

PREMONT ISD

District Improvement Plan

2020/2021



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PREMONT ISD

Mission

In order to develop successful individual potential Premont Independent School District will create a culture that promotes risk taking in an environment that values diverse thinking and provides numerous opportunities for successful application of learning by all members of the organization.

Vision

Developing Successful Individual Potential

Nondiscrimination Notice

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

PREMONT ISD Site Base

Name	Position
VanMatre, Steve	Superintendent
Chilton, Lissa	Premont Early College Academy
Russell, Richard	Premont Collegiate High School
Rodriguez, Lilly	Parent Liaison
LaFuente, Anna Lisa	Parent
Ortega , Paula	Community/Business Member
Arevalo, Davida	Premont Early College Academy
Hofstetter, Gilda	Premont Collegiate High School
Romo, Anna	Premont Collegiate High School
Trevino, Joel	Campus Administrator
Garcia, Claudette	Campus Administrator
Gonzalez, Kristina	Director of Instructional Support

Premont Independent School District
Comprehensive Needs Assessment
2019-2020



Home of the Fighting Cowboys and Cowgirls
Developing Successful Individual Potential

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Purpose of the Comprehensive Needs Assessment

The overall purpose of a comprehensive needs assessment process is to examine multiple sources of data to identify the priority needs and direction for a school district. This important process is the initial step in the development of the district and campus improvement plans, as well as decisions regarding the effective planning and utilization of local, state, and federal funds. The data help schools monitor and assess the impact of programs, curriculum, instruction, assessment, and other critical areas related to teaching and learning by developing a school profile. When conducted thoroughly, the CNA provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards by strengthening the entire school system through targeted improvement processes. (Texas Education Agency, 2009)

Data Sources of the Comprehensive Needs Assessment

A variety of data sources were used to examine the five indicators used for the PISD comprehensive needs assessment process. The sources of data used included:

Student Assessment Data

Reviewers analyzed student performance on the State of Texas Assessment of Academic Skills (STAAR) from 2015, 2016, 2017, 2018, and 2019. STAAR scores were not available for the 2020 school year due to the COVID-19 pandemic. STAAR scores were accessed through DMAC, an online data disaggregation tool.

Demographic Data

Reviewers analyzed a variety of demographic data related to enrollment, attendance, discipline, and teacher characteristics. Data sources included TAPR reports, AEIS reports, and PEIMS reports.

Surveys

Surveys were distributed to school personnel and parents to gather perception data and evidence of patterns within the school district.

Document Review

A variety of formal district and campus documents were reviewed (e.g. STAAR performance results, student demographic documents, annual dropout results, etc.). The documents provided by school personnel helped to identify quantitative data elements regarding the five indicators that were examined.

Analysis of Quantitative Data

Results of the analysis of the quantitative data presented on pp. 7 through 34 of this report are organized as follows:

Student Achievement Data

*Given the impact of COVID-19, annual academic assessment requirements for the remainder of the 2019–2020 school year (spring/summer testing) were suspended. As a result, Premont ISD did not have STAAR data to report for the 2020 school year. In place of the STAAR assessment, the Premont ISD administered End-of-Year (EOY) assessments provided by the state. These assessments were an optional tool schools could use to measure student progress and understanding of the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS), taught this school year. The EOY assessments have been built using released State of Texas Assessments of Academic Readiness (STAAR®) test questions that measure the TEKS. Data reflected from EOY assessments are not valid and reliable, as EOY assessments were taken at home via an online method. Additionally, no test group had a 100 percent administration.

Figures 1 through 15 (found on pp. 6 - 21) represent the findings of the analyses of student achievement data collected through Premont ISD AEIS reports, TAPR reports, and DMAC reports. Data are reported for all students and the following student subgroups: Hispanic, White, Economically Disadvantaged (ECD), Special Education (SpEd) and English Language Learner (ELL).

Due to their numerically small size, the data reported for White, Special Education, and English Language Learner subgroups must be interpreted with caution. In many cases, the number of students tested from one of these groups was less than 10, which means that one student meeting standard (or not meeting standard) will affect the passing percentage by more than 10 points.

Conversely, the data reported for All students, Hispanic students, and Economically Disadvantaged students represent groups of at least 50 students and are therefore robust.

Demographic Data

Figures 16 through 22 (found on pp. 22 - 29) represent findings of the analyses of demographic data collected through Premont ISD AEIS reports, TAPR reports, and PEIMS. These data include enrollment, attendance, four-year longitudinal completion rate, discipline, teacher years of experience, and teacher degree status.

Effective Schools Staff Survey Data

Figures 23 through 30 (found on pp. 30 - 38) represent findings of the analyses of staff responses to the Premont ISD Effective Schools Survey. Surveys were completed online in May and June 2020. Results were analyzed through the lens of the Texas Accountability Intervention System (TAIS) *Framework for Continuous District and School Improvement*, including district commitments, support systems, and seven Critical Success Factors.

Effective Schools Parent Survey Data

Figure 31 (found on pp. 39-40) represent the findings of the analysis of parent responses to the Premont ISD Effective Schools Survey. Surveys were offered online and forty-nine were completed in May and June 2018.

Note: Unless otherwise indicated, all data are reported as percentages.

Figure 1
Premont ISD STAAR Results – Math – All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	47	47	63	42	20	58
2016	58	59	0	55	35	74
2017	60	59	67	58	44	55
2018	63	63	75	62	40	42
2019	57	57	67	56	42	53
2020	N/A COVID -19	N/A COVID -19	N/A COVID -19	N/A COVID -19	N/A COVID -19	N/A COVID -19

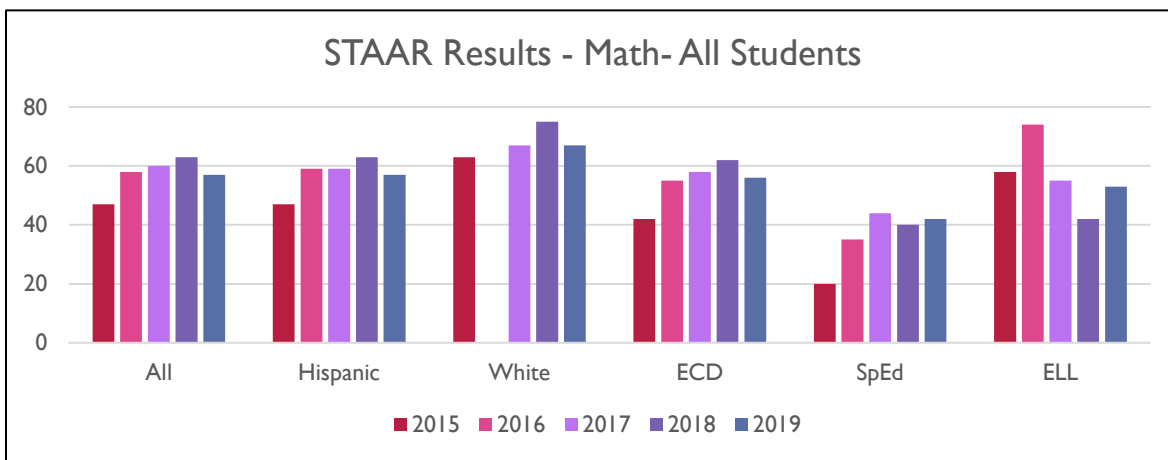


Figure 1: These data chart the change over a five-year time period in the area of STAAR Math.

In 2019, Premont ISD evidenced a slight decrease in STAAR Math results for all students as well as Hispanic, White, and economically disadvantaged students. There was a small increase in the math scores for special education students, and a slightly bigger increase in the math scores for the English Language Learner subgroup. However, due to their numerically small size, the data reported for White, Special Education, and English Language Learner subgroups must be interpreted with caution.

