



MALAKOFF ISD

DISTRICT PLAN OF ACTION

2016-2017

This plan has been collaboratively developed, under the leadership of our superintendent, and by the District-Wide Improvement Team (DWIT) which represents all district stakeholders. All performance goals identified in No Child Left Behind (NCLB) legislation have been adopted by the district and are reflected in this Plan of Action. Although NCLB has been replaced with Every Student Succeed Act (ESSA) legislative guidelines have not been established at this time. Revision will take place if necessary when guidelines are established.

The following funding sources support the objectives and strategies implemented to address the students' needs identified in this plan: Title I, IIA, III, VI, Special Education, State Compensatory Education, Career and Technology Education, Perkins Grant, High School Allotment, and Local Funds

MALAKOFF INDEPENDENT SCHOOL DISTRICT

“Committed to Excellence”

DISTRICT IMPROVEMENT PLAN 2016-2017

Mission Statement: Through the collaborative efforts of educators, parents, and the community our district will provide a safe and supportive environment to ensure an exemplary educational opportunity for all students.

District Administrators:

Randy Perry, Superintendent of Schools
Sybil Norris, Assistant Superintendent
Mike Burns, Curriculum and Technology Instruction
Martin Brumit, High School Principal
Gary Lucius/Chad Bentley, Assistant High School Principals
Quintin Watkins, Middle School Principal
Chris Robinson, Assistant Middle School Principal
Ronny Snow, Malakoff Elementary Principal
Christal Calhoun, Tool Elementary Principal
Danielle Copeland, Orr Principal & Gateway

Board of Trustees:

Rick Vieregge, President
Jason Dalrymple, Vice President
Tim Mattingly, Secretary
Mike Monroe
Jerry Spiva
Gary Woolverton
Dustin Youngman

MALAKOFF INDEPENDENT SCHOOL DISTRICT

LONG RANGE GOALS

2015-2020

- I. Student Achievement-The District shall attain the highest TEA accountability rating by 2020. Graduates of Malakoff High School will be prepared to successfully meet the challenges of life.
- II. Educational Opportunities-Highly qualified teachers, in partnership with parents and the community, shall provide students opportunities and encouragement to meet their full educational potential.
- III. Safe and Secure Schools-All schools and classrooms will maintain safe and disciplined environments conducive to student performance, student attendance and dropout prevention.
- IV. Efficient and Effective Operations-The District and each campus will be operated efficiently and effectively at all levels.

Superintendent's Goals: 2016-2017

1. Improve our English I and II EOC results. We must improve our student's short answer writing abilities to meet the state's rubric.
2. I will recommend that the district move toward being a District of Innovation. We can begin the process in September and finish by March 2017.
3. We will work to find ways to help our Special Education (STAAR A) students be more successful on the STAAR test.
4. The district will continue to encourage our teachers to use a variety of teaching methods, including Project Based Learning and Google Docs. Our Director of Curriculum and Classroom Technology will provide ongoing training on the use of technology and varied teaching methods to our teachers.
5. The district will continue move toward Google classrooms. Students and teachers will begin new collaborations using Google Apps and Docs.
6. The district will increase the number of students at Malakoff High School that would be considered college ready by the TEA. This effort will include increasing the number of students taking the ACT/SAT college entrance exam and the TSI exam. The High School will make an effort to have more parent involvement in the college selection process.
7. The district attendance rate will remain over 96% for the 2016-2017 school year. The 2015-2016 attendance rate was 96.2%.
8. Celebrate Tool Elementary being named our second Blue Ribbon School in as many years.
9. All schools will continue to have a safe and orderly environment where students can learn to their greatest potential.

COMPREHENSIVE NEEDS ASSESSMENT TOOLS

Student Assessments:

Easy CBM
STAAR Assessment (Grades 3-10)
Texas English Language Proficiency Assessment System (TELPAS)
Advance Placement Tests
GT Matrix
Pre/Post Tests
Locally Developed Benchmark Tests/TEKS Resource System Tests
Reading Renaissance Reading Tests (STAR)
Oral and Written Language Assessments (ITPE/IDEA)
Structure of the Intellect (SOI)
Six-Weeks Grades
Attendance Accounting
Special Education Data
Dyslexia Screening
504 Data
PSAT/SAT/ACT
Teacher Observation
READ 180

Teacher Assessments:

Professional Development and Appraisal System (PDAS)
Formal and Informal Walkthroughs
Staff Development Survey

District and Campus Assessments:

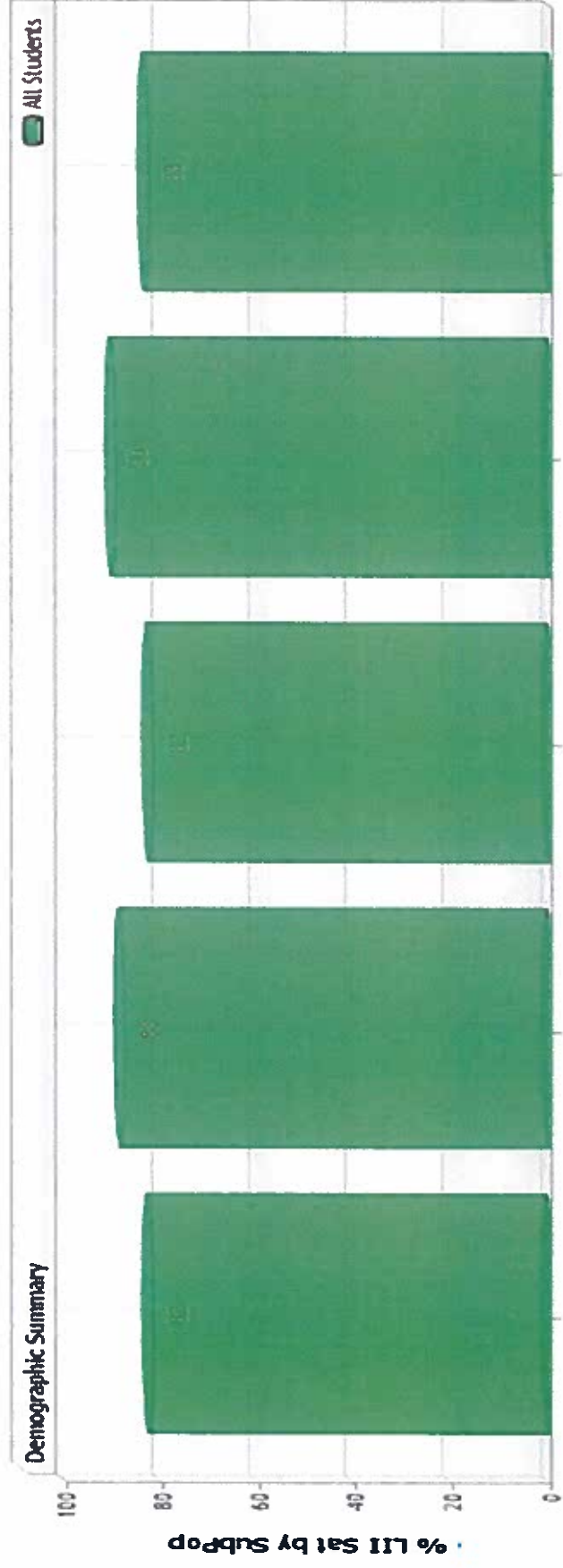
District/Campus Rating
Texas Academic Performance Report
Special Education Compliance Rating
Performance Based Management and Assessment System (PBMAS)
Number of At-Risk Students
Program Evaluations
Follow-up Data of Graduates
Comprehensive Analysis of Process/Program



