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? ESSA Section 1116 (c)(2)
		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy? ESSA Section 1116 (c)(3)
		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan (campus improvement plan)? ESSA Section 1116 (c)(3)
		Does the school policy address how parents/families will be provided timely information about school programs under this part? ESSA Section 1116 (c)(4)(A)
		Does the school policy address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? ESSA Section 1116 (c)(4)(B)
		Does the school policy address how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? ESSA Section 1116 (c)(4)(C)

### Campus Parental Involvement Policy Checklist

Yes	No	
		Does the school policy advise if the schoolwide program plan (campus improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? ESSA Section 1116 (c)(5)
		Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways... <b>(Building Capacity Requirements)</b>
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. ESSA Section 1116 (e)(1)
		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. ESSA Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. ESSA Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. ESSA Section 1116 (a)(2)(C) and (e)(4)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. ESSA Section 1116 (e)(5)
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. ESSA Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

### Campus Parental Involvement Policy Checklist

Yes	No	
		Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways... <b>(Building Capacity Options)</b>
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. ESSA Section 1116 (e)(6) <b>Optional</b>
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. ESSA Section 1116 (e)(7) <b>Optional</b>
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. ESSA Section 1116 (e)(8) <b>Optional</b>
		4. May train parents to enhance the involvement of other parents. ESSA Section 1116 (e)(9) <b>Optional</b>
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. ESSA Section 1116 (e)(10) <b>Optional</b>
		6. May adopt and implement model approaches to improving parental involvement. ESSA Section 1116 (e)(11) <b>Optional</b>
		7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. ESSA Section 1116 (e)(13) <b>Optional</b>
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

# Checklist – Components of a Title I Parent and Family Engagement Policy

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District: **FBISD** Reviewed by Campus: \_\_\_\_\_ Date: \_\_\_\_\_

- I. Statement of Purpose
- II. Parent and Family Involvement in Developing Policy
- III. Annual Meetings for Title I Parents and Families
- IV. Matching Parent and Family Engagement Programs to the Needs of your Community
- V. Staff / Parent / Family Communications
- VI. School-Parent-Family Compacts
- VII. Evaluations

Recommendations:

Reviewed by:


Campus Name:

Date:



### District Parent and Family Engagement Policy Checklist



In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by ESSA Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA’s expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your District Parental Involvement Policy:

Yes	No	
		Does the LEA have a current year district parent and family engagement policy? ESSA Section 1116 (a)(2)
		Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) ESSA Section 1116 (b)(1)
		Was the district parent and family engagement policy jointly developed with and agreed on with parents? ESSA Section 1116 (a)(2)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the district parent and family engagement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) ESSA Section 1116 (a)(2)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

Yes	No	
		Does the district policy describe how the LEA will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan? ESSA Section 1116 (a)(2)(A)
		Does the district policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance? ESSA Section 1116(a)(2)(B)
		<b>Building Capacity Requirements</b>
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. ESSA Section 1116 (e)(1)
		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. ESSA Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. ESSA Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public public preschool programs, and conduct other activities such as parent resource centers. ESSA Section 1118 (a)(2)(C) and (e)(4)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. ESSA Section 1116 (e)(5)

Yes	No	
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. ESSA Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>
		Does the district policy describe how the LEA will build the schools' capacity for parental involvement in the following ways... ( <b>Building Capacity Options</b> )
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. ESSA Section 1116(e)(6) Optional
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. ESSA Section 1116 (e)(7) Optional
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. ESSA Section 1116 (e)(8) Optional
		4. May train parents to enhance the involvement of other parents. ESSA Section 1116 (e)(9) Optional
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. ESSA Section 1116 (e)(10) Optional
		6. May adopt and implement model approaches to improving parental involvement. ESSA Section 1116 (e)(11) Optional
		7. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section. ESSA Section 1116 (e)(12) Optional

Yes	No	
		8. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. ESSA Section 1116 (e)(13) Optional
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>
		Does the district policy describe how the LEA will coordinate and integrate parental involvement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? ESSA Section 1118 (a)(2)(C)
		Does the district policy describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? ESSA Section 1116 (a)(2)(D)
		Does the district policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? ESSA Section 1116 (a)(2)(D)(i - iii)

		Does the district policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (district and school) policies? ESSA Section 1116 (a)(2)(E)
		<i>Retain documentation of surveys and other evaluation tools</i>
		<i>Maintain sign-in sheets and records of interviews</i>
		<i>Sign-in sheet for meetings</i>
		<i>Agenda of meeting to discuss evaluation data</i>
		<i>Minutes of meetings</i>
		Does the district policy describe how to involve parents in the activities of the schools, which may include establishing a parent advisory board? ESSA Section 1116 (a)(2)(F)

Date 9/06/2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,



Trevor Lemon  
Principal, Christa McAuliffe Middle School