Figure 2
Premont ISD STAAR Comparison – Mathematics

	<i>PISD</i> 2016	<i>State</i> 2016	<i>Gap</i> 2016	<i>PISD</i> 2017	<i>State</i> 2017	<i>Gap</i> 2017	<i>PISD</i> 2018	<i>State</i> 2018	<i>Gap</i> 2018	<i>PISD</i> 2019	<i>State</i> 2019	<i>Gap</i> 2019
3rd	56	74	-18	57	76	-19	52	77	-25	44	78	-34
4th	57	72	-15	38	75	-37	76	78	-2	44	74	-30
5th	60	85	-25	60	87	-27	52	90	-38	80	77	3
6th	52	71	-19	53	75	-22	59	76	-17	49	79	-30
7th	43	67	-25	44	68	-24	46	71	-25	67	73	-6
8th	76	81	-5	73	84	-11	85	85	0	53	74	-21
Alg 1	64	81	-17	83	82	1	81	83	-2	63	84	-21

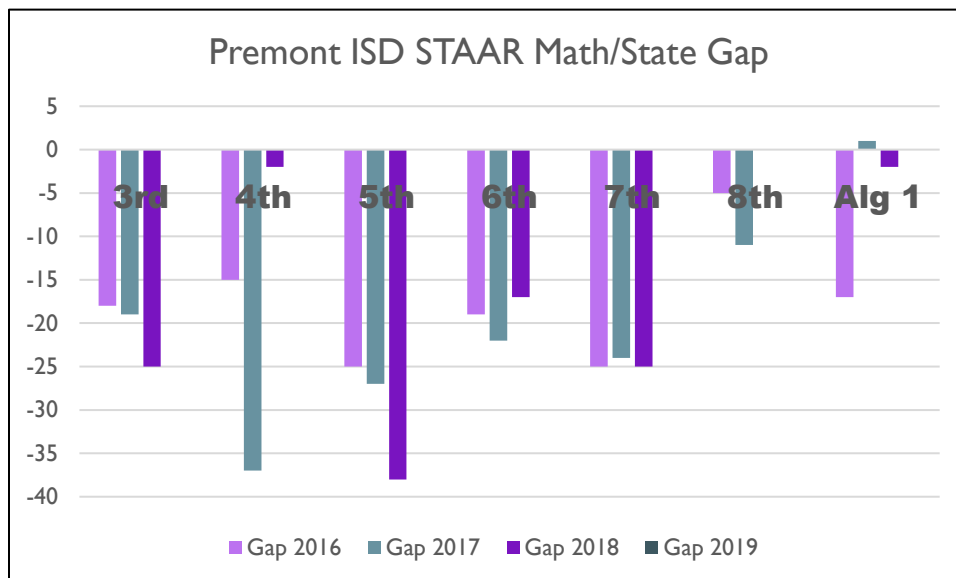
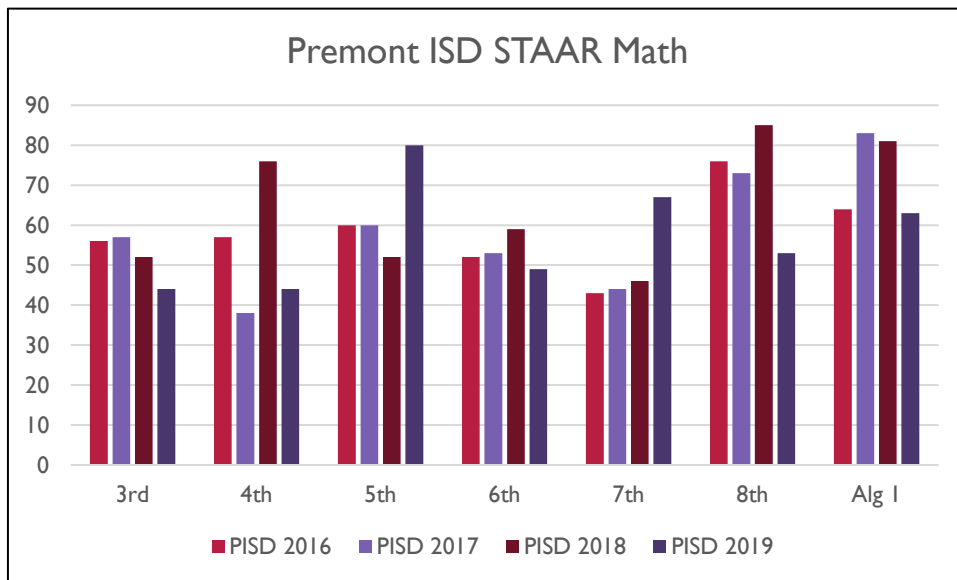


Figure 2: These data compare the performance of Premont ISD to the state average in math.

In 2019, test results improved on only **two of the seven math tests**. **The most significant gain was evidenced in fifth grade, where Premont ISD scored increased by 28 percentage points, whereas they were 3 points above state.** Immediate concern should be taken as data shows that be that the gap between PISD scores and the state have increased. Only in 5th and 7th grade has the gaps closed.

Figure 3
Premont ISD End-of-Year – Mathematics Assessments*

	3 rd Math	4 th Math	5 th Math	6 th Math	7 th Math	8 th Math	EOC Algebra
2019 STAAR	43	44	90	48	66	66	83
2020 EOY	54	60	71	63	64	49	54

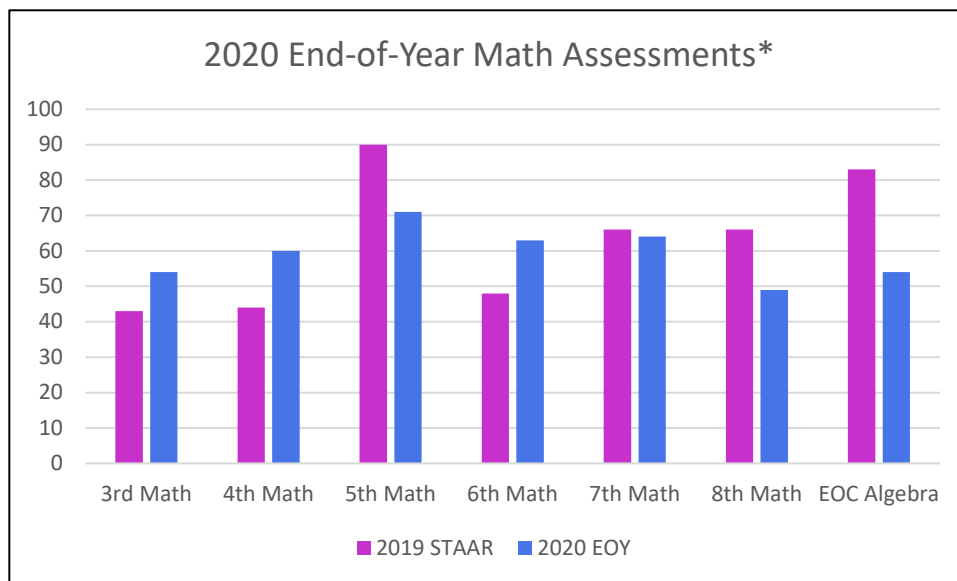


Figure 3: EOY assessments were administered for 3rd -8th grade Math and Algebra 1. Grades 3, 4, and 6 showed positive gains in scores compared to previous STAAR administration. *

*As a result of COVID-19, LEAs had an option to administer EOY assessments. These assessments were administered at home and do not hold the same reliability and validity of STAAR assessments.

Figure 4
Premont ISD STAAR Results – Reading/ELA - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	45	45	50	40	25	17
2016	50	50	50	48	31	36
2017	50	49	100	48	30	40
2018	55	54	80	53	32	28
2019	50	49	63	48	28	35

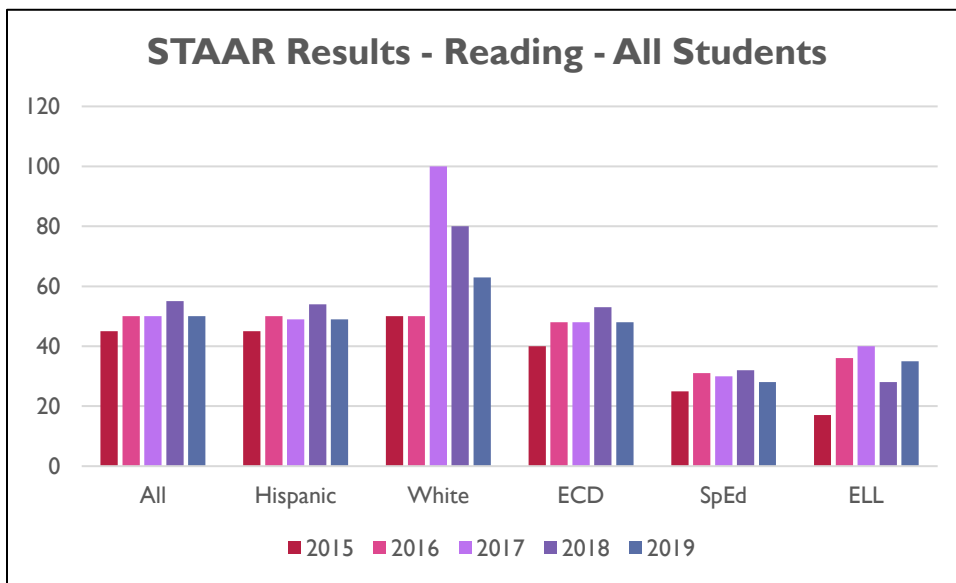


Figure 4: These data chart the change over a five-year time period in the area of STAAR Reading/ELA, which includes the reading test for grades 3 – 8 and the English I and II EOC.