STAAR Demographics by Subject for All Grades for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
 Calculation Option: Level II Sat Retests: First Administrations Source: Admin

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%
All Students	740	609	82	645	568	88	147	121	82	268	242	90	182	151	83

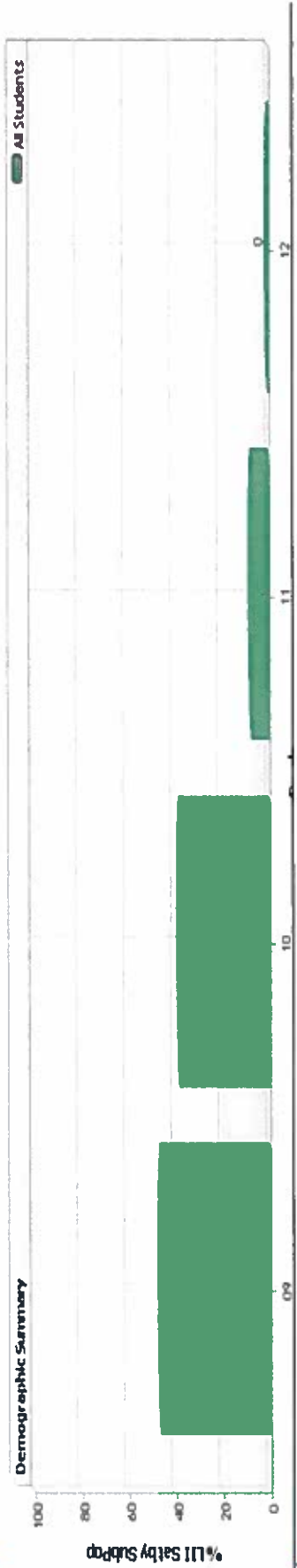




STAAR Demographics by Grade for Reading for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-AI12 Score Code(s): S
Calculation Option: Level II Sat Recommended Retests: First Administrations Source: Admin

Subpopulation	Grade 09		Grade 10		Grade 11		Grade 12	
	Tested	%	Tested	%	Tested	%	Tested	%
All Students	99	46	95	35	15	7	3	0



STAAR Demographics by Grade for Reading for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-AI12 Score Code(s): S
Calculation Option: Level II Sat Recommended Retests: First Administrations Source: Admin

Subpopulation	Grade 03		Grade 04		Grade 05		Grade 06		Grade 07		Grade 08	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
All Students	100	74	93	43	46	104	67	94	36	100	52	87

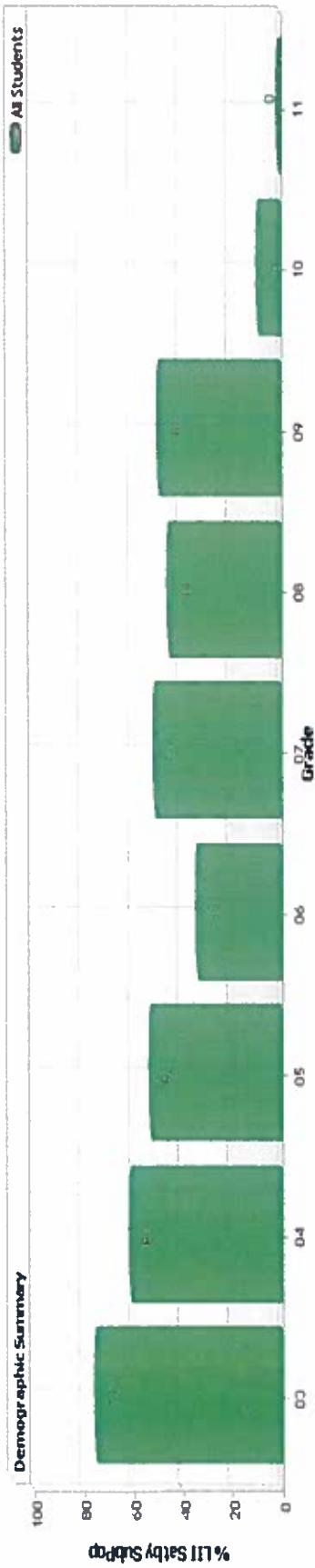




STAAR Demographics by Grade for Mathematics

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-A12 Score Code(s): S
 Calculation Option: Level II Sat Recommended Retests: First Administrations Source: Admin

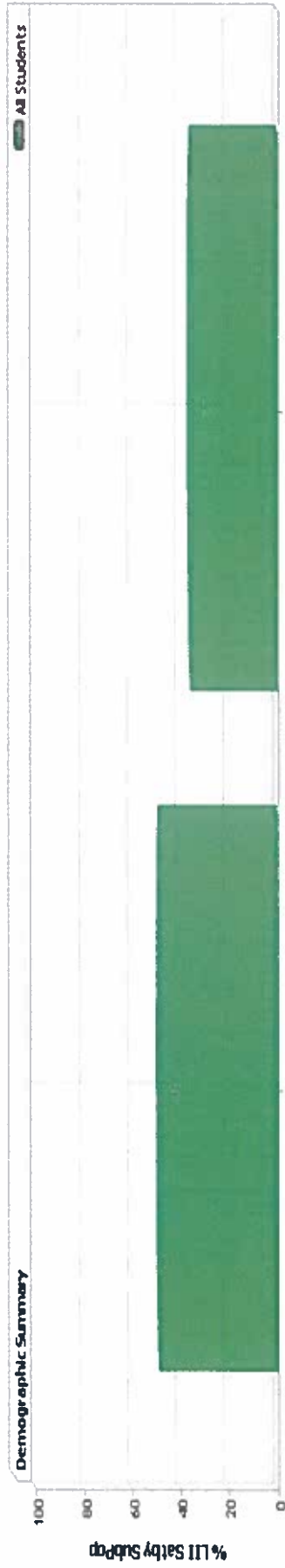
	Grade 03		Grade 04		Grade 05		Grade 06		Grade 07		Grade 08		Grade 09		Grade 10		Grade 11		
Subpopulation	Tstd	%	LII Sat	%	Tstd	%	LII Sat	%	Tstd	%	LII Sat	%	Tstd	%	LII Sat	%	Tstd	%	
All Students	105	78	67	56	60	52	98	32	33	100	50	44	68	48	12	1	8	2	0



