

Required Information

Once the district/campus name is entered below, it will automatically be copied to each of the remaining tabs.

District Name:	Marlin ISD	Campus Name:		Education Service Center (ESC):	12
County-District Number (CDN):	073-903	Campus Number:		Professional Service Provider (PSP):	Charles Tims
Date of Public Hearing for Targeted Improvement Plan:		Date Targeted Improvement Plan Approved by Board <i>(Improvement Required Only) :</i>		Date Reconstitution Plan Completed and Approved by the Board:	
District/Campus Leadership Team (DLT/CLT) Members:	Dr. Michael Seabolt		District Coordinator of School Improvement (DCSI):	Marti Turner	
	Dr. Van Lejeune				
	Marti Turner				

Intervention Identification

PBMAS:	Select	RF:	Select	If a campus is paired with your campus/district, please name the campus.	<Enter campus name here.>
Improvement Required:	Select	TTIPS:	Select		
Priority:	Select	Focus:	Select		

Improvement Plan Tips

Feature/Tip	Explanation	Screenshot
Completion of the Data Analysis Summary	There is a Data Analysis Summary tab for a campus user and one for a district user. You only need to complete ONE of these tabs in the workbook. (If you are a single-campus district	

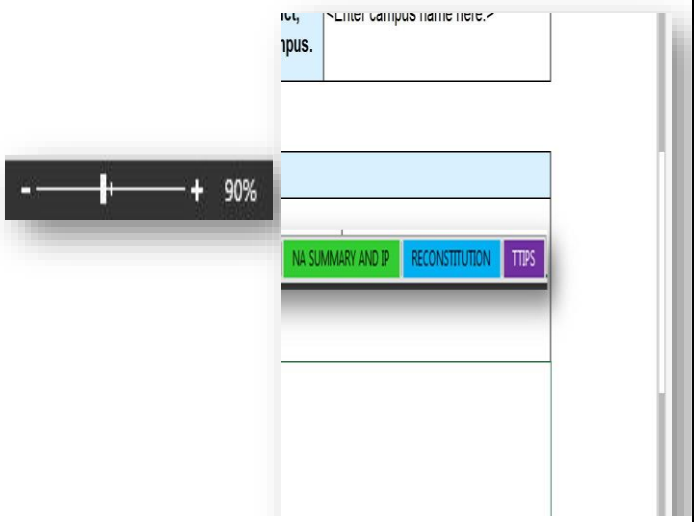
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Zoom Level Bar	<p>The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.</p> <p>You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.</p> <p>Tabs within this workbook work optimally when the zoom level is set to 90%. If you find that the alignment of the checkboxes is skewed, check your zoom level.</p>	
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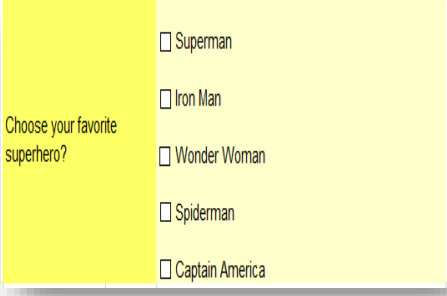
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Check Box Selection	<p>Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.</p>	
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Expanding Rows and/or Columns	<p>If you cannot see all of the information you have entered into a cell, you may adjust the height of the cell to fit your text.</p> <ol style="list-style-type: none"> 1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK 	
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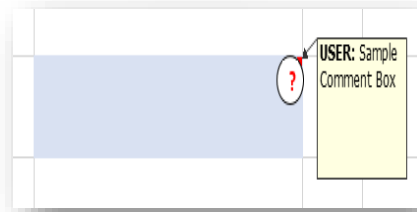
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Viewing Help Boxes

Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked with a circle or bubble with a small, red question mark inside.

To view the help information for a particular cell, hover your mouse over the cell and the text will appear.



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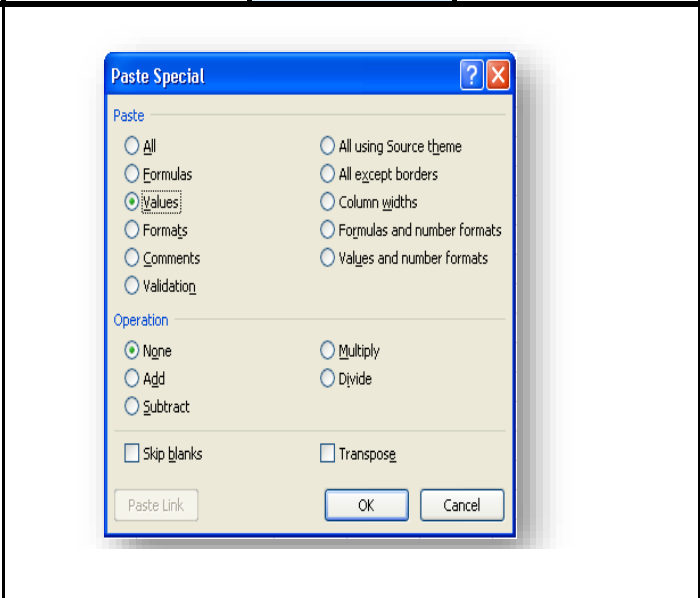
Using the Copy/Paste feature within the Excel document

In order to use the Paste Special feature:

- Copy the text as normal.
- Right click on the destination cell.
- Choose Paste Special.
- Select from the menu either Values or Text. Click OK when finished.

If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:

- Copy the text as normal.
- Click on the destination cell.
- Right click in the formula bar at



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Entering the District/Campus Information	<p>The District/Campus name MUST be entered on the Instructions tab in the Required Information section. Once this has been done the District/Campus name will automatically be copied to each of the remaining tabs.</p>	<p>Required Information</p> <p style="color: red; font-size: small;"><i>Once the LEA/Campus name is entered below it will automatically be copied to each of the remaining tabs.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #f0f0f0;"> <tr> <td style="width: 15%;"><small>District Name:</small></td> <td style="width: 20%;"></td> <td style="width: 15%;"><small>Campus Name:</small></td> <td style="width: 15%;"></td> <td style="width: 15%;"><small>Education Service Center (ESC):</small></td> <td style="width: 20%; text-align: center;">Select</td> </tr> <tr> <td><small>CDN:</small></td> <td></td> <td><small>Campus Number:</small></td> <td></td> <td><small>Professional Service Provider (PSP):</small></td> <td></td> </tr> </table>	<small>District Name:</small>		<small>Campus Name:</small>		<small>Education Service Center (ESC):</small>	Select	<small>CDN:</small>		<small>Campus Number:</small>		<small>Professional Service Provider (PSP):</small>	
<small>District Name:</small>		<small>Campus Name:</small>		<small>Education Service Center (ESC):</small>	Select									
<small>CDN:</small>		<small>Campus Number:</small>		<small>Professional Service Provider (PSP):</small>										

- | | | |
|-------------------------|---|--|
| List of Acronyms | <p>CAP: Corrective Action Plan
 CDN: County-District Number
 CSF: Critical Success Factor
 DA: Data Analysis
 EOY: End-of-Year
 ESC: Education Service Center
 ESEA: Elementary and Secondary Education Act
 IR: Improvement Plan</p> | <p>IR: Improvement Required
 NA: Needs Assessment
 PBM: Performance-Based Monitoring
 PBMAS: Performance-Based Monitoring Analysis System
 RF: Residential Facilities
 TCDSS: Texas Center for District and School Support
 TEA: Texas Education Agency
 TTIPS: Texas Title I Priority Schools</p> |
|-------------------------|---|--|