In 2019, Premont ISD scores in STAAR Reading/ELA decreased for all students and all subgroups except for English language learners. While white students and English language learners saw significant decreases in the percentage passing, results must be interpreted with caution due to the small numbers of these subgroups.

Figure 5
Premont ISD STAAR Comparison - Reading/ELA

	<i>PISD</i> 2016	<i>State</i> 2016	<i>Gap</i> 2016	<i>PISD</i> 2017	<i>State</i> 2017	<i>Gap</i> 2017	<i>PISD</i> 2018	<i>State</i> 2018	<i>Gap</i> 2018	<i>PISD</i> 2019	<i>State</i> 2019	<i>Gap</i> 2019
3rd	58	72	-15	59	72	-13	48	76	-28	50	75	-25
4th	57	74	-17	30	70	-40	55	72	-17	59	73	-14
5th	52	80	-28	51	81	-30	48	83	-35	80	70	10
6th	39	68	-29	39	67	-28	49	66	-17	44	66	-22
7th	43	69	-30	41	72	-31	46	72	-26	63	74	-11
8th	76	86	-10	84	85	-1	70	83	-13	57	70	-13
Eng I	42	63	-21	52	60	-8	60	60	0	23	63	-40
Eng II	41	66	-25	42	62	-20	63	66	-3	25	67	-42

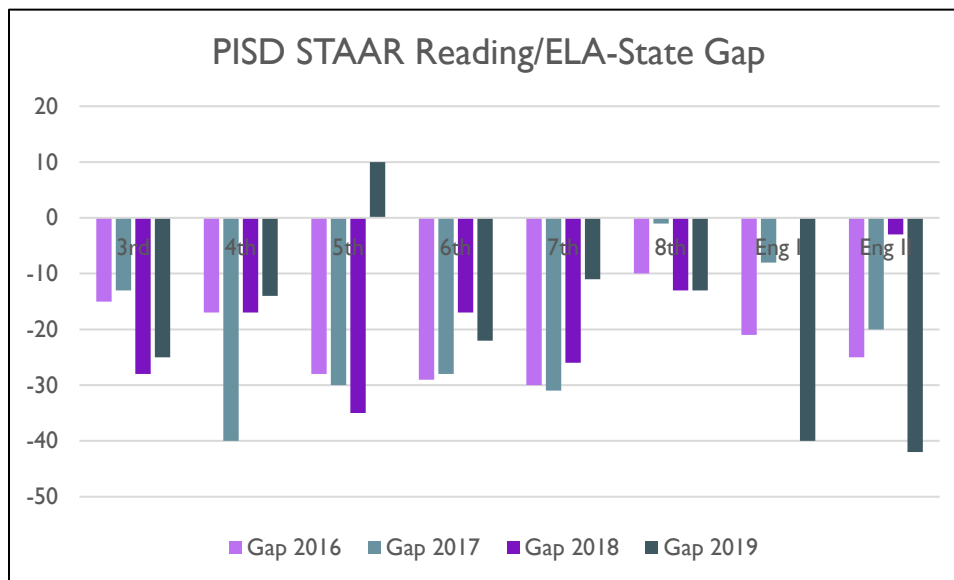
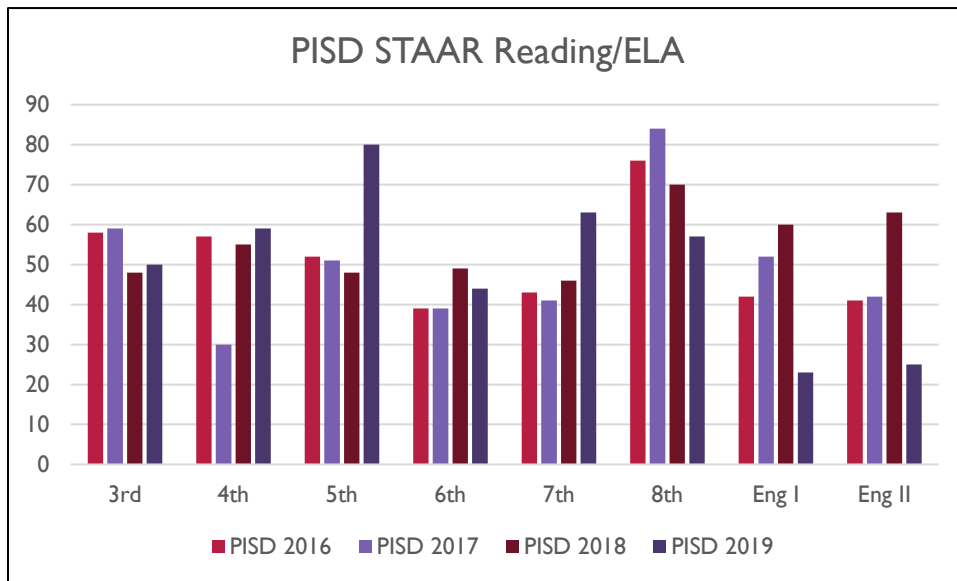


Figure 5: These data compare performance of Premont ISD to the state average in reading/ELA.

In 2019, test results improved on four of the eight reading/ELA tests (grades 3, 4, 5, and 7). **The most significant improvement occurred in grade 5 where the passing rate rose by 32 percentage points to 80 percent. English I and English II scores were significantly below state average.**

Figure 6
Premont ISD EOY/EOC Results – Reading/ELA - All Students

	3 rd Reading	4 th Reading	5 th Reading	6 th Reading	7 th Reading	8 th Reading	EOC English I*	EOC English II*
2019 STAAR	46	59	83	45	66	66	52	65
2020 EOY/EOC*	68	61	67	50	58	50	63	71

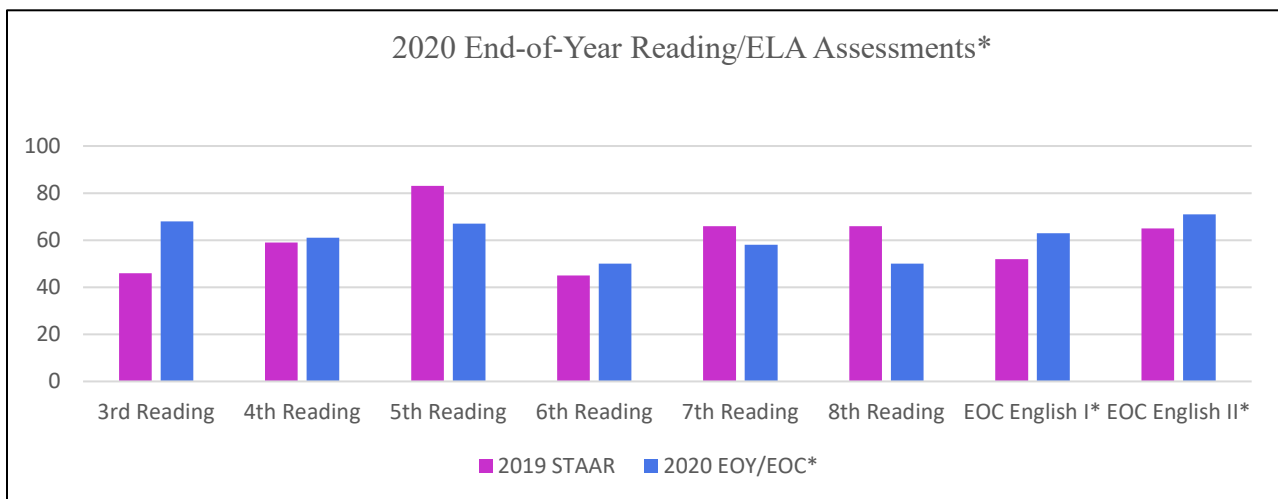


Figure 6:

EOY assessments were administered for 3rd -8th grade Reading. Grades 3, 4, and 7 showed positive gains in scores compared to previous STAAR administration. *

*As a result of COVID-19, LEAs had an option to administer EOY assessments. These assessments were administered at home and do not hold the same reliability and validity of STAAR assessments.