STAAR Demographics by Grade for Writing

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-A12 Score Code(s): S
 Calculation Option: Level II Sat Recommended Retests: First Administrations Source: Admin

	Grade 04		Grade 07	
Subpopulation	Tstd	%	LII Sat	%
All Students	04	45	48	35





STAAR Demographics by Grade for Social Studies

Year: 2016 Language(s): English, Spanish
Calculation Option: Level II Sat Recommended

Test Version(s): STAAR STAAR-L STAAR-A STAAR-AIT2 Score Code(s): S
Retests: First Administrations Source: Admin

Subpopulation	Grade 08			Grade 09			Grade 10			Grade 11			Grade 12		
	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%
All Students	00	24	28	1	0	0	5	2	40	71	51	72	1	0	0

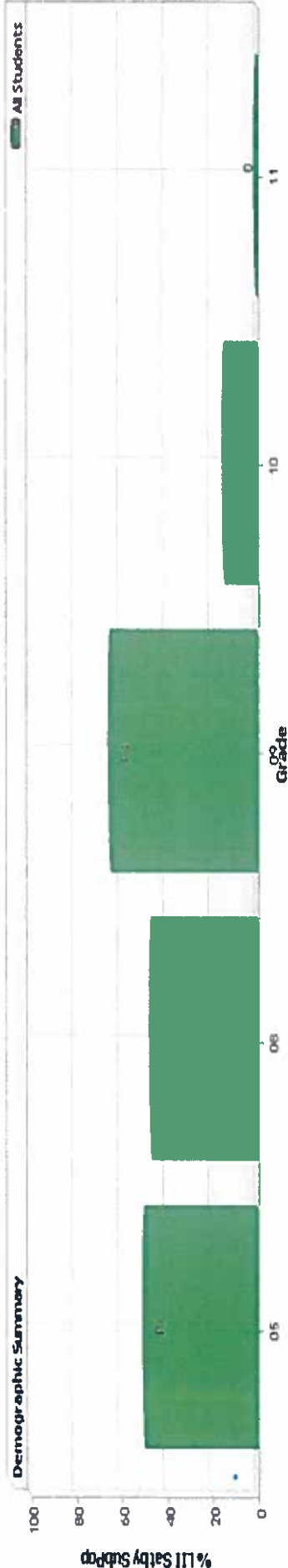


STAAR Demographics by Grade for Science

Year: 2016 Language(s): English, Spanish
Calculation Option: Level II Sat Recommended

Test Version(s): STAAR STAAR-L STAAR-A STAAR-AIT2 Score Code(s): S
Retests: First Administrations Source: Admin

Subpopulation	Grade 05			Grade 08			Grade 09			Grade 10			Grade 11		
	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%	Tstd	LII Sat	%
All Students	103	00	40	87	40	40	04	00	04	7	1	14	1	0	0





STAAR Demographic Indicators-Student Achievement ** BETA ** for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-AI2 Score Code(s): S
 Calculation Option: Level II Sat Rereests: Review the DMAC Calculation Source: Snapshot

STAAR	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	L/I Sat	L/I Sat%	Tested	L/I Sat	L/I Sat%	Tested	L/I Sat	L/I Sat%	Tested	L/I Sat	L/I Sat%	Tested	L/I Sat	L/I Sat%
SubPopulation	780	626	80	654	563	86	163	124	76	279	245	88	181	150	83
All Students	3	3	100	3	3	100	0	0	0	3	3	100	0	0	0
Native American	1	1	100	1	1	100	2	2	100	1	1	100	0	0	0
Asian	111	78	70	96	76	79	26	16	62	35	27	77	23	18	78
African American	122	96	79	96	82	85	19	16	84	43	37	86	34	31	91
Hispanic	527	434	82	443	386	87	113	88	78	194	174	90	119	96	81
White	16	14	88	15	15	100	3	2	67	3	3	100	5	5	100
Two or More Races	475	370	78	398	333	84	101	77	76	167	144	86	103	83	81
ECD	87	36	41	72	34	47	18	5	28	33	20	61	16	5	31
Special Education	44	34	77	34	31	91	3	3	100	13	11	85	11	9	82
ELL															

All Students	Reading/ELA			Mathematics			Social Studies			Science			Writing			Total
Met Level II		626	+	563		+	124		+	245		+	150		=	1708
Students Tested		780	+	654		+	163		+	279		+	181		=	2057
Index	1708 divided by 2057															83

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

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

The Index 1 target for 2016 is 60. Shaded percentages are below 60%.



STAAR Demographic Indicators-Student Progress ** BETA ** for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-L, STAAR-A, STAAR-AI2 Score Code(s): S
 Calculation Option: Growth Retests: Review the DIMAC Calculation Source: Snapshot

Reading Totals	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL
Number of Tests	513	74	83	347	0	1	0	8	49	32
Did Not Meet Expectation	239	45	38	151	0	0	0	5	20	14
Met Expectation	274	29	45	196	0	1	0	3	29	18
Exceeded Expectation	73	5	16	50	0	0	0	2	4	9

Mathematics Totals	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL
Number of Tests	524	74	87	351	2	1	0	9	46	31
Did Not Meet Expectation	230	34	40	151	0	1	0	4	22	13
Met Expectation	294	40	47	200	2	0	0	5	24	18
Exceeded Expectation	73	10	10	49	2	0	0	2	4	7

Aggregate (Subjects Combined)	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ELL	Total Points	Max Points
Number of Tests	1037	146	170	698	2	2	0	17	95	63		
% Met or Exceeded Expectation	55	47	54	57	*0	*0	*0	*0	56	57		
% Exceeded Expectation	14	10	15	14	*0	*0	*0	*0	8	25		
Weighted Growth	69	57	69	71	*0	*0	*0	*0	64	82	412	1200
Index												34

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
 As TEA makes changes to Accountability, these results may change.