District Name:	<i>Marlin ISD</i>
Campus Name:	

CAMPUS - Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	Select
Is your campus identified as a Priority campus?	Select
Is your campus identified as a TTIPS recipient?	Select

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	Select						
	<div style="text-align: right; margin-bottom: 5px;">?</div> <p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area					
		African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
-<Provide any additional information here.>								
Index 2 - Student Progress	Did your campus meet standard for Index 2?	Select						
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic	<input type="checkbox"/> White	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Two or More Races
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2014 and failed in 2015 <input type="checkbox"/> Students who passed in 2014 and passed in 2015 <input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015 <input type="checkbox"/> Other						
	-<Provide any additional information here.>							

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	?	Select
	If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.		
	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races	
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races	
-<Provide any additional information here.>			
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	?	Select
	If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.		
	If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.		
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator	
-<Provide any additional information here.>			

Section III - PBMAS

(If your district is not identified in PBMAS, move to section IV)

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A or Migrant) <input type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	<Enter text>

Section IV- Priority

(If your campus is not identified as a priority school, move to section V)

Which student group(s) contributed to the campus identification as a Priority school?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education
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Section V - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<input type="text" value="<Enter text>"/>
Use of Quality Data to Drive Instruction	<input type="text" value="<Enter text>"/>
Leadership Effectiveness	<input type="text" value="<Enter text>"/>
Increased Learning Time	<input type="text" value="<Enter text>"/>
Family and Community Engagement	<input type="text" value="<Enter text>"/>
School Climate	<input type="text" value="<Enter text>"/>
Teacher Quality	<input type="text" value="<Enter text>"/>

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Problem Statement 1:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 2:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
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			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
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Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 3:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
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English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
Problem Statement 4:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
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			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 5:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 6:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 7:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 8:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 9:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 10:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

District Name:	Marlin ISD
Campus Name:	

DISTRICT - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform your district in the completion of the targeted improvement plan as required by your district staging identification. The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however; the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCDS support specialist.
Definition/Purpose:	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your district identified as <i>Improvement Required</i> in the state accountability system?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (BMAS) report?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your district staged in Residential Facilities (RF)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Select

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

Index 1 - Student Achievement	Did your district meet standard for Index 1?	No					
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	?	Student Group		Content Area		
	<p><i>If your district Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement?</p> <p>(Reminder: System safeguards data can help with this analysis.) See help box for score details.</p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Special populations, ESL and SpEd, as well as general education students in all tested ethnicities continue to show low achievement in reading, writing, and English. EOC passing rates were better, but still less than standard in English. Math scores were comparatively lower with Hispanic students at 47%, while African American students had a passing rate of 64%.							
Index 2 - Student Progress	Did your district meet standard for Index 2?	Yes					
	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering.)</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<Provide any additional information here.>							

Index 3 - Closing Achievement Gaps	Did your district meet standard for Index 3? <i>*see help box for score details</i>	?	No						
	<i>If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.</i>		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
	Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Marlin ISD scored 23 points with a target score of 28. Reading and writing were the lowest areas with ED at 43%, AA at 39%, and HP at 45% in reading, and ED at 29%, AA at 34%, and HP at 22% passing in writing. Math achievement was fairly comparable between ED and AA at 68% and 64%, but 0% with HP.									
Index 4 - Postsecondary Readiness	Did your district meet standard for Index 4? <i>*see help box for score details</i>	?	Yes, with a non-AEA index score greater than 2 points above target						
	<i>If your non-AEA district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i>		STAAR component-student performance at or above Level II, Final						
	<i>If your AEA district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i>		Graduation Rate						
	Which component(s) of Index 4 contributed to your district missing Index 4?		Graduation Plan						
Postsecondary Indicator									
<Provide any additional information here.>									

Section III - PBMAS Questions

(If your district is not assigned a stage based on PBMAS, move to Section IV)

Which program areas have student performance indicators identified as an area of concern?				
	BE/ESL	CTE	NCLB (Title I, Part A, or Migrant)	Special Education
What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?				
Both Marlin Elementary and Marlin Middle School contributed to the performance indicators in the three areas that are 2 or above, due to low performance on STAAR exams. We are still over identified in Special Education at 12.2%, but this number has decreased from 13.7% the previous year.				
In which program area(s) has the graduation rate been identified as an area of concern?				
	BE/ESL	CTE	NCLB (Title I, Part A, or Migrant)	Special Education
In which program area(s) has the dropout rate been identified as an area of concern?				
	BE/ESL	CTE	NCLB (Title I, Part A, or Migrant)	Special Education
In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?				
The biggest issue in Marlin ISD is the lack of success of all students on state assessments in grades 3-8. There are not issues with dropout or graduation rates, and the EOC STAAR scores are acceptable.				
What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?				
<p>Our B/ESL students have remained at a performance level of 3 for the past 3 years, and are showing no real improvement. In 2013, CTE students were at a performance level 2 in writing, but since the writing is now incorporated into the EOC English tests it does not show as a different indicator. In 2013 the completion rate of males in non-traditional courses was at a performance level 2, and then rose to a 3 in 2014. The 2015 data shows no data for this same indicator. So even though CTE has no performance levels above 0, the areas where they were struggling are just currently measured or the courses were no longer taught. For NCLB students, the biggest struggle is the STAAR 3-8 passing rate. Math and reading scores have remained consistently well below the state average. Writing, science and social studies scores have continued to decline since 2013. Marlin High School students have scored above the PBMAS standard for all 3 years in all content areas except English, where they have continued to be well below the minimum standard. Passing rates on state assessments in grades 3-8 for Special Education students have remained low and are now at a performance level 4, and there are no levels for the students taking EOCs. However, the representation of Special Education students has continued to decrease from 16.5% in 2013 to 12.2% in 2015. Special Education discipline placements have continued to be far above PBMAS standard in all areas reported.</p>				

Section V - Residential Facility (RF) Questions*(If your district is not staged in RF, move to Section V)*

What patterns and trends does the student-level data reveal for each required investigatory topic?

<Enter text>

How is individualized decision-making affected by the identified patterns and trends?

<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?

<Enter text>

Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.