English 1 and English 2 STAAR assessments were administered in the fall of 2020, therefore an EOY assessment was not necessary. Results for both tests showed growth.

Figure 7
Premont ISD STAAR Results - Writing - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	41	42	33	37	0	38
2016	53	53	NA	49	40	40
2017	38	38	NA	37	14	60
2018	45	43	75	45	10	43
2019	49	49	50	44	60	25

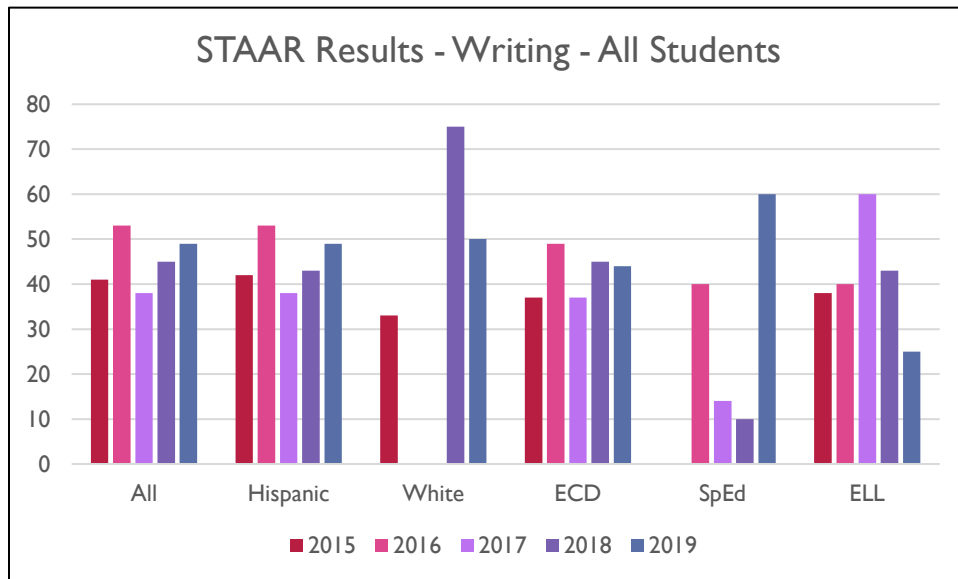


Figure 7: These data chart the change over a five-year time period in the area of STAAR Writing.

STAAR Writing results improved by four percentage points in 2019. Progress was seen with all students as well as the subgroups of Hispanic and special education students. The economically disadvantaged, white, and ELL subgroups showed a decrease in percentage points. While the scores for English Language Learners and white subgroup decreased, results must be interpreted with caution due to the small numbers of this subgroup.

Figure 8
Premont ISD STAAR Comparison - Writing

	PISD 2016	State 2016	Gap 2016	PISD 2017	State 2017	Gap 2017	PISD 2018	State 2018	Gap 2018	PISD 2019	State 2019	Gap 2019
4th	53	67	-14	24	63	-39	53	61	-8	44	65	-21
7th	53	67	-17	56	68	-12	40	67	-27	51	69	-18

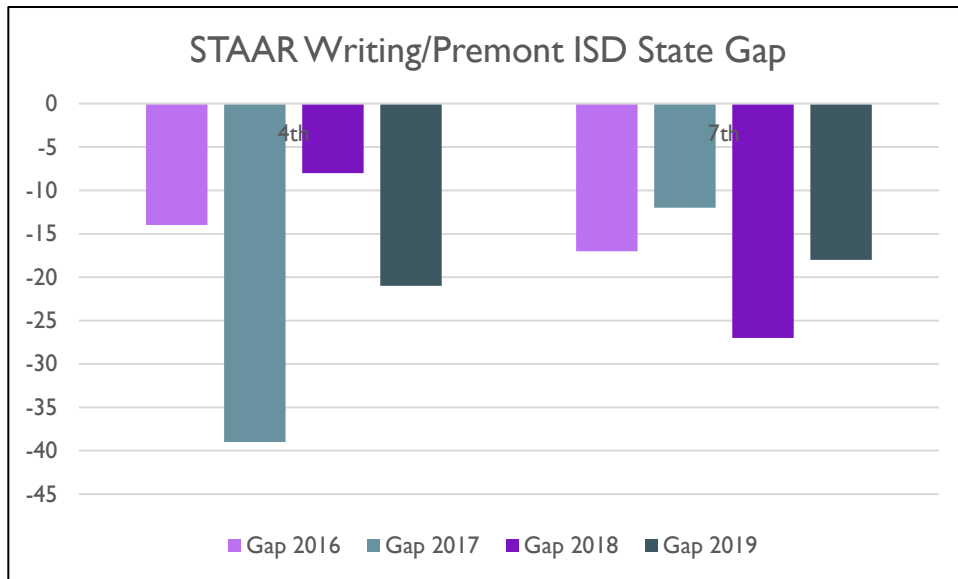
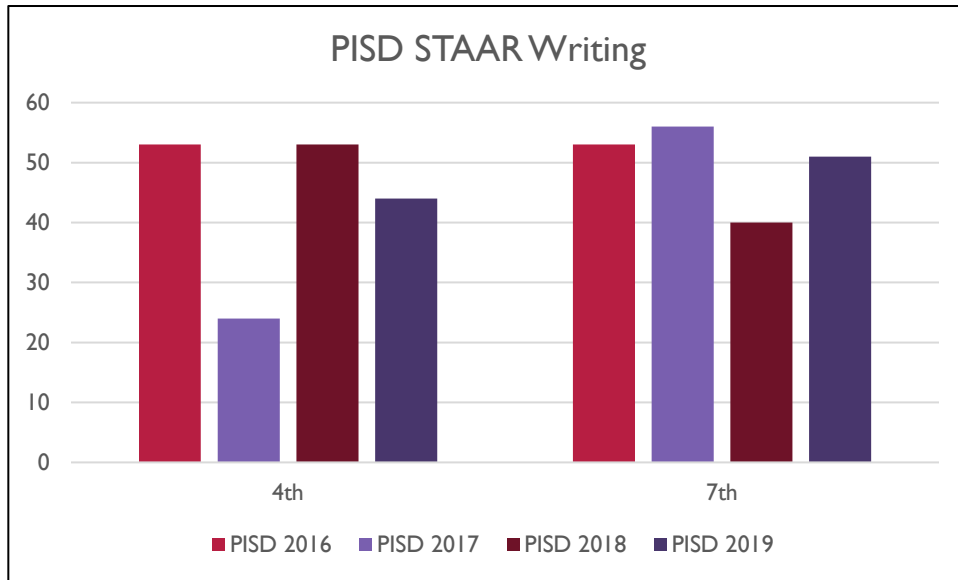


Figure 8: These data compare the performance of Premont ISD to the state average in writing.