*0 indicates the minimum # of tests was not met for the demographic and the number is not included in the calculation.
 The Index 2 targets are: district-22, elem-32, middle-30, hs and kthru12-17, sea campus and charter districts-8.



STAAR Demographic Indicators-Closing Performance Gaps ** BETA ** for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A, STAAR-AI2 Score Code(s): S
Calculation Option: Level II Sat Retests: Review the DMAC Calculation Source: Snapshot

SubPopulation	Prior Year					Met Standard %
	Reading Tested	Math Tested	Tested	Met Standard #	Met Standard %	
African American	94	80	255	200	78	
Hispanic	104	82	283	226	80	
Two or More Races	12	10	33	28	85	
White	484	367	1241	1088	88	
Asian	2	1	4	4	100	
Native American	2	2	8	8	100	

SubPopulation	Reading/ELA					Mathematics					Social Studies					Science					Writing				
	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%
African American	111	78	70	15	14	96	76	79	15	16	26	16	62	3	12	35	27	77	1	3	23	18	78	0	0
Hispanic	122	96	79	17	14	96	82	85	22	23	19	16	84	3	16	43	37	86	2	5	34	31	91	4	12
ECD	475	370	78	78	16	398	333	84	80	20	101	77	76	22	22	167	144	86	18	11	103	83	81	10	10

Subpopulation	Reading/ELA					Mathematics					Social Studies					Science					Writing							
	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%	Tstd	LII	LII%	Adv	Adv%			
African American	84	95	74	74	80	74	74	74	74	80	74	74	74	74	80	74	74	74	74	80	74	74	74	74	80			
Hispanic	93	108	103	103	91	103	103	103	103	91	103	103	103	103	91	103	103	103	103	91	103	103	103	103	91			
ECD	94	104	98	98	97	98	98	98	98	97	98	98	98	98	97	98	98	98	98	97	98	98	98	98	97			
Totals	271	307	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268	268			
Maximum Points	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600			
Index	1212 divided by 2600																											

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results. *0 indicates the minimum # of tests was not met for the current year and the number is not included in the calculation.

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

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



STAAR Demographic Indicators-Postsecondary STAAR Results ** BETA ** for MALAKOFF ISD

Year: 2016 Language(s): English, Spanish Test Version(s): STAAR, STAAR-A Score Code(s): S
 Calculation Option: Level II Sat Recommended Refests: Review the DMAC Calculation Source: Snapshot

STAAR Final Level II Performance	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races		
Students Tested	760	105	106	528	3	1	0	17		
Number Met Final Level II for 2 or More Subjects* (see DMAC calculation)	414	38	48	313	3	1	0	11		
Percent Met Final Level II for 2 or More Subjects* (see DMAC calculation)	54	36	45	59	100	100	0	65		
Indicator	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Total Points	Max Points
STAAR Final Level II Performance	54	36	45	59	*0	*0	*0	*0	194	400
Score	194 divided by 400									49

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

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

*0 indicates the minimum # of students was not met for the demographic and the number is not included in the calculation.
 The Index 4 targets are Non-AEA District:13,HS/K-12:21,Middle:13,Elementary:12, if the other components are not available.

ACCOUNTABILITY SUMMARY
2016-2017

This is the fourth year of the new Accountability System. Malakoff ISD *Met Standard* for the 2015-2016 rating. This means that we met performance index targets on all indexes. The four indexes measured are: Index 1: Student Achievement; Index 2: Student Progress; Index 3: Closing Performance Gaps; and Index 4: Postsecondary Readiness. The district also received a Distinction Designation in Postsecondary Readiness, and was recognized as one of only 24 districts in the state to receive this recognition.

Index 1 is to provide a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard. For 2016, Index 1 was based on the STAAR results at the phase-in 1 Level II passing standard. Beginning with the 2015-16 testing each year the percentage will increase. The Target Score for Index 1 was 60 and MISD scored 83.

Index 2 is to provide a measure of student progress by subject and student groups independent of overall student achievement levels. Growth is evaluated by subject (reading, mathematics, writing, where available) and student group (All Students, Special Education, ELLs, African American, American Indian, Asian, Hispanic, Pacific Islander, White and Two or More Races). The Target Score was 22 and MISD scored 34.

Index 3 is to emphasize advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student group at each campus and district. Our lowest performing groups were Hispanic and African American. The Target Score was 28 and MISD scored 47.

Index 4 is to emphasize the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military. The Target Score was 60 and MISD scored 82.

A copy of the 2015-2016 report follows this summary. There is a formula used for the indexes and small groups are taken into account. After a review of these tables the district's needs assessment showed that we will make the following adjustments. MISD will continue to work at the achievement gap between student populations with a special emphasis on ELL and Sped populations. Malakoff ISD will use its state, local and federal funds to address the needs of students in all sub pops and content areas with emphasis on college and career readiness and skills outside of the academic setting such as creativity, critical thinking, collaboration, communication, and compromise. All campuses will receive Title I funds for the 2016-2017 year. The campuses will also utilize both federal and other funding sources for accelerated instruction for students that have not met the Level II score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate. MISD will continue to facilitate professional learning communities so that teachers learn from each other and can implement what is working across the district. Campuses will attend PLC professional development in order to implement the PLC at the campus level. Malakoff ISD will continue to take steps to ensure that there are not barriers for students to participate in the dual credit or advanced placement tracks and ensure that all students are advised into endorsement areas of interests. The district will continue a focus on college and career readiness for all students.