Capacity and Resources ?	Communication ?	Processes/Procedures ?	Organizational Structure ?
<p>Advertising for quality staff is done through a variety of sources including the district webpage, job fairs and websites through the education service center. Candidates are screened to find highly qualified staff who are interviewed by committees of stakeholders. Human capital management processes are used to screen candidates to find personnel who are the best fit for the district and the position. To maintain quality instruction, walkthroughs and observations are done on a regular basis. Professional development is ongoing and individualized. No Excuses University frameworks are in place which also provide guidance and support for teachers.</p>	<p>A district email system is in place to provide communication between all employees of the district. We currently have a district website where information is updated and posted. All required postings are on the website. The district also provides a call out system to parents and employees to alert of upcoming events or pertinent information.</p>	<p>Operating procedures are in place for all employees district-wide, and each department has a set of policies and procedures that set expectations for those employees. Campuses also work with their SBDMs to determine processes and procedures for their facilities and students.</p>	<p>Each administrator has a set of clearly defined roles and responsibilities. There is a district-wide responsibility chart to direct staff to the appropriate contact person. Teaching assignments are defined and job descriptions are provided to all employees.</p>

CSFs

(For possible data sources, see the CSF Data Sources document)	
<p>Academic Performance</p>	<p>STAAR/EOC results, TAPR reports, TELPAS results, CBAs, Formative assessments, graduation rate, AP data, dual credit, SAT/ACT scores, progress monitoring (STAR), PEIMS, attendance, and discipline referral reports</p>
<p>Use of Quality Data to Drive Instruction</p>	<p>STAAR/EOC results, CBAs, formative assessments, Eduphoria data walls, each campus, RTI tracking, walkthrough data including feedback, PLC minutes, TEKS disaggregation, anecdotal data</p>
<p>Leadership Effectiveness</p>	<p>STAAR/EOC results, TAPR reports, teacher retention, teacher attendance, plans for professional development, principal evaluation reports, teacher evaluation reports</p>
<p>Increased Learning Time</p>	<p>observations, percentage of school-wide participation in extra and co-curricular activities, master schedule, minutes of instructional time daily, days per year in instructional calendar, minutes offered for professional development, number of credits recorded by at-risk students</p>
<p>Family and Community Engagement</p>	<p>family and community surveys, number of parent conferences held, observation of results from conferences, number of parent workshops offered and participation numbers, number of home visits, number of modes of communication used to inform families, number of languages used to inform parents, observed results from community partnerships</p>
<p>School Climate</p>	<p>Teacher retention rate, discipline data, attendance data, PEIMS data, PBIS activities and impact, teacher attendance, involvement in extra-curricular activities, walk-through observations, campus cleanliness, community involvement and support</p>

Teacher Quality



STAAR/EOC results, student feedback, classroom observation, teacher recruitment process, increased performance by students, walk-through data, teacher feedback, teacher evaluation results, professional development hours, implementation of professional development provided, classroom engagement, time on task, failure rates, discipline referrals, parent surveys

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Low reading achievement by all students continues to negatively affect achievement in all content areas. As standards continue to increase rigor, gaps in learning for all students will continue to widen.																																																																																														
Problem Statement 1:	Which Index(es) does this problem statement address?	Not Applicable <input type="checkbox"/>	Index 1: Student Achievement <input type="checkbox"/>	Index 2: Student Progress <input type="checkbox"/>	Index 3: Closing Achievement Gaps <input type="checkbox"/>	Index 4: Postsecondary Readiness <input type="checkbox"/>																																																																																								
	<i>Districts may also connect this problem statement to missed/targeted system safeguard(s).</i>																																																																																													
	Which PLEAS indicators and/or RE data does this problem statement address?	Reading scores showed that the lowest percentage of students passing were special education students at 16% and ESL students at 21%. Overall students were at 41% passing rate in reading with a very small difference between all ethnic groups and economically disadvantaged students.																																																																																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th colspan="2" style="background-color: #c0e0c0;">Student Group</th> <th colspan="4" style="background-color: #c0e0c0;">Content Area</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: #c0e0c0;">African American</td> <td style="background-color: #c0e0c0;"></td> <td style="background-color: #c0e0c0;">Reading</td> <td style="background-color: #c0e0c0;">Writing</td> <td style="background-color: #c0e0c0;">Science</td> <td style="background-color: #c0e0c0;">Social Studies</td> <td style="background-color: #c0e0c0;">Mathematics</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: #c0e0c0;">Hispanic</td> <td style="background-color: #c0e0c0;"></td> <td style="background-color: #c0e0c0;">Reading</td> <td style="background-color: #c0e0c0;">Writing</td> <td 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Studies	Mathematics	<input type="checkbox"/>	White		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	American Indian		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	Asian		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	Pacific Islander		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	Two or More Races		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	Economically Disadvantaged		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	Special Education		Reading	Writing	Science	Social Studies	Mathematics	<input type="checkbox"/>	English Language Learners		Reading	Writing	Science	Social Studies	Mathematics
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<input type="checkbox"/>	English Language Learners		Reading	Writing	Science	Social Studies	Mathematics																																																																																							

District Name:	Marlin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Low reading achievement by all students continues to negatively affect achievement in all content areas. As standards continue to increase rigor, gaps in learning for all students will continue to widen.	is occurring because of Root Cause #1	Root Cause 1:	Gaps in reading begin in the primary grades and continue to widen as the students progress through school. Differentiation and intervention strategies have been ineffective in filling the "holes" the students have in their learning. Not enough support was provided for students who were struggling or required additional support.
	PS 2:	Low writing achievement in grades 3-8 is affecting student progress in all content areas as well as their ability to meet standard on EOC English exams in high school.	is occurring because of Root Cause #2	Root Cause 2:	Critical writing has not been an integral part of instruction in all content areas. It has been left to the ELAR and English teachers. Grammar has been taught by writing teachers in isolation rather than as part of the editing process.
	PS 3:	Only 21.4% of Special Education students met standard on STAAR mathematics, with 17.9% meeting standard in reading.	is occurring because of Root Cause #3	Root Cause 3:	Prior to 2014, special education students were served through a co-op, where they were overidentified and underserved.
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMAS indicator and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name: <i>Marlin ISD</i>		Campus Name:	
Needs Assessment Summary and Improvement Plan			
Problem Statement 1:	Low reading achievement by all students continues to negatively affect achievement in all content areas. As standards continue to increase rigor, gaps in learning for all students will continue to widen.	Annual Goal:	Students meeting standard on the Reading STAAR assessment will increase by 8% in grades 3-8, as well as EOC English.
Root Cause 1:	Gaps in reading begin in the primary grades and continue to widen as the students progress through school. Differentiation and intervention strategies have been ineffective in filling the "holes" the students have in their learning. Not enough support was provided for students who were struggling or required additional support.	Strategy:	Provide intensive intervention support by analyzing data from 3 week CBAs to provide more fluid groupings for additional RTI reading support.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Creating a system whereby student receive more prescriptive interventions based on more frequent and better use of data will fill many of the gaps in learning created in prior grades.
Interventions by Quarter			
Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Students needing RTI Tier 2 support will be identified based on their "deepest hole" from the previous year's STAAR test.	Q2 Goal: Students will improve 5% on their CBAs in ELAR.	Q3 Goal: Reading levels on STAR progress monitoring will show	Q4 Goal: Students meeting standard in reading grade
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Teachers will use data from Eduphoria from the students' STAAR test from the previous year to find the SE's that are most missed. 2) Teachers will design CBAs to test the students' improvement with what was taught during the previous 3 week period. 3) Teachers will make data based decisions on the instructional grouping and content for Tier 2 instruction. 4) Teachers will be trained on how to make data based decisions to design their instruction.	1) Fluid groups and small group instruction 2) Continued review of data 3) Utilization of leveled readers 4) utilization of white boards for formative assessment	1) Provide coaching for struggling ELAR teachers. 2) Target instruction to specific readiness standards 3) Teachers will be using white boards for formative assessments 4) Provide boot camps and additional opportunities for struggling learners.	1) Continue to use white boards and markers for formative assessments 2) Target instruction based on data from CBA's. 3) 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Curriculum based assessments 2) STAR progress monitors 3) Teacher self reports 4) observations, walkthrough data	1) Curriculum based assessment results from Eduphoria 2) Results from formative and summative unit assessments 3) PowerWalks observations 4)	1) Curriculum based assessment results from Eduphoria 2) Results from formative and summative unit assessments 3) PowerWalks observations 4)	1) STAAR scores 2) 3) 4)
End of Quarter Reporting			
Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?
Select	No, but Made Some Progress	No, but Made Some Progress	No, but Made Some Progress
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
<Enter text>	In grades 3, 4, 6, and 8 CBA data has not shown any steady improvement in reading scores. However, 5th grade scores have been showing steady improvement on these assessments. CBA passing rates on the first 5 assessments were 37%, 4%, 76%, 82%, and 78%. Seventh grade has also showed a very significant improvement on their CBA reading scores with passing rates of 22%, 61%, 94%, 92%, and 96%. English I and II have had some ups and downs but are slowly showing improvement.	CBA data fluctuates with improvement and then regression based on the content that was taught that 3 week period.	Based on raw scores, there was improvement of 8% in 7th grade reading, 5% in 5th grade reading, and 22% in 8th grade reading. These were the only assessments that showed growth from the same test the prior year. The rest of the assessment scores either remained constant or decreased.
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Select	Progress Made, but Behind Schedule	Progress Made, but Behind Schedule	No, but Made Some Progress
What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?
<Enter any additional information here>	Provide high quality reading instruction at all levels by providing quality coaching for struggling teachers. Flexible grouping must be very focused.	Focus intensively on the areas that CBA data is indicating are areas where our students struggle most.	Improvements were made in the middle school grades, however no improvement was shown in 3rd and 4th grade where the gaps are continuing to widen.
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input checked="" type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input checked="" type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		
Problem Statement 2:	Low writing achievement in grades 3-8 is affecting student progress in all content areas as well as their ability to meet standard on EOC English exams in high school.	Annual Goal:	Students meeting standard on STAAR Writing and EOC English assessments will improve 8%.
Root Cause 2:	Critical writing has not been an integral part of instruction in all content areas. It has been left to the ELAR and English teachers. Grammar has been taught by writing teachers in isolation rather than as part of the editing process.	Strategy:	To improve writing scores at all levels critical writing will be taught in all content areas, and additional professional development will focus on improving writing instruction.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		