In 2019, STAAR Writing results decreased by 9 points in fourth grade and increased by 11 points in seventh grade. These scores brought the fourth grade state gap to 21 points and the seventh grade gap to 18 points

Figure 9
Premont ISD EOY Results - Writing

	4 th Writing	7 th Writing
2019 STAAR	44	55
2020 EOY	60	59

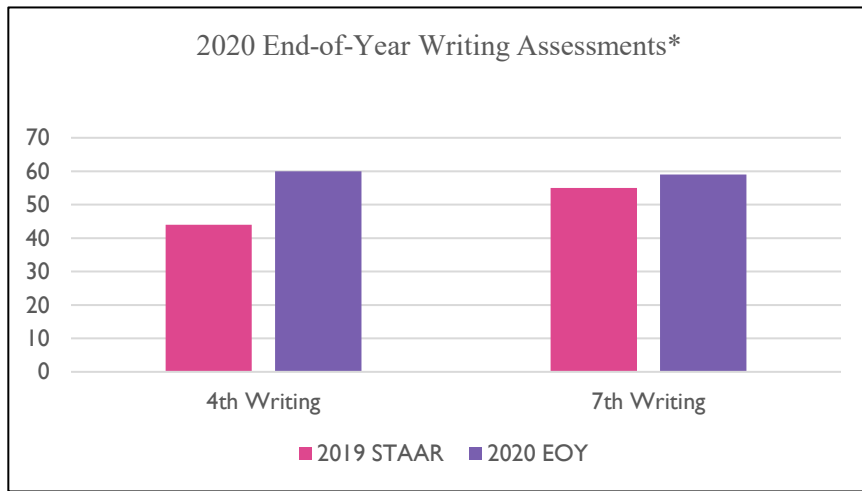


Figure 9: According to the EOY writing assessment, 4th and 7th grade student scores showed positive gains from the previous 2019 STAAR Writing assessment. *

*As a result of COVID-19, LEAs had an option to administer EOY assessments. These assessments were administered at home and do not hold the same reliability and validity of STAAR assessments.

Figure 10
Premont ISD STAAR Results - Science - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	52	51	100	46	33	50
2016	59	59	50	57	58	60
2017	61	61	NA	61	50	67
2018	63	62	100	62	75	17
2019	68	67	100	68	45	75

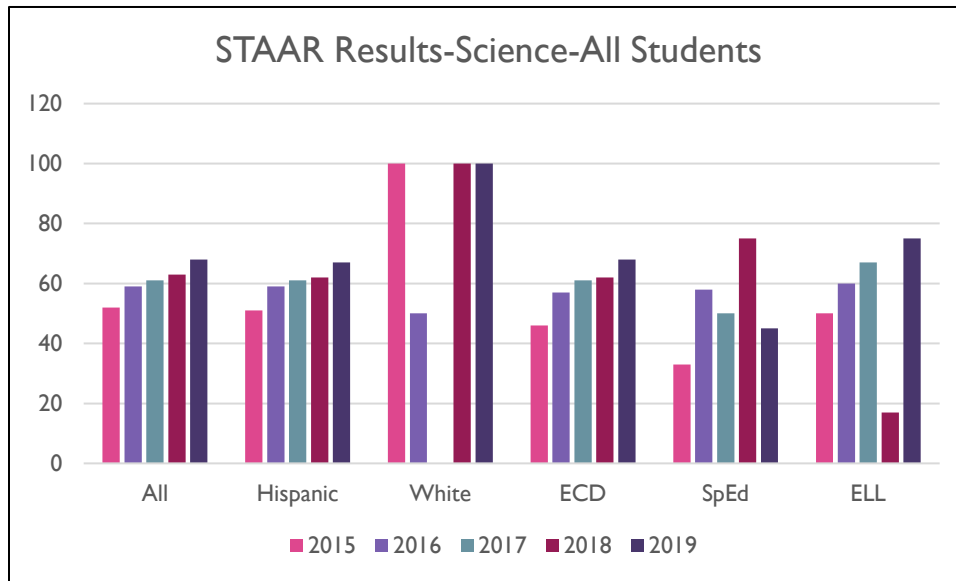


Figure 10: These data chart the change over a five-year time period in the area of STAAR Science.

In 2019, STAAR Science results improved for all students and for four of the five student sub-groups. This represents five years of steady gains for the district in science. While special education students saw a significant decrease in the percentage passing, results must be interpreted with caution due to the small numbers of this subgroup.

Figure 11
Premont ISD STAAR Comparison - Science

	<i>PISD</i> 2016	<i>State</i> 2016	<i>Gap</i> 2016	<i>PISD</i> 2017	<i>State</i> 2017	<i>Gap</i> 2017	<i>PISD</i> 2018	<i>State</i> 2018	<i>Gap</i> 2018	<i>PISD</i> 2019	<i>State</i> 2019	<i>Gap</i> 2019
5th	55	72	-18	32	73	-41	39	75	-36	69	73	-4
8th	42	73	-31	62	74	-12	52	74	-22	66	79	-13
Biology	83	91	-8	85	85	0	91	87	4	78	88	-10

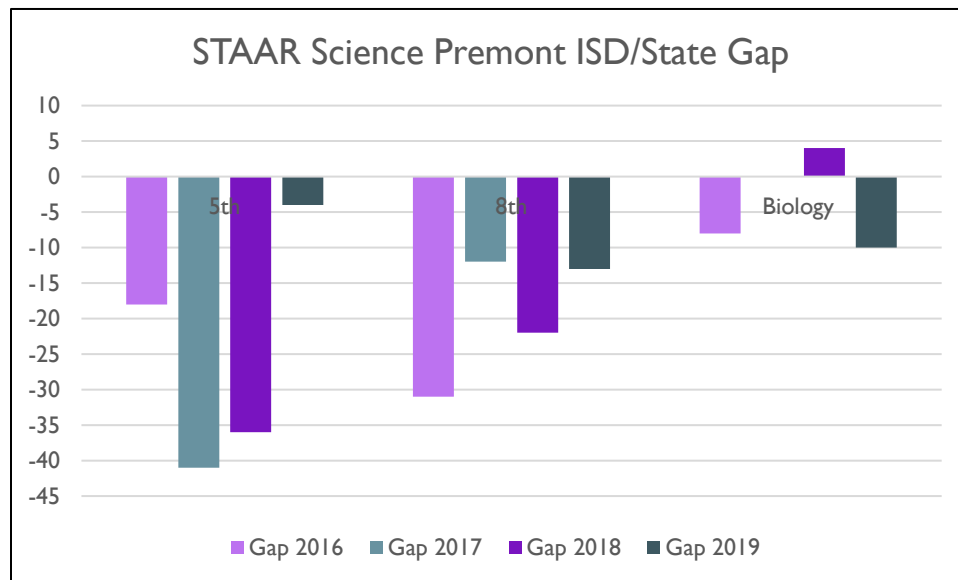
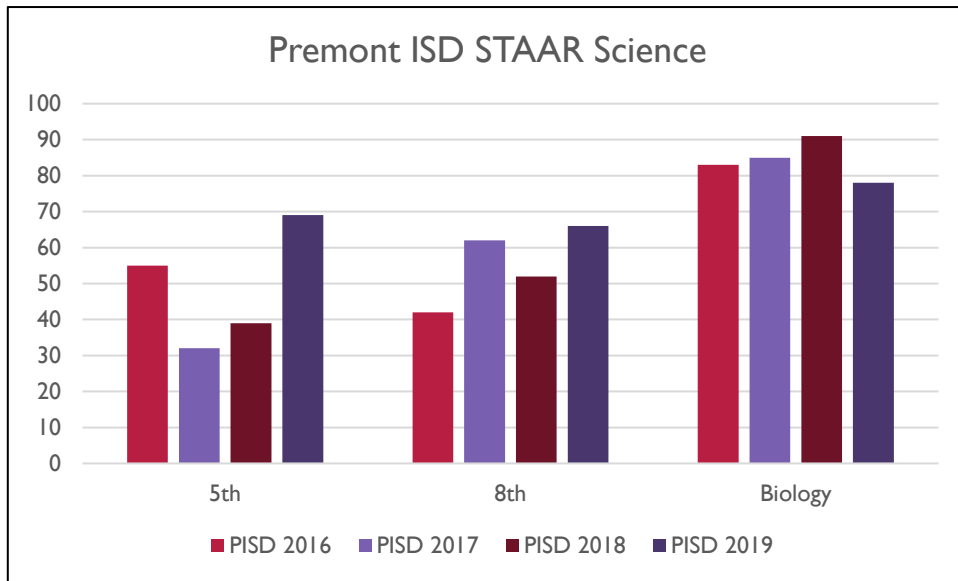


Figure 11: These data compare the performance of Premont ISD to the state average in science.