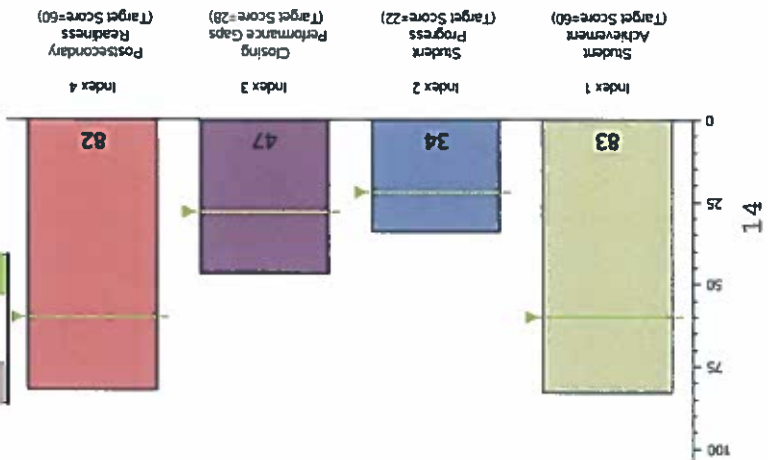
TEXAS EDUCATION AGENCY
2016 Accountability Summary
MALAKOFF ISD (107906)

Accountability Rating	Met Standard
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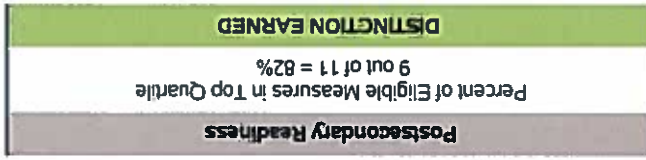
Met Standards on	<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness
Did Not Meet Standards on	- NONE

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

Performance Index Report



Distinction Designation



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,708	2,048	83
2 - Student Progress	412	1,200	34
3 - Closing Performance Gaps	1,221	2,600	47
4 - Postsecondary Readiness	12.1	25.0	47
STAAR Score	23.3	25.0	47
Graduation Rate Score	23.3	25.0	47
Graduation Plan Score	23.3	25.0	47
Postsecondary Component Score	22.0	25.0	47

System Safeguards

Number and Percentage of Indicators Met	Index Score
Performance Rates 26 out of 28 = 93%	83
Participation Rates 14 out of 14 = 100%	34
Graduation Rates 3 out of 3 = 100%	47
Met Federal Limits on Alternative Assessments 0 out of 1 = 0%	47
Total 43 out of 46 = 93%	82

SYSTEM SAFEGUARDS
2015-2016

The purpose of the System Safeguards is to ensure that poor performance in one area or one student group is not masked in the performance index. Along with possible interventions, the intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index.

The disaggregated performance measures and safeguard targets will be calculated for performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). The performance rates is by subject (reading, mathematics, writing, science, and social studies), participation rates (reading and mathematics only), and federal graduation rates. For the district only, the system safeguard outcomes on the federal limits on alternative assessments are also rated.

At the district level we did not meet the standard, which is 100%, on one of the four indicators, Performance Rates. There are 28 indicators and we met 26 or 93%. You must have at least 25 in a group and the passing rate must be at least 60%.

On the Performance Rate in Reading for the Subpopulation Special Ed we had 83 students taking the test with 36 meeting Level II for 43% passing. In Math for the same group we had 71 students taking the test with 34 passing for a 48% passing rate. Therefore, the two indicators that kept us from meeting the System Safeguards were **Special Ed-Reading and Math**.

On the System Safeguards where we did not meet the Standard the DWIT team looked at data and has addressed these concerns in the District Plan. The strategies to address these Indicators are marked with asterisks (*).

TEXAS EDUCATION AGENCY
 2016 System Safeguards - Status Report
 MALAKOFF HS (107906001) - MALAKOFF ISD

Performance Status - State	All Students		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
	State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%		4	6
Reading	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N			3	3	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			0	0	0
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			3	3	100
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			3	3	100
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			3	3	100
Total														13	15	87

Performance Status - Federal	Reading	Mathematics
Federal Target	87%	87%
Reading	N	N
Mathematics	N	N

Participation Status	Target	Reading	Mathematics	Total
Target	95%	95%	95%	95%
Reading	Y	Y	Y	6
Mathematics	Y	Y	Y	3
Total				9

Federal Graduation Status (Target: See Reason Codes)	Graduation Target Met	Reason Code ***	Total
Graduation Target Met	Y		3
Reason Code ***	a	a	3
Total			3

District: Met Federal Limits on Alternative Assessments	Reading	Alternate 1%	Number Proficient	Total Federal Cap Limit	Mathematics	Alternate 1%	Number Proficient	Total Federal Cap Limit	Total
Reading									
Alternate 1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Number Proficient									
Total Federal Cap Limit									
Mathematics									
Alternate 1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Number Proficient									
Total Federal Cap Limit									
Total									25

Overall Total 25 27 93

+ Participation uses ELL (Current). Graduation uses ELL (Ever HS).
 *** Federal Graduation Rate Reason Codes:
 a = Graduation Rate Goal of 90%
 b = Four-year Graduation Rate Target of 88%
 c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
 d = Five-year Graduation Rate Target of 90%
 Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY

CONFIDENTIAL

2016 System Safeguards - Performance and Participation Data Table
MALAKOFF H S (107906001) - MALAKOFF ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	150	18	24	101	3	0	0	4	81	8	6	n/a
Total Tests	232	28	41	156	3	0	0	4	136	31	11	5
% at Level II Satisfactory Standard	65%	64%	59%	65%	100%	-	-	100%	60%	26%	55%	n/a
Mathematics												
# at Level II Satisfactory Standard	89	13	12	58	3	0	0	3	49	5	1	n/a
Total Tests	113	15	18	74	3	0	0	3	66	19	2	1
% at Level II Satisfactory Standard	79%	87%	67%	78%	100%	-	-	100%	74%	26%	50%	n/a
Writing												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	98	11	16	66	3	0	0	2	57	11	2	n/a
Total Tests	105	12	17	71	3	0	0	2	60	16	2	1
% at Level II Satisfactory Standard	93%	92%	94%	93%	100%	-	-	100%	95%	69%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	73	10	9	51	0	1	0	2	45	2	1	n/a
Total Tests	81	12	10	56	0	1	0	2	50	9	1	1
% at Level II Satisfactory Standard	90%	83%	90%	91%	-	100%	-	100%	90%	22%	100%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	250	33	44	164	3	1	0	5	148	35	n/a	5
Total Students	250	33	44	164	3	1	0	5	148	35	n/a	5
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	122	16	20	78	3	0	0	5	72	23	n/a	1
Total Students	122	16	20	78	3	0	0	5	72	23	n/a	1
Participation Rate	100%	100%	100%	100%	100%	-	-	100%	100%	100%	n/a	100%

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
MALAKOFF H S (107906001) - MALAKOFF ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	67	5	15	42	0	0	0	5	46	6	2	n/a
Total in Class	68	5	15	43	0	0	0	5	46	6	2	1
Graduation Rate	98.5%	100.0%	100.0%	97.7%	-	-	-	100.0%	100.0%	100.0%	100.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	80	11	15	50	3	0	1	0	44	13	2	n/a
Total in Class	81	11	15	51	3	0	1	0	45	13	2	0
Graduation Rate	98.8%	100.0%	100.0%	98.0%	100.0%	-	100.0%	-	97.8%	100.0%	100.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	81	11	15	51	3	0	1	0	45	13	2	n/a
Total in Class	81	11	15	51	3	0	1	0	45	13	2	0
Graduation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2016-2017