District Name: <i>Marlin ISD</i>			
Campus Name:			
Needs Assessment Summary and Improvement Plan			
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers 	<p>How will addressing this root cause impact the index/indicator/CSF?</p> <p>By increasing instruction in critical writing in all content areas, not only will scores increase on writing and ELAR STAAR assessments, but students will improve their own metacognition and obtain a deeper understanding of the content in other subjects.</p>		
Interventions by Quarter			
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Teachers will receive training in writing instruction by involvement in the Write for Texas grant for grades 6-12 and campus PD for elementary	Q2 Goal: Students will write critically at least 2 times weekly in every class	Q3 Goal: CBAs data will show a 5% increase in writing scores	Q4 Goal: Students will show an 8% increase on writing
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Teachers will be chosen and provided an instructional coach through ESC12. 2) Teachers will be provided opportunities for model and team teaching 3) Teachers will utilize strategies learned to improve instruction in writing. 4) Teachers will be provided with training on how to manage and grade writing assignments.	1) Secondary teachers will continue working with the instructional coach from the Write for Texas grant. 2) Content area teachers will provide opportunities for critical writing weekly. 3) 4)	1) Targeted, specific tutoring based on individual students' needs 2) Boot camps lead by ESC staff 3) Continued opportunities for critical writing in all content areas 4)	1) Targeted, specific tutoring based on individual students' needs 2) Continued opportunities for critical writing in all content areas 3) 4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) writing samples 2) observations and walkthrough data 3) coach observations 4) completed assignments for Write for Texas	1) Data from CBA's 2) Lesson plans 3) Observations and PowerWalk data 4) Write for Texas data and assignments	1) CBA data 2) Lesson plans 3) Observations and PowerWalk data 4) Sign in sheets for students attending boot camps	1) CBA data 2) Lesson plans 3) Observations and PowerWalks data 4) STAAR scores
End of Quarter Reporting			
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? No, but Made Some Progress	Did you meet this quarter's goal? No	Did you meet this quarter's goal? No
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. The Write for Texas coach from Region 12 has been providing support for all secondary ELAR teachers. CBA's have not included a separate writing component so data is unavailable on specific writing TEKS. PowerWalks data shows that critical writing is still only happening sporadically. (During this quarter, critical writing was observed less than 12% of the time).	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. Students were not given CBAs for writing	Provide the data or evidence that supports meeting or making progress toward this quarterly goal. In 2015, 4th grade had 38% of the students pass writing. In 2016, only 35% of 7th graders passed writing STAAR, but in 2016 50% met standard. English I passing scores were 39% in 2015, and in 2016 were 34%. English II went from 44% in 2015 to 39% in 2016.
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Progress Made, but Behind Schedule	Are you on track to meet the annual goal? No Progress Made	Did you meet your annual goal? No
What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal? Compositions for students in 7th-10th grade have been scored by the Write for Texas coach who has seen vast improvement in the products. The majority of compositions were at least scoring a 2 holistically.	What, if any, adjustments must be made in order to meet the annual goal? As there were no CBAs given for writing there was no data to verify any progress	Did you meet your annual goal? STAAR scores in writing did not show significant increases
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal. In 2015, 4th grade had 38% of the students pass writing. In 2016, only 35% of students met standard. In 2015 48% of 7th graders passed writing STAAR, but in 2016 50% met standard. English I passing scores were 39% in 2015, and in 2016 were 34%. English II went from 44% in 2015 to 39% in 2016.	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input checked="" type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input checked="" type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	As English I and II and 4th and 7th grade writing continue to be a struggle, teachers will again meet and participate with the Write for Texas coach from Region 12. The techniques taught by the trainer, as well as her assistance with boot camps was very successful with the teachers. Region 12 coaches will begin at the beginning of the year and will be focusing on integrating the writing process with reading in the lower grades.		
Problem Statement 3: Only 21.4% of Special Education students met standard on STAAR mathematics, with 17.9% meeting standard in reading.	Annual Goal: Students identified in Special Education will improve on STAAR assessments by 8%		
Root Cause 3: Prior to 2014, special education students were served through a co-op, where they were overidentified and underserved.	Strategy: Instruction will improve by providing training to teachers on differentiating instruction, utilization of RTI groupings, and continued support by inclusion staff.		
Index Number: <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement 	<p>How will addressing this root cause impact the index/indicator/CSF?</p> <p>By improving instruction and targeting interventions, student achievement will increase in all content areas, as well as closing gaps between students in Special Education and general ed students.</p>		