In 2019, science scores increased in two of three grade levels tested. The greatest gain was seen in fifth grade with an increase of 30 percentage points. Additionally, eighth grade scores increased after a 10 point decrease last year. Biology saw a 3 point drop after multiple years of improvement.

Figure 12
Premont ISD EOY Results - Science

	5 th Science	8 th Science	EOC Biology
2019 STAAR	68	65	74
2020 EOY	54	52	61

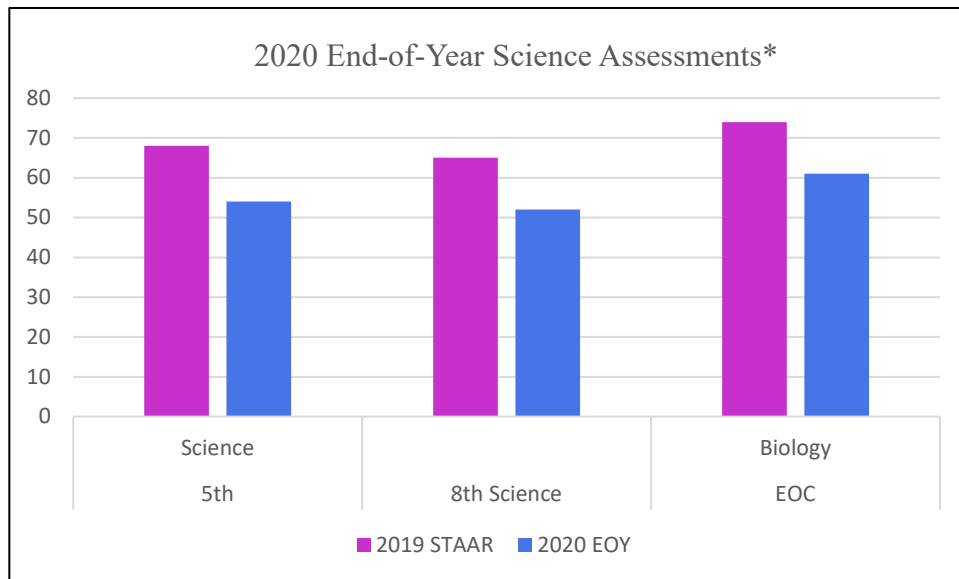


Figure 12:

EOY assessments were administered for 5th and 8th grade science and Biology EOC. A decrease in scores is shown across all science assessments.*

*As a result of COVID-19, LEAs had an option to administer EOY assessments. These assessments were administered at home and do not hold the same reliability and validity of STAAR assessments.

Figure 13
Premont ISD STAAR Results - Social Studies - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	59	59	100	56	50	17
2016	44	44	0	37	0	17
2017	59	58	100	62	50	67
2018	50	49	100	50	17	0
2019	55	54	75	55	33	100

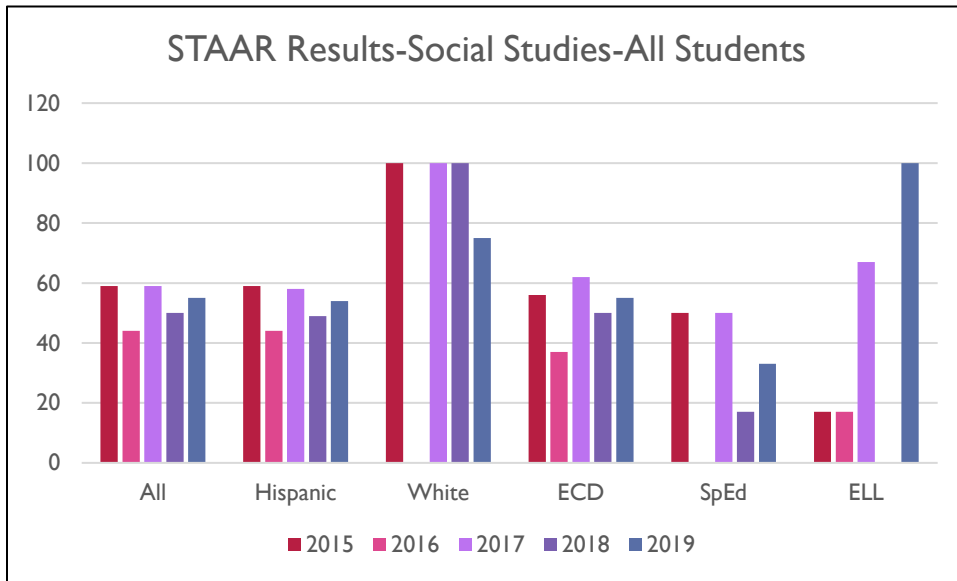


Figure 13: These data chart the change over a five-year time period in the area of STAAR Social Studies.

In 2019, the passing rate for STAAR Social Studies increased for all students and four of five student sub-groups. The greatest change was evidenced by the ELL subgroup, with an increase of 100 percentage points; however, due to the small numbers in this subgroup, results should be interpreted with caution.

Figure 14
Premont ISD STAAR Comparison - Social Studies

	PISD 2016	State 2016	Gap 2016	PISD 2017	State 2017	Gap 2017	PISD 2018	State 2018	Gap 2018	PISD 2019	State 2019	Gap 2019
8th	18	61	-44	33	62	-29	27	64	-37	32	67	-35
US History	72	94	-22	90	92	-2	80	92	-12	87	93	-6

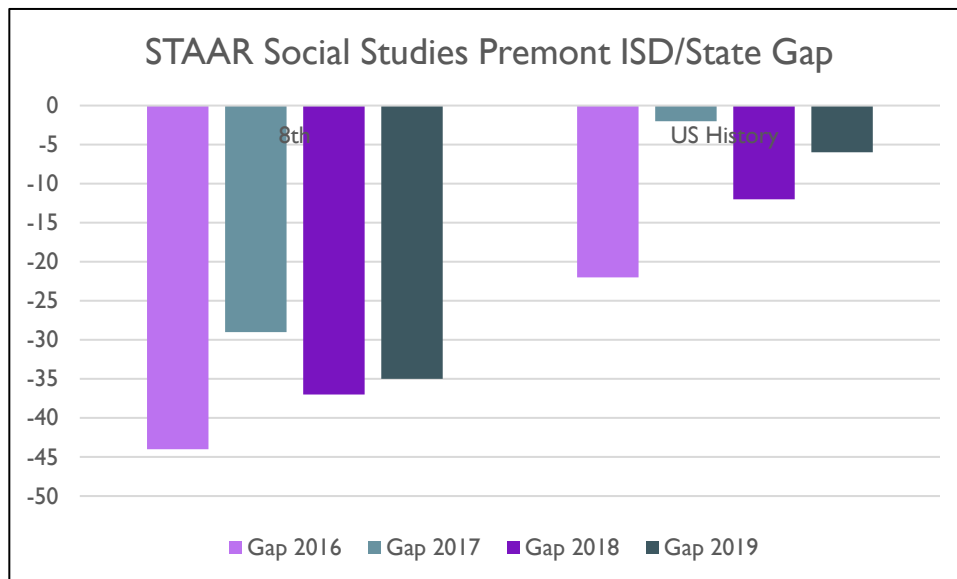
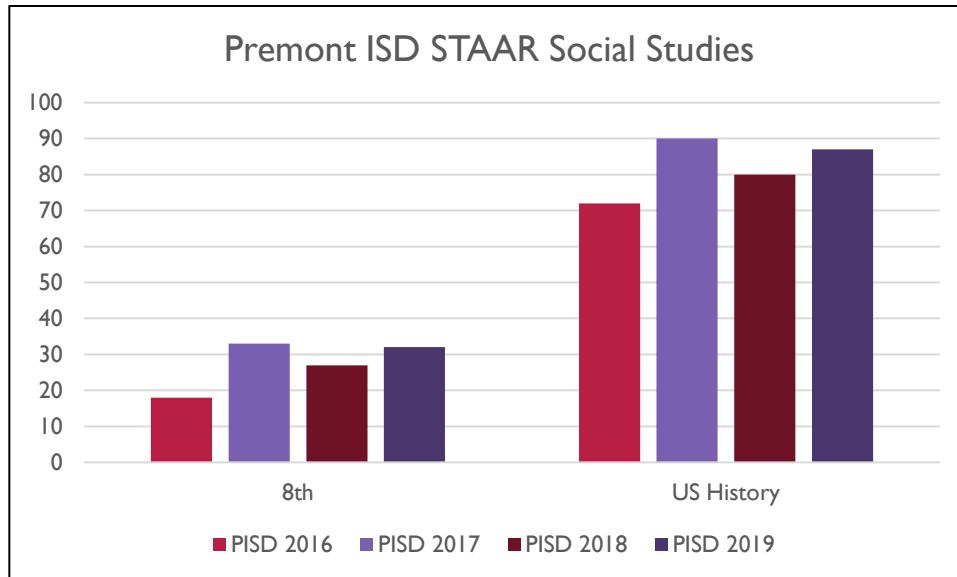


Figure 14: These data compare the performance of Premont ISD to the state average in social studies. **In 2019, test results increased at both grade levels tested.** The state gap was reduced by two points in grade eight and it was reduced by half in the US History EOC exam.