Data Sources Reviewed:			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics 1a, 1d, 1e, 1h, 1n, 2b, 2c, 2h, 2k, 2l, 2m, 5i	1) growing student enrollment 2) no large gaps in achievement between white students and minority students 3) stable teaching staff 4) small class size remains 5) lower special ed numbers 6) student success on STAAR	1) possible influx of migrant students 2) Index 2, Middle School, Tool Elem. 3) Additional tutoring 4) more Hispanic teachers and staff 5) mobility rate may be cause for adjustment 6) special ed students and the STAAR A	<ul style="list-style-type: none"> • Special Ed Achievement • Index 2
Student Achievement 1a, 1d, 1e, 1f, 1h, 1n, 1o, 1w, 2f, 2k	1) Index 1-Student Achievement 2) Index 3-Closing Performance Gaps 3) Index 4-Post Secondary Readiness	1) Index 2-Student Progress Measure 2) Reading/Math: SE students 3) Evaluation of current interventions for struggling students 4) More intensive interventions in the areas of reading and math with SE students 5) Student specific interventions vs. generic group interventions 6) Professional development for teachers in the areas of differentiated instruction and blended instruction	<ul style="list-style-type: none"> • Special Ed Achievement • Index 2
School Culture and Climate	1) Everyone works together we are like one big family. 2) Administrators on campus allow us to be professionals.	1) All technology software and equipment is not functional in a timely manner. 2) Adequate time is lacking on campus for fully functional Professional Learning Communities.	<ul style="list-style-type: none"> • Technology • Time

	3) Students come first no matter what we do.		
Staff Quality/ Professional Development 1b, 1g, 1k, 1p, 2b, 3e, 5a, 5c, 5d, 5g, 5i, 5j	1) Low staff turnover 2) All certified teachers and paras 3) Continuing education opportunities	1) Vehicle for new staff to provide feedback 2) Continue to improve staff attendance rate 3) The use of Intervention staff to help students in need	<ul style="list-style-type: none"> Mentoring of new staff
Curriculum, Instruction, Assessment 1c, 1h, 1n, 1o, 2b, 2k	1) The staff has and uses a variety of resources 2) Use of TEKS Resource System 3) Use of data to drive instruction	1) Review of effectiveness of schoolwork 2) Need for curriculum and assessment that meets the needs of SE 3) Time	<ul style="list-style-type: none"> Time Special Ed Achievement
Family and Community Involvement 4a, 4b, 4e, 4f	1) We have several opportunities for parent/community involvement 2) We are using a variety of ways to communicate with stakeholders	1) Support for special needs parents (Class or Support Group) 2) School needs to get more involved in the community	<ul style="list-style-type: none"> Special need support
School Context and Organization 1a, 1d, 1e, 1h, 1n, 2b, 2c, 2h, 2k, 2l, 2m, 5i, 5j	1) Communication with stakeholders 2) After-school programs and tutorials 3) Scheduling of classes	1) Support structure for new teachers 2) Move students to higher levels of achievement 3) Improve Special Pop achievement on State Mandated tests.	<ul style="list-style-type: none"> Mentoring of new staff Special Pop achievement
Technology 1g, 1k, 2n	1) Technology Professional Development 2) Google Integration 3) Teacher Receptiveness	1) Teachers need more time to integrate technology. They are taught skills, but don't always have the time to plan how they will implement it in the classroom. One teacher said, "It takes time to play with the new technology and we don't have that time." 2) Better technology access is needed in the district. 3) Teacher don't always believe that the IT staff is as responsive as they could be. Help Tickets are not always answered quickly and some equipment isn't always ready to start out the year.	<ul style="list-style-type: none"> Technology training Time Preparedness

District Improvement Plan

District Goal 1: Student Learning and Accountability

Performance Objective 1: Malakoff ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Summative Evaluation: Campus principals will review implementation and application of alignment between scope and sequence, lesson plans, and walk through data.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*1. a Utilize progress-monitoring tools (Easy CBM, TEKS Resource System, iStation, Think Through Math, DMAC, READ 180) and classroom assessments to monitor student progress and needs	Campus Principals Asst. Supt. Curr. Dir. Teachers	Researched-based assessment resources	ongoing	Research-based tests (i.e. Unit Test from TEKS RESOURCE SYSTEM) ; Student data records	
1. b Planning and implementing local professional development opportunities (Using varied methods of presentation that encourage teachers to think critically and collaborate)	Campus Principals, Curr. Dir. and Asst. Supt.	ESC Gateway	Aug-May	Workshop evaluation forms	
1. c Clearly define the evaluation/assessment procedures at each campus.	Campus Principals	Campus Site Based Teams	Aug Dec May	Grading policy manuals created by each campus during August inservice	
1. d Provide a positive climate for learning to ensure success for students/staff	All administrative levels	Campus site based teams	Aug Nov Jan Mar	Teacher retention Student achievement	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*1. e Providing intervention programs that allow for increased student performance (Rtl, small-group intervention, tutoring, and in-class support)	All administrative levels	SCE funds	Aug Dec May	Attendance log and Progress Monitoring data	
*1. f Provide support for all staff and students targeting reading, writing, math, science and social studies at all levels.	Asst. Supt., Curr. Dir. MS Principal & Staff	Local & State funds Title funds	2016-2017	Benchmark reports	
*1. g Providing content-specific teacher training and monitor the integration of technology into daily instruction (Chromebooks, iPads, SmartBoards, web resources, production tools, etc.) Evaluate and create acceptable use policies for bringing your own technology option.	Tech Personnel Curr. Dir. Principals Classroom Teachers	Local & State funds IMA Bond funds	Ongoing	Record of training Lesson Plans	
*1. h Implementing effective special programs that provide differentiated instruction for the varied needs of students (Special Education, ESL, G/T, CTE, Migrant, Dyslexia)	District SE teachers Campus principals	Local funds SE funds GT funds CTE funds	Aug. Sept.	Data from special program staff	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
1. i Provide specific vocabulary instruction, integrated into all content areas. (Flocabulary)	Asst. Supt. Curr. Dir. Principals	Local funds	Ongoing	Lesson plans	
1. j Provide quality CTE programs that offer career-related experiences and allow students to obtain certifications.	Principals High School Counselor Teachers	Perkins and State CTE funds	Ongoing	Student participation and obtained certifications	
1. k Ensure staff is adequately trained on all tech equipment and programs	Asst. Supt. Curr. Dir. Tech Staff	Local funds	Aug-May	Increased integration of technology in the lesson plans	
*1. l Implement TEKS Resource System's S&S, and Unit Tests to prepare for STAAR and EOC STAAR	Teachers Principals Curr. Dir. Asst. Supt. Supt.	TEKS Resource System TEKS	Aug 10 Each 6 weeks	Record of tests generated and degree of difficulty reports.	
1. m Develop college-ready learners through use of common academic vocabulary, implementation of CCRS (Career/College Readiness Standards), offering college preparation courses at the middle and high school levels, and offering dual credit courses	Teachers Principals Curr. Dir. Asst. Supt.	Local funds	Ongoing	Lesson plans, record of offered courses, and record of student participation	

Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
*1.n. Implement universal screener of all students in Grades K-9 at the beginning of the school year in order to identify students in need of intervention	Administrators	SCE and Local funds	Aug, 2016	Student data records	
*1.o. Encourage teacher use of varied methods of assessment in order to determine student growth	Administrators	Local funds Title Study Island	Ongoing	Lesson plans and grade reports	
1 p Increase vertical alignment opportunities within and among campuses to ensure curriculum alignment and fidelity to state standards and assessment.	Principals	Local funds	Early Release Days	Sign-in sheets Minutes from meetings Agendas, and Evaluation Walkthroughs Lesson Plans	
1 q Provide high school counselor with assistant that will assist students in planning schedules, enroll in higher ed, and student placement.	High School Counselor	HS Allotment	Ongoing	Increase of students enrolling in post-secondary institutions	
1r Review curricular changes necessary to meet requirements of HB5	Asst. Supt. Curr. Dir. Principals	Local Funds	2016-2017	Undated Program of Studies	
1s Collaborate with higher ed to evaluate college prep/transition class options as required by HB5	HS Counselor Dean of Students	Local Funds	2016-2017	Recommendations for Transition Classes	

<p>1. t. Support a differentiated K-12 writing program and prepare for STAAR/EOC through implementation of writing workshops, use of mentor texts and research-based writing process strategies.</p>	<p>Principals</p>	<p>Local Funds</p>	<p>2016-2017</p>	<p>100% of teachers will implement the components of the writing process as evidenced in walkthroughs, observations, common assessments and lesson planning.</p>	
<p>1. u Continue to offer additional advanced courses available to assist students in completing the new HS Foundation Program with Endorsements and with Distinguished Level of Achievement. 1,3</p>	<p>Assistant Superintendent Curr. Dir. Campus Administrators</p>	<p>Local/State Funds</p>	<p>Annually</p>	<p>Meeting Notes, Agendas, and Recommendations</p>	
<p>1. v PBL sustained support will continue to be implemented on each campus especially for newly trained teachers</p>	<p>Curriculum Director</p>	<p>Local/State Funds</p>	<p>August 2016</p>	<p>Principal Walkthroughs Lesson Plans</p>	
<p>1. w Provide ongoing professional/technical assistance for the State Accountability systems and data analysis to inform instruction.</p>	<p>Curriculum Director Assistant Superintendent</p>	<p>Local/State Funds Title I and II Funds Comp. Ed. Funds</p>	<p>August 2016</p>	<p>State and local assessment results PDAS</p>	
<p>1. x Provide training for teachers in the English Language Proficiency Standards (ELPS), linguistic accommodations and sheltered instruction.</p>	<p>Curriculum Director</p>	<p>Local/State Funds</p>	<p>January 2017</p>	<p>Proficiency levels on TELPAS and state assessments</p>	

District Improvement Plan					
ALL STUDENTS WILL GRADUATE FROM HIGH SCHOOL.					
Performance Objective 2: The district will assist at-risk students and special populations to meet rigorous standards, and accelerate high achieving students to reach their full potential.					
Summative Evaluation: Increase in the number of at-risk students completing high school and decreased number of students in restricted environments					
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
2. a Provide educational training for pre and post high school by offering dual credit courses and begin planning to provide additional opportunities for vocational courses geared to obtain Certifications /career advancement	Secondary Principals Higher Ed Coord HS Counselor CATE teachers	TVCC HS Allotment	Aug Jan May	Student grade reports Number of students enrolled	
2. b All teachers will be provided inservice training on modification strategies.	Curr. Dir. SE Dir. Principals	Local funds	Oct Feb	Increased success of students requiring modifications Use of CM, Inclusion, & Edgenuity	
*2. c Provide Rtl training for Admin team and staff	RTI Team SE Dir. Principals Teachers	Intervention Teachers Supplemental materials	Oct-May	Benchmark scores Class grades TEKS Resource System Unit tests TPRI	
2.d Provide early intervention for all at-risk students using the three Tier model.	Principals Intervention Staff	Supplemental material Intervention Teachers	Aug-May	Reduced number of Special Ed referrals	
2. e. Provide students exposure to 4 year univer.	HS Principal HS Counselor	Local funds	Spring Semester	Visits made Presentations	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*2 f. Continue to improve Science achievement for all sub-pops through use of more labs and highly engaging lessons	Principals Curr. Dir.	Title VI Local funds	2016-2017	Lesson plans	
2. g Improve Math achievement through hands-on activities and highly engaging lessons.	Principals Curr. Dir.	Local funds	2016-2017	Lesson plans	
*2.h. Align all special programs with the general education program to increase student performance	Principals Curr. Dir.	Local funds	December 2016	Documents	
2.i. Encourage teacher use of data in planning instruction	Principals Curr. Dir.	Local funds	Ongoing	Student data and lesson plans	
*2 j Offer and implement program that will allow struggling students the opportunity to recover credit and receive remediation.	Principals Curr. Dir.	Local funds HS Allotment Title I	Ongoing After school tutorials beginning in early November	Student Records in Edgenuity, Tutorials records Gateway	
*2.k. Continue to implement a progress monitoring process for students with disabilities designed to increase academic progress and narrow the gap in achievement between students with disabilities and other student	Principals Special Ed Staff Curr. Dir.	Local funds	2016-2017	Achievement level of students with disabilities on State assessments will increase by 5% above 2015-2016 levels in all content areas.	