District Name: <i>Marlin ISD</i>		Campus Name:	
Needs Assessment Summary and Improvement Plan			
<input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			
Interventions by Quarter			
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)	
Q1 Goal: Teachers will be trained on best practices in differentiated instruction		Q2 Goal: Special Education students will show a 5% increase on their	
		Q3 Goal: Students will show a 5% increase on CBAs that are testing the students' lowest scoring SE's.	
		Q4 Goal: Students will show an 8% increase on all S	
Q1 Interventions		Q2 Interventions	
1) Provide training on differentiation at the Campus Planning Events 2) Provide teachers with materials and resources to help with planning of differentiated lessons 3) Special Ed Director will provide campus and district PD on accommodations and modifications each 6 weeks 4) Special Education teachers will collaborate with gen ed teachers to provide supports and analyze data to improve instruction.		1) Those students not making progress on CBAs will be pulled for Tier 2 or Tier 3 support 2) Inclusion teachers will continue to work with struggling sped students per their IEPs. 3) Differentiation for special ed students will be provided in the general education setting 4)	
Q3 Interventions		Q4 Interventions	
1) Data from the CBA's will be used to plan specific, targeted interventions for individual students 2) Students will continue to use white boards for formative assessments 3) Small group instruction in class and pullout will be provided for struggling students 4) Opportunities will be provided for students to practice testing with their accommodations on the computer.		1) Students will continue to use white boards for formative assessments 2) Small group instruction in class and pullout will be provided for struggling students 3) 4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?	
1) walkthroughs and observations 2) sign in sheets and Edivate certificates 3) lesson plans 4) BOY data		1) Renaissance Learning BOY and MOY data for comparison 2) CBA data 3) Lesson plans 4)	
What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1) Eduphoria CBA data 2) Observations and PowerWalk data 3) 4)		1) STAAR scores 2) 3) 4)	
End of Quarter Reporting			
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report	
Q3 Report		Q4 Report	
Did you meet this quarter's goal? Select		Did you meet this quarter's goal? No, but Made Some Progress	
Did you meet this quarter's goal? No		Did you meet this quarter's goal? No	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. <Enter text>		Provide the data or evidence that supports meeting or making progress toward this quarterly goal. Special Education students showed an average of about .8 of a year's growth in grades 5-8 in reading and math. In grades 3-4 students improvement was about .5 of a year in math and .2 in reading.	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal. There was no increase between CBA's. Some scores, like 4th grade math were 11%, then 35%, then 0% passing. These scores for special ed students continued to show very low passing rates.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal. Nearly every student who took the STAAR A did not meet standard. There was a slight growth in 8th grade science, but primarily percentages of 9% passing remained the norm.	
Are you on track to meet the annual goal? Select		Are you on track to meet the annual goal? Progress Made, but Behind Schedule	
Are you on track to meet the annual goal? No Progress Made		Are you on track to meet the annual goal? No	
What, if any, adjustments must be made in order to meet the annual goal? <Enter any additional information here>		What, if any, adjustments must be made in order to meet the annual goal? Interventions especially for special ed students must be more targeted and individualized in both reading and math. Students must be provided opportunities to practice using their accommodations on the computer so that they will be comfortable with this year's testing.	
What, if any, adjustments must be made in order to meet the annual goal? The majority of special education students are served through inclusion in the general education classroom. Increased training of gen ed teachers in differentiation needs to occur before any real success can be achieved.		What, if any, adjustments must be made in order to meet the annual goal? If a focus is not placed on stronger differentiation in all classrooms being the norm, special ed students will continue to slip through the cracks.	
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal. STAAR A scores showed 0% passing in all but 8th grade science, where one student passed raising the passing percentage to 11%.		Provide the data that supports your 4th quarter status of this annual goal. If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	
<input type="checkbox"/> Data Analysis Process <input checked="" type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions		<input checked="" type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other Please provide additional information for the selection of Other or for any selected elements.	
Teachers must be trained in appropriate interventions that will help the students succeed. They also must know that these interventions are required and not an option. Clear explanations of the IEPs and ARD committee decisions must be provided to all gen ed teachers who are in contact with a special education students. Specific strategies need to be taught to all teachers and there must be planning time between inclusion/special ed teachers and general education teachers.			
Problem Statement 4:		Annual Goal: <Enter text>	
Root Cause 4:		Strategy: <Enter text>	
Index Number:		<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems		How will addressing this root cause impact the index/indicator/CSF?	
<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		<Enter text>	
Interventions by Quarter			
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)	
		Q3 (Feb, Mar)	
		Q4 (April, May, June)	

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?	Q1 Goal:	?	Q2 Goal:	?	Q3 Goal:	?	Q4 Goal:
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
?	<Enter text>	?	<Enter text>	?	<Enter text>	?	<Enter text>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 5:		Annual Goal:	?	<Enter text>
Root Cause 5:		Strategy:	?	<Enter text>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	
How will addressing this root cause impact the index/indicator/CSF?	?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
?	Q1 Goal:	?	Q2 Goal:	?	Q3 Goal:	?	Q4 Goal:
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	

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2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
?	<Enter text>	?	<Enter text>	?	<Enter text>	?	<Enter text>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	Please provide additional information for the selection of Other or for any selected elements.	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.
<Enter text>		<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other
? <Enter text>			

Problem Statement 6:	Annual Goal: ? <Enter text>
Root Cause 6:	Strategy: ? <Enter text>
Index Number: <input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? ? <Enter text>

Interventions by Quarter			
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
? Q1 Goal:	? Q2 Goal:	? Q3 Goal:	? Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

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What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	
End of Year Reporting							
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>	
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>						
Problem Statement 7:					Annual Goal:	<Enter text>	
Root Cause 7:					Strategy:	<Enter text>	
Index Number:	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Index 1: Student Achievement	<input type="checkbox"/> Index 2: Student Progress	<input type="checkbox"/> Index 3: Closing Achievement Gaps	<input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesign School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			How will addressing this root cause impact the index/indicator/CSF? <Enter text>			
Interventions by Quarter							
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	

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3)		3)	
4)		4)	
End of Quarter Reporting			
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report	
Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
End of Year Reporting			
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>		
Problem Statement 8:		Annual Goal:	<Enter text>
Root Cause 8:		Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? <Enter text>		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)	
Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions		Q2 Interventions	
Q3 Interventions		Q4 Interventions	
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
End of Quarter Reporting			

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Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
<small>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</small>	<Enter text>	<small>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</small>	<Enter text>	<small>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</small>	<Enter text>	<small>Provide the data or evidence that supports meeting or making progress toward this quarterly goal.</small>	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
<small>What, if any, adjustments must be made in order to meet the annual goal?</small>	<Enter any additional information here>	<small>What, if any, adjustments must be made in order to meet the annual goal?</small>	<Enter any additional information here>	<small>What, if any, adjustments must be made in order to meet the annual goal?</small>	<Enter any additional information here>	<small>What, if any, adjustments must be made in order to meet the annual goal?</small>	<Enter any additional information here>

End of Year Reporting

<small>Provide the data that supports your 4th quarter status of this annual goal.</small>	<Enter text>	<small>If you <u>did</u> meet your annual goal, to what do you attribute your success? <small>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</small></small>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<small>Please provide additional information for the selection of Other or for any selected elements.</small>	<Enter text>
<small>Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.</small>	<Enter text>					

Problem Statement 9:		Annual Goal:	<Enter text>
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Root Cause 9:		Strategy:	<Enter text>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? <Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select

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Campus Name:	

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.