Figure 15
Premont ISD EOY Results - Social Studies

	8 th SS	EOC US History
2019 STAAR	30	89
2020 EOY	48	87

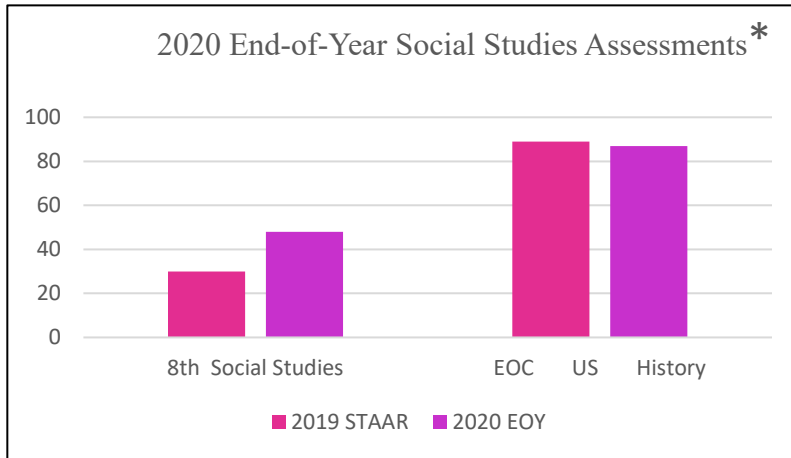


Figure 15:

EOY assessments were administered for 8th grade social studies and US History EOC. Results of 8th grade social studies shows an 18-point increase, whereas the US History EOC results show a slight decrease of two points from previous STAAR administration.

*As a result of COVID-19, LEAs had an option to administer EOY assessments. These assessments were administered at home and do not hold the same reliability and validity of STAAR assessments.

Figure 16
Premont ISD Enrollment

Grade Level	08-9	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
PK	13	8	15	15	13	10	4	20	41	85	72	75
K	53	43	48	32	46	47	40	44	43	32	48	62
1	44	50	40	47	34	53	46	48	43	45	36	42
2	37	39	42	42	56	37	61	45	40	37	44	45
3	52	34	45	46	33	56	34	46	42	35	33	49
4	37	43	30	39	42	37	52	41	52	41	29	67
5	54	37	45	29	35	44	41	57	41	54	43	30
6	36	52	39	50	29	36	45	41	56	46	46	49
7	48	39	53	40	50	35	48	40	42	70	50	50
8	63	47	33	55	41	39	37	43	44	39	67	50
9	76	69	49	49	51	41	40	42	52	61	34	61
10	50	63	60	38	34	38	41	31	30	51	46	40
11	48	43	55	54	32	24	38	28	28	25	42	46
12	52	44	41	46	48	26	20	31	26	23	27	44
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Total District	663	611	595	582	544	529	547	557	580	644	618	681
Total Elem	326	306	304	300	288	326	323	342	358	329	306	341
Total Sec	337	305	291	282	256	203	224	215	222	315	312	340

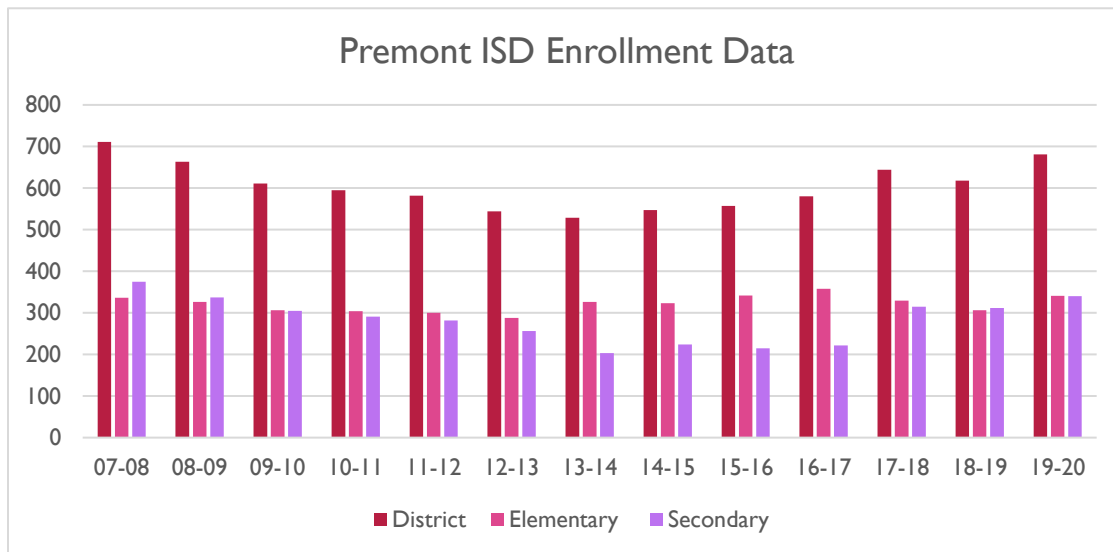


Figure 16: These charts display twelve years of enrollment data for Premont ISD.

Enrollment in the district as a whole increased from the 18-19 school to the 19-20 by 10%. Note that some of the decrease in enrollment at the elementary school was likely due to sixth grade moving to the secondary campus. The district continues a partnership with Community Action Cooperation of South Texas to expand Pre-Kindergarten services.

**Figure 17
Premont ISD Attendance Rate**

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
State	95.7	95.9	95.8	95.9	95.7	95.8	95.7	95.4	N/A	N/A
District	91.5	92.3	91.4	91.3	92.5	92.9	91.8	91.7	91.43	95.01
Elementary	94.0	95.0	93.6	92.9	93.9	94.2	93.6	92.2	91.83	95.39
Secondary	87.9	89.7	88.9	89.0	90.6	91.1	90.0	91.3	91.45	94.84

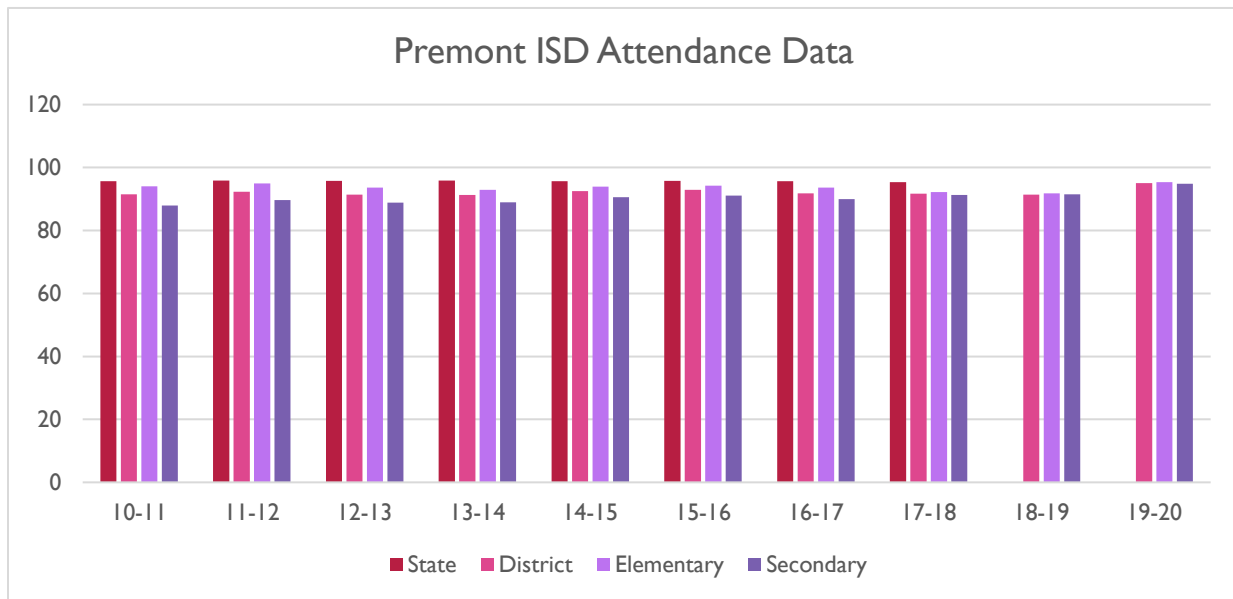


Figure 17: These charts display ten years of attendance data for Premont ISD.