populations.	Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
	*2.1. Support understanding of how to place students with disabilities (SPED and 504) on the state assessment and make decisions about accommodations and supplemental aids for both instruction and assessment to support greater achievement for students.	Special Ed staff Campus Counselors	Local funds	2016-2017	Achievement gap between students with disabilities and the all student level will decrease by 5% in all subjects tested using the 2015-2016 level as baseline.	
	*2.m Improve ability of all classroom teachers to design instruction for differentiated student populations. By using principles of universal design for learning and differentiated instruction strategies.	SE staff Principals Teachers	Local funds	2016-2017	100% of teacher lesson plans will reflect efforts to differentiate to meet the needs of students.	
	2.n Increase student accessible computers and lower technology acquisition costs through the use of thin client and virtual desktop infrastructure (VDI), as well as low cost computing devices such as Chromebooks, including	Tech Staff Curriculum Dir	Bond Local Funds	2016-2017	Inventory of tech equip. usage by staff and students	

shedding licensing costs by moving to free, web- based resources						
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District Improvement Plan

District Goal 3: ALL STUDENTS WILL BE EDUCATED IN LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE AND CONDUCTIVE TO LEARNING.					
Performance Objective 3: All members of the school community will participate in providing a safe, orderly and productive environment.					
Summative Evaluation: Reduction in the number of reportable instances of discipline on PEIMS 425 report. Improved student attendance rates					
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
3. a District SHAC will continuously monitor district safety measures and report to the DWIT any areas of concern	District nurse Asst. Supt.	Local funds	4 times a year	SHAC minutes	
3. b Student handbooks and code of conduct will be updated to include issues addressed in the legislative session regarding safety, as well as other student issues.	District nurse Asst. Supt. Principals	Campus funds	Aug	Returned signature	
3. c Additional efforts to raise awareness of the dangers of drug use and abuse will be addressed through faculty and staff training and community programs. Help Center Programs for parents & community on drug awareness	District nurse Asst. Supt. Principals Counselor Community Liaison	VOICE Canine Program	Aug May	Program attendance	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
3. d Providing facilities that meet the physical needs of students and are conducive to learning	Maintenance Director Security Director	Local funds	Ongoing	Safety Audit	
3. e Increase staff awareness and responsibility through training and policy of student social cruelty including harassment and bullying, violence prevention and dating violence	Asst. Supt. Principals Counselors	Local Funds ESC 7	Aug Feb	Inservice documents	
3. f The district will follow and keep current its Standard Operating Procedures for Emergency Situations	Safety Committee Security Director	Local funds	Twice per semester	Change sheets in manual	
3. g Increase staff, student, and parent awareness and responsibility through training and policy of the sexual abuse of children.	Asst. Supt. Curr. Dir. Principals Counselors Help Center Child Welfare Website http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm	Local funds	Aug July	Inservice documents	
3. h Provide DAEP for students with HQ staff	Superintendent HS and MMS Principals	SCE Local	Ongoing	Student grades Discipline reports	

District Improvement Plan

District Improvement Plan						
District Goal 4: PARENTS WILL BE ENCOURAGED AND PROVIDED OPPORTUNITIES TO TAKE AN ACTIVE ROLE IN THE SCHOOL COMMUNITY IN SUPPORT OF THEIR STUDENTS.						
Performance Objective 4: Regular and consistent communication measures will be adopted to inform all stakeholders.						
Summative Evaluation: Parent participation will increase, particularly on the secondary level.						
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes	
4.a The district will continue working with our parents by offering additional educational and outreach activities for parents	Curr. Dir. Superintendent	Title VI	June Oct Dec May	Record of contacts made		
4.b Use the local newspaper, our webpage and social media to keep the community and parents informed of the good things that are happening in the district.	Campus leaders	Local funds	End of each month	Feedback from community and parents		
4.c Increase teacher use of and parental awareness of the district website	Technology Dept, Campus Principals Curr. & Tech Dir	Local funds	Aug Jan	Increased web activity count		
4 d. Involve students and staff in community activities	Principals Counselors		Ongoing	List of activities participation		
4.e Continue a clear means of communication between the school and parents/grandparents	All levels of administration	Local funds	Aug, Dec May	Increased parent responses Record of School Messenger calls		
4.f Provide outside presenters for support to parents	Principals, Teachers	Local funds	Aug June	Attendance records		

District Improvement Plan

ALL STUDENTS WILL BE TAUGHT BY HIGHLY QUALIFIED TEACHERS.

Performance Objective 5: Teacher and staff professional will participate in ongoing professional development that aligns with district and campus goals.

Summative Evaluation: Teacher/ staff service files						
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes	
5. a District-wide inservice will be offered to provide clear district goals and objectives across campuses	Principal Asst. Supt. Curr. Dir. Teachers	Campus Funds	Aug Sept Oct Feb	Workshop evaluation forms		
5. b Utilize state compensatory funds to support the Title I school-wide efforts	Principal Asst. Supt. Curr. Dir. Teachers	SCE FTEs \$591,120 FTEs 6.9	Aug Dec Jan May	Benchmark testing demonstrating increased student success		
5. c Campus level professional development will be offered for both professional staff and paraprofessional and support staff to address campus objectives and support job specific needs.	Principal Asst. Supt. Curr. Dir. Teachers	Campus funds Title I Title VI	Aug April May	Workshop evaluation forms		
5. d The school district will provide incentives to keep highly qualified teachers within the district.	Administration Business Office Principals	Local Funds	Aug through July	Records of incentives offered		
5.e Encourage and assist paraprofessionals to become certified teachers	Superintendent Principals	State incentive	Aug Through May	Number of paraprofessionals going for certification		
5.f Actively recruit at universities and job fairs.	Principals	Local Funds Title IIA	Aug through May	Registration at job fairs		
5 g. Monitoring the climate of the district/camps working environments	District Administrators	Local Funds	Ongoing	Parent, Student, and Teacher Surveys		

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
5.h. Staff will be trained on ESSA policies and procedures	Asst. Superintendent ESC7	Title I	Ongoing	ESSA Application & Compliance Report	
*5.i. In addition to continuing vertical alignment & curriculum training during grade level meetings, faculty members will also receive training in developing depth/complexity to help special population students achieve.	Asst. Supt. Curr. Dir. Campus Principals	Local Funds	Ongoing	90% of Grades 3-12 students will meet or exceed minimum expectations on appropriate grade-level tests. 15% will achieve Level III	
*5.j Implement Teacher Mentoring Program (New Educator Support Team) for teachers within the first 3 years in the profession.	Campus Principals		Annually	PDAS Retention Data	