Problem Statement 10:		Annual Goal:	<Enter text>
Root Cause 10:		Strategy:	<Enter text>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____	1) _____ 2) _____ 3) _____ 4) _____

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?	Did you meet this quarter's goal?
Select	Select	Select	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>

District Name:	Marlin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> (Specific) Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
			<input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other		

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions (before March 10, 2016) regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems, has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

District Name:	Marlin ISD
Campus Name:	

Post-Visit Interventions

Instructions

Upon the conclusion of a performance-based monitoring (PBM) on-site review, a district/charter school will receive a report of on-site findings. The district/charter school will use this on-site report to complete the post-visit interventions (PVI) tab of the targeted improvement plan. This tab has been designed as a resource for a district/charter school to track the progress and completion of the required actions listed in the on-site report and will serve as an anchor for post-visit intervention support.

Required Action	Captured in Workbook	Which Tab/Section of the IP Workbook?	What are your strategies/activities to address this required action?	Timeline for Implementation	Personnel Responsible	Status	Progress Monitoring Data	Additional Comments/ Resources Required
1-2. Form a district-wide task force composed of a variety of staff members from each campus to analyze the results of the teacher surveys that were conducted during the on-site visit. Develop a plan to address the identified concerns and develop initiatives and incentives to improve teacher retention.	No		Review the surveys with District Leadership Team to identify concerns. Create a committee including teachers and administrators to review and make recommendations to improve areas of concern.	Review surveys by September 30 and meet with committee to determine recommendations by October 30.	Director of Teaching and Learning, Principals	Not Started	Surveys, Sign in Sheets	copies of surveys (Update 7-19-16) Analysis was done with the superintendent and Director of Teaching and Learning
3. Fully implement the MOU with Tarleton State University.	No		The current MOU is in effect with Tarleton until December 31, 2015. The ED of CI met with Dr. Higham to discuss extending the MOU to include both Marlin Junior Academy and Marlin Primary Academy. (update 1-27-16) The MOU with Tarleton was not renewed.	Meeting between ED of CI and Dr. Russ Higham to begin reviewing and renewing the MOU was on August 25th. Complete MOU will be presented to the board by the October board meeting and implementation will begin immediately. Tarleton classes will begin meeting on the Primary Academy classes approximately 3 weeks after the start of school.	ED of CI, Dr. Russ Higham, Tarleton liaison, principals	In Progress	Sign in sheets	Funding for projects including tuition reimbursement and paying tutors to work with Marlin ISD students will not be funded through Priority fund this year which will impact those areas. (Update 7-19-16) Based on the decisions of the university, the MOU with Tarleton State was not renewed and expired in December 2015.
4. Fully implement the No Excuses University program at the middle and high school.	No		Training in the Six Exceptional Systems occurred during district in-service and will be ongoing through the year. All principals have attended the NEU Institute.	Training will continue throughout the year.	Wes Brown, NEU Coordinator	In Progress	Agendas and sign in sheets	Mr. Brown will collaborate with all campuses to train staff on NEU. (Update 7-19-16) NEU was discontinued early in the fall. No training after the initial trainings occurred.

5. Develop a district-wide task force/committee composed of campus administrators and teachers from varied campuses to analyze the new lesson plan document. Revise the plan as needed.	No		The district leadership team chose to allow each campus to design their own lesson plan template. On August 6, 2015 each CLT met to design their own template.	August 6, 2015 met to design and each campus presented their template to teachers at campus in-service	principals	Complete	copies of lesson plans were submitted	
6. Analyze campus schedules at the middle school and high school to develop common planning periods.	No		Common planning times were written into the schedules by grade level at Marlin Junior Academy and by content at the high school.	Prior to the start of school	principals	Complete	Schedules were submitted	
7. Ensure that all special education, ESL, and CTE teachers are included in team meetings as much as possible to increase collaboration. Consider alternative scheduling to develop this collaboration.	No		These teachers were scheduled as much as possible to have common planning times with the core teachers. Some meetings will be held prior to or after school to accommodate scheduling differences. Instructional Specialists, when not seeing students, will facilitate some of these meetings	Prior to the start of school, with meetings scheduled alternatively before and after school as required.	principals	In Progress	Schedules were submitted	(Update 7-19-16) The Instructional Specialists were placed in a classroom so unable to coordinate these meetings. ESL and CTE rarely attended on any campus and meetings were not held on a regular basis.
8. Provide ongoing training in differentiated instruction and sheltered instruction.	Yes	Annual Goal 3				In Progress	Sign in sheets, agendas, Edivate certificates	Teachers have received training during the CPE, New Teacher Orientation and In-service. They will continue to receive additional and individualized training through an on-line system, Edivate (Update 7-19-16) Training was limited to what teachers did online as differentiation was not a major component of the district PD plan
9. Revise the walk-through process to include differentiated instructional strategies and sheltered instruction strategies.	No		The walkthrough process currently being utilized is the PowerWalks system which the current superintendent intends to continue using. Directors will meet to evaluate any additional data that would better identify use of strategies for differentiation and SIOP.	Directors will meet in September to review walkthrough forms	ED of CI, Dir of Teaching and Learning, Special Ed Director, Coordinator of BE/ESL	In Progress	Meeting agendas, sign in sheets, revised template	(Update 7-19-16) No revisions were done to the LYS walkthrough template.
10. Analyze the methods by which the walk-through data and instructional trends are shared with staff to increase effectiveness of the monitoring of instruction.	No		Principals will first be trained to develop some reliability in expectations. They will then train their staff on interpreting trends and improving instruction	Principals will be trained by the first of September and staff will be trained by September 30.	Dir of Teaching and Learning, Principals	In Progress	Agendas and sign in sheets, PowerWalks data	(Update 7-19-16) Data was shared by principals on an individual basis
11. Analyze curriculum-based assessments used to determine if they follow the curriculum being taught and are written at the level of rigor of the STAAR assessments.	No		CBAs will now be written by teachers and given every 3 weeks. They will be evaluated by the Director of Teaching and Learning,	CBAs will begin in September and occur every 3 weeks	Dir of Teaching and Learning, Principals, teachers	In Progress	Assessments on Eduphoria	(Update 7-19-16) Assessments were randomly checked by Dir. Of Teaching and Learning
12. Provide ongoing professional development and follow-up to teachers and new staff which focuses on data analysis and assists teachers in customizing instruction for students.	No		Initial PD was provided during the CPE, New Teacher orientation, and in-service. Weekly data meetings will provide ongoing, in time PD for data analysis. CBAs will dictate instructional focus for interventions and additional PD will be provided by principals, or through Edivate.	Initial PD prior to the start of school, meetings to occur weekly and individualized training will be ongoing	Principals, Instructional Specialists	In Progress	Agendas, sign in sheets, Edivate certificates	(Update 7-19-16) Early in the year all the IS's were put back in classrooms, so they were unable to complete the data work with the teachers.

13. Develop a plan to expand the use of data walls/rooms.	No		The CLTs will determine what data should be posted and it will be constantly updated and available to teachers. Principals will monitor and be familiar with their campus' data.	Committee will meet to decide required data by September 30 and data wall updates will be ongoing	Principals, CLTs	In Progress	available data posted on data walls	(Update 7-19-16) Data was visible on campuses in their data rooms.
14. Evaluate all interventions used with struggling students. Determine which are more effective and if new strategies or programs should be initiated.	No		Provide teachers with suggested interventions. Implement additional interventions based on CBAs. Record specific interventions utilized with individual students and evaluate every 2 weeks for Students will be grouped for leveled interventions based on CBA data and the groups will be fluid.	STAAR data was provided to teachers to begin grouping students for intervention prior to the start of school.	principals, Director of Teaching and Learning	Complete	CBA data, documentation of intervention forms	(Update 7-19-16) Mrs. Diller and Mrs. Turner provided forms and training to Marlin Primary on appropriate RTI procedures as well as strategies. Training was done on the length of time to spend trying a specific strategy and how to document its use. An RTI Coordinator was chosen on that campus to follow up with the paperwork and documentation (Mr. May) on that campus.
15. Monitor the number of referrals to special education and the interventions that were used with those students that were referred.	Yes	Needs Assessment				Complete	Students' individual intervention plans	(Update 7-19-16) There was one referral to special ed this year.
16-17. Design and implement data-driven, prescriptive interventions for struggling students at the high school campus. Evaluate the implementation of the RTI process to determine its effectiveness at each campus. Determine if those responsible for overseeing its implementation are following the process and procedures. Determine if the process would be more effective if there was district oversight of the program.	Yes	Needs Assessment				In Progress	CBA data, data walls, individual intervention forms, students' intervention plans	(Update 7-19-16) Interventions at the high school included returning the IS's to the classroom and giving extra class time to those students who had not previously passed their EOCs. RTI was basically grouping based on previous CBA data. Marlin ISD has a plan for RTI and documentation. When Ms. Washington was on the elementary campus, she worked with Ms. Diller and I to determine the flow of documentation and assign an RTI Coordinator (Luke May) to oversee the RTI process. Training to elementary employees was provided by Turner and Diller with samples of documentation and a flow chart. District oversight of RTI would provide consistency with additional training in intervention strategies for teachers. However, there is no plan for continued implementation of the RTI continuum.
18. Develop guidelines for documentation of an intensive program of instruction in the LPAC process for ELLs who did not perform satisfactorily on the state assessment.	No		Analyze STAAR results to determine which students require additional, intensive instruction. Determine what intervention is required and design guidelines by collaborating with general ed to determine requirements for the intensive program of instruction.	Guidelines will be written by October 31	Coordinator of BE/ESL, ED of CI	In Progress	specific district guidelines will be written, and opportunities will be provided for students	(Update 7-19-16) Coordinator of BE/ESL has worked on a plan where the students' scores are incorporated into the LPAC, and when new scores come in, LPACs are called to update scores and revise plans. Formal guidelines are still to be written.

<p>19, 21. Develop a district staff development plan which identifies all training to be provided for the school year. Develop a tracking system to document all district-wide and individual training staff will attend.</p>	<p>No</p>		<p>Institution of Edvivate, an online PD system that tracks users completed PD. Administrators will assign individual PD as well as campus and district level initiatives. PD has been determined to focus on instruction using project based learning, differentiated instruction and use of PLCs to improve instruction. Other areas will be addressed either on a district, campus or individual level.</p>	<p>Edvivate was implemented at in-service and mandatory trainings were assigned to be completed by August 28th. Initial training on district initiatives began at the CPE and will be ongoing throughout the year.</p>	<p>ED of CI, Director of Teaching and Learning</p>	<p>In Progress</p>	<p>Edivivate certificates, sign in sheets and agendas</p>	<p>(Update 7-19-16) Professional Development was taken over by the Director of Teaching and Learning. I had previously worked on the Write for Texas grant and set up for our secondary ELAR teachers to work directly with a writing coach from Region 12. The Director of Teaching and Learning hired Region 12 coaches to work with teachers in grades 3-8 on reading and math only, as well as Barbara Fine from Lead Your Schools to work with elementary and middle school ELAR teachers.. Edvivate was not used as extensively as it could have been, however it was a good tracking system for professional development done through this platform. PD done in the beginning of the year was documented and certificates were made by the Ex. Dir. of C&I. Additional trainings by principals were documented with sign in sheets.</p>
<p>20. Evaluate the new teacher induction and mentor program implemented this school year.</p>	<p>No</p>		<p>Instructional specialists are serving as mentors to new teachers and attended New Teacher Orientation with the new teachers which made them available to answer questions. They also provided additional campus training on Gradebook, TEKS Resource System, and Eduphoria; and well as explaining campus systems. Every six weeks a survey will be provided for mentors and new teachers.</p>	<p>Surveys will begin after the first six weeks</p>	<p>ED of CI, Principals, lss</p>	<p>In Progress</p>	<p>survey data</p>	<p>(Update 7-20-16) When the Instructional Specialists were put in classrooms, their effectiveness as mentors greatly decreased. Planned mentor trainings and activities were not implemented as they were unable to meet with new teachers weekly.</p>
<p>22. Evaluate the ESL program to determine why students are not acquiring English skills to make sufficient academic progress.</p>	<p>No</p>		<p>Determine a committee of teachers, ESL Coordinator, and ED of CI to meet to determine the needs of ELLs as well as potential interventions required to improve the program. Provide training to teachers who are willing to achieve ESL certification and provide other opportunities for continued training on instructional strategies geared toward ELLs.</p>	<p>ESL committee will begin meeting in October and will continue to meet quarterly. Continued opportunities for PD will be ongoing.</p>	<p>ED of CI, BE/ESL Coordinator</p>	<p>In Progress</p>	<p>PD certificates and sign in sheets, continued training of coordinator</p>	<p>(Update 7-19-16) Several meetings have taken place with the ESL Coordinator, ED of CI and teachers about interventions, and adjustments have been made. More training is required to service the ELLs in the gen ed classroom.</p>
<p>23. Provide additional extensive training on differentiated instruction and monitor the implementation of strategies during walk-through observations.</p>	<p>Yes</p>	<p>Annual Goal 3</p>				<p>In Progress</p>	<p>Observations, Edvivate certificates, PowerWalk data, Sign in sheets, agendas</p>	<p>(Update 7-19-16) Differentiated instruction needs to continue to be a key component in next year's plans. Training was provided to the district early in the year. Principals were asked to assign modules on differentiation on Edvivate. Very few teachers watched the videos. The walkthrough template does not provide for documenting differentiated instruction for students; only documentation of specific strategies used in that particular classroom.</p>

<p>24-25. Analyze the academic progress of the ELLs at the high school. Determine if a part-time ESL teacher is sufficient to meet the needs of ELLs in making academic progress. Expand the marketing of the district-wide initiative to encourage teachers to attain ESL certification.</p>	<p>No</p>		<p>Determine the number of ELLs at the high school and determine an individual plan for each student based on TELPAS and STAAR data. Plan how to best serve each individual student and determine personnel required. Determine what incentives would encourage teachers to obtain their ESL certification and support them through the process by training and stipends.</p>	<p>Begin training for teachers interested in ESL certification and provide them support to do so by the end of September. Evaluate students for required support within the first 2 weeks of school.</p>	<p>BE/ESL Coordinator, principal, Superintendent</p>	<p>In Progress</p>	<p>CBAs, LPACs, TELPAS, STAAR data</p>	<p>Currently no classroom English teachers are certified in ESL at the high school. The teacher who had previously provided support for ELLs is only doing special education inclusion support, so all ELLs are being served by the BE/ESL Coordinator. (Update 7-19-16) ESL Coordinator offered and taught classes to teachers interested in getting their ESL certification. One high school teacher attended the classes but has yet to take her certification test.</p>
<p>26. Monitor the academic progress of students with disabilities receiving inclusion support in the general education classrooms. Monitor the general education classrooms for the implementation of differentiated instruction strategies. Discuss findings with campus principals and staff to improve the quality of instruction for all students with disabilities.</p>	<p>Yes</p>	<p>Annual Goal 3</p>				<p>In Progress</p>	<p>Inclusion logs, updated IEP goals and objectives</p>	<p>Every student has a special ed case manager who monitors their academic performance on a regular basis (Update 7-19-16) One student in the district passed STAAR A. He passed 8th grade reading, math, and science.</p>
<p>27. Monitor the academic progress of students with disabilities in resource classes to determine if they are receiving the general education curriculum.</p>	<p>No</p>		<p>Students with an identified need receive instruction in a self-contained setting and the instruction is aligned with grade level TEKS, Leveled Literacy Intervention is occurring at the Junior Academy and the high school resource is primarily push in rather than pull out.</p>	<p>Students' progress is done throughout the grading period and grades from general ed classes are evaluated every 6 weeks.</p>	<p>Special Ed Director, Case Managers</p>	<p>In Progress</p>	<p>Grades, inclusion logs</p>	<p>(Update 7-19-16) Student progress continues to be monitored.</p>
<p>28. Continue to monitor the over-representation of students with disabilities. Support and collaborate with the Ex. Director of Curriculum-Instruction and campus principals in refining and standardizing the implementation of the RTI model at all campuses.</p>	<p>Yes</p>	<p>Needs Assessment</p>				<p>In Progress</p>	<p>Number of special ed referrals</p>	<p>(Update 7-19-16) RTI requirements to provide and document interventions has led to very few referrals to special education. As older students age out, our numbers are diminishing.</p>
<p>29. Continue to monitor the discretionary placements of special education students in DAEP and OSS. Evaluate systems in place to address behavior of special education students as an instructional, rather than a disciplinary issue.</p>	<p>No</p>		<p>Principals receive a Disciplinary tracker to utilize with special ed students to keep track of number of days sped students were out of placement. The Special Ed Director works closely with principals to develop behavior interventions to address issues in the classroom.</p>	<p>ongoing throughout the year. Forms will be provided by the first 3 week period of instruction</p>	<p>Special Ed Director</p>	<p>In Progress</p>	<p>Number of placements in OSS or DAEP</p>	<p>Collaboration between principals and Director of SpEd and inclusion teachers (Update 7-19-16) All placements to DAEP had to be approved by the superintendent who refused most discretionary placements. Teachers would benefit from continued training in determining causes and triggers to inappropriate behavior in all students, but especially those coded special ed.</p>

30. Analyze reasons students are sent to OSS. Study alternative methods to use to keep students in school.	No		Principals will review all students who are in danger of being sent to OSS and determine root causes. Determination will be made whether it is a behavioral problem or a classroom management issue prior to sending any student to OSS	As students are sent out of the classroom	principals	In Progress	number of placements in OSS.	(Update 7-20-16) Students who were suspended out of school were primarily for violations of student code of conduct who were habitual offenders. Mandatory removals were also handled. Principals handled situations more on an individual basis and there is no record of any analysis of causal factors.
31. Conduct an analysis of classroom discipline issues and determine root causes for student behaviors. Develop strategies and interventions to address the behavior concerns. Provide ongoing training in PBIS strategies as needed.	No		Determine through walk throughs which teachers need assistance with classroom management and provide early support. Train teachers how to determine which behaviors require administrative intervention and which ones should be handled by the teacher. Continue training in PBIS and utilize the ESC for assistance if necessary. Determine if a tangible reward system, especially for younger students, will provide incentive to encourage positive behaviors. Determine campus and classroom expectations and enforce them consistently while continually encouraging examples of positive behavior.	Campus expectations set prior to the start of school and continuous evaluation of staff. Model expectations for staff.	principals	In Progress	Discipline referrals	(Update 7-20-16) Training on classroom management did occur by the campus principals. They also referred specific teachers to utilize video PD on Edvivate.
32. Monitor the implementation and effectiveness of the positive behavioral interventions and supports (PBIS) during classroom walk-throughs. Provide additional support and/or professional development to those teachers experiencing difficulty.	No		Monitor classroom management and behavior during walkthroughs. Provide individualized support to teachers in need	During all walkthroughs from beginning of school	principals	In Progress	discipline referrals	(Update 7-20-16) PBIS strategies were not enforced on the campuses. No additional training was provided with PBIS, but individual discipline trainings were provided by campus administrators.
33. Determine the dropout causal factors for at-risk students and students with disabilities. Develop a comprehensive district-wide dropout plan to address the causal factors and to decrease the district dropout rate.	No		Review dropout data and determine why students are leaving. Determine causal factors and determine how to best address them.	Review previous year's data and create a plan by December	Secondary principals and counselors	Not Started	Dropout data	
34. Evaluate the effectiveness of the credit recovery program and make adjustments as determined. Continue to expand alternative and non-traditional practices to support students at risk of dropping out.	No		Review data on Odysseyware to determine if it is the best program for MISD for credit recovery. Determine viability of alternative approaches to keep students in school.	Begin reviewing Odysseyware data and ongoing review of data	High school principal, AP of DAEP, High school counselor	In Progress	Odysseyware completion data	(Update 7-19-16) Students are able to complete courses quickly and graduate.
35-36. Develop strategies and activities for increasing the collaboration of CTE teachers with special education and ESL teachers to better address the needs of students with disabilities and ELLs enrolled in CTE courses. Provide ongoing training to CTE teachers in supporting the needs of these special populations. Provide ongoing training in core curriculum areas to CTE teachers and expand the collaboration of core teachers and CTE teachers to assist all students with mathematics and ELA skills in CTE courses.	No		Explore expanding offerings of CTE courses. Provide opportunities for training with ESL, Special Education, and RTI for CTE teachers. Include CTE teachers in training with core curriculum areas and provide opportunities for them to meet about individual students during PLCs. Core curriculum teachers share concepts they are teaching each six weeks with CTE teachers and collaborate on projects, especially those included in PBLs.	Provide ongoing training and inclusion in planning and implementation of PBLs	CTE teachers and Director, HS principal	Not Started	CTE course offerings, lesson plans	(Update 7-19-16) CTE course offerings will include ag, cosmetology, and auto mechanics, as well as computer technology and finance courses.

District Name: *Marlin ISD*

Corrective Action Plan

Instructions

The district must include noncompliance that is **new (District has not yet received Agency notification)**, **current (within one year of Agency notification)**, and/or **continuing (noncompliance has exceeded one year) in this CAP**. The district must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The district is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

Source(s) of Noncompliance

- | | |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

District Name: *Marlin ISD*

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|--|---|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--|---|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Source(s) of Noncompliance

- | | |
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<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
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District Name: *Marlin ISD*

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