PISD recorded an increase in the attendance rate across the district for the 19-20 school year. Attendance continues to remain lower than the state average; however, this year the gap has closed significantly.

Figure 18
Premont Ernest H. Singleton Early College Academy Discipline Summary

	2016	2017	2018	2019	2020
OSS	37	60	18	13	6
ISS	93	38	2	32	9
DAEP	7	2	4	1	1
Partial Day OSS	33	17	12	8	0
Partial Day ISS	18	11	1	5	3
TOTAL	188	128	37	59	19

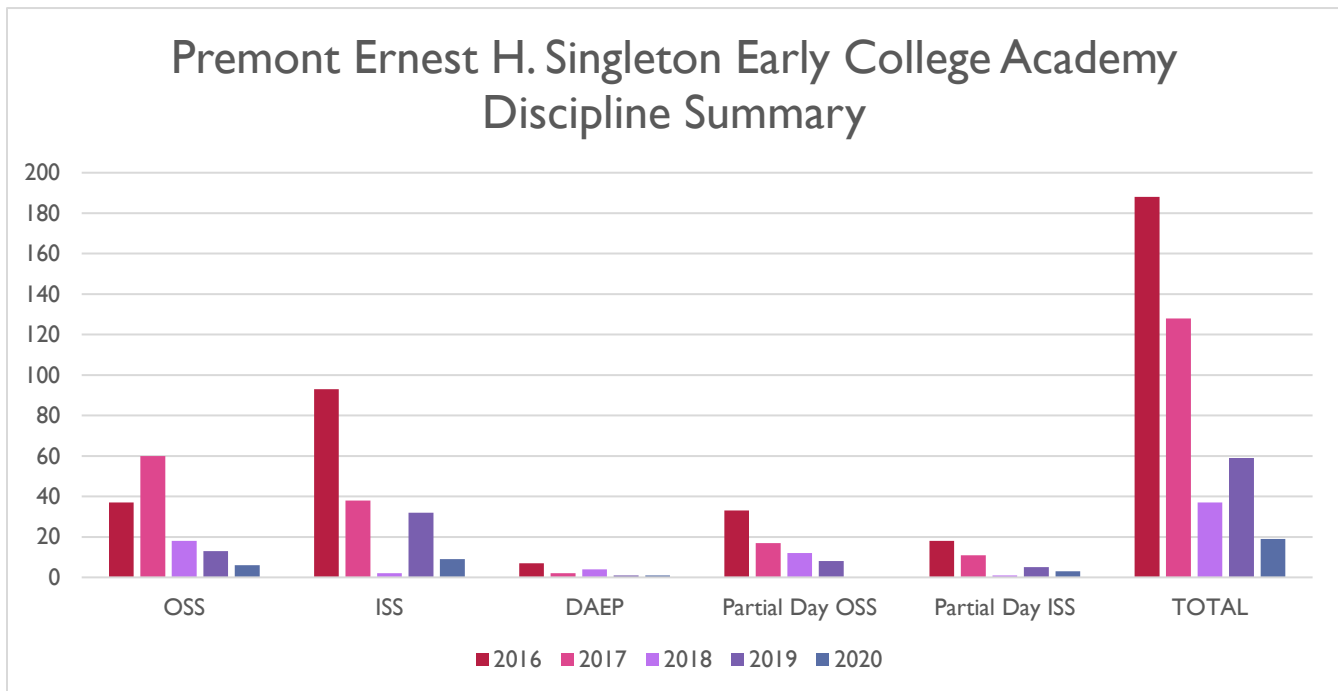


Figure 18: These charts present a five-year record of discipline referrals resulting in students being removed from classroom instruction at Premont Ernest H. Singleton Early College Academy.

In 2020, the elementary campus recorded a 67.7% decrease in the number of disciplinary placements that remove a student from the regular classroom and instruction. PEIMS data indicate that the student violations occurred throughout the school year, but that the highest number of violations were seen during the cycle 4 reporting period. Almost all of the out-of-school suspensions occurred during the cycle 4 reporting period.

Figure 19
Premont Collegiate High School Discipline Summary

	2016	2017	2018	2019	2020
Expulsion	0	0	0	0	0
OSS	6	16	10	89	22
ISS	39	54	40	157	17
DAEP	3	2	0	6	14
Partial Day OSS	0	5	3	0	0
Partial Day ISS	1	6	3	13	2
Counseling	0	0	0	17	4
TOTAL	49	83	56	282	64

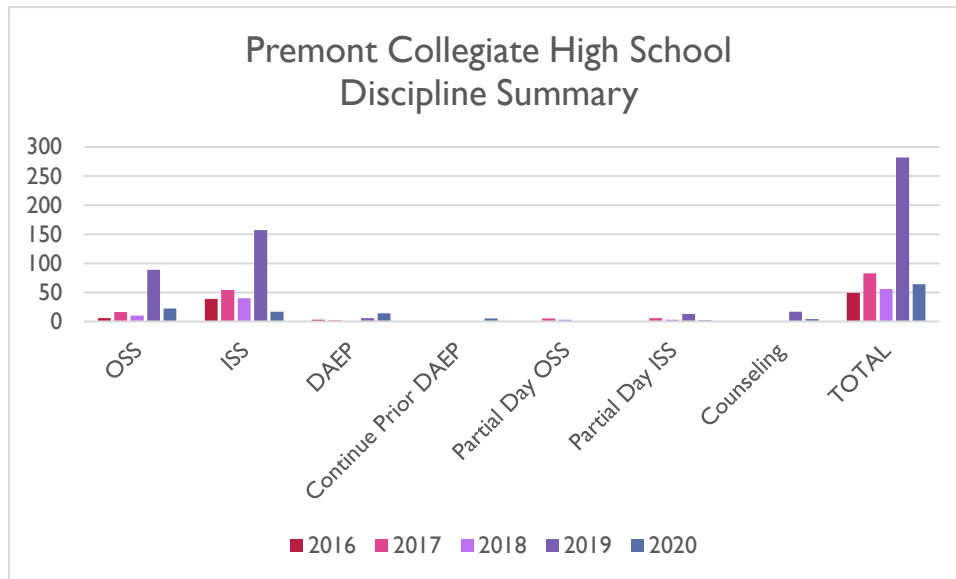


Figure 19: These charts present a five-year record of discipline referrals resulting in students being removed from classroom instruction at Premont Collegiate High School.

In 2020 the secondary campus evidenced a 77% decrease in the number of disciplinary placements that remove a student from the regular classroom and instruction as compared to the previous year. PEIMS data reveal that the student violations occurred throughout the school year, but the greatest number of out-of-school suspensions were reported during the cycle four reporting period and the greatest number of in-school suspensions were also assigned during the cycle four reporting period. Students who were placed in DAEP doubled from the previous year.

Figure 20
Premont ISD 4-Year Longitudinal Rates

	2014	2015	2016	2017	2018
Graduated	63.6	60	93.9	81.5	88
Received GED	3	0	0	0	0
Continued HS	3	0	3.3	0	8
Dropped Out	30.3	40	3.3	18.5	4
PISD Grad, GED, & Cont	69.7	60	96.7	81.5	96
State Grad, GED, & Cont	93.4	93.7	93.8	94.1	94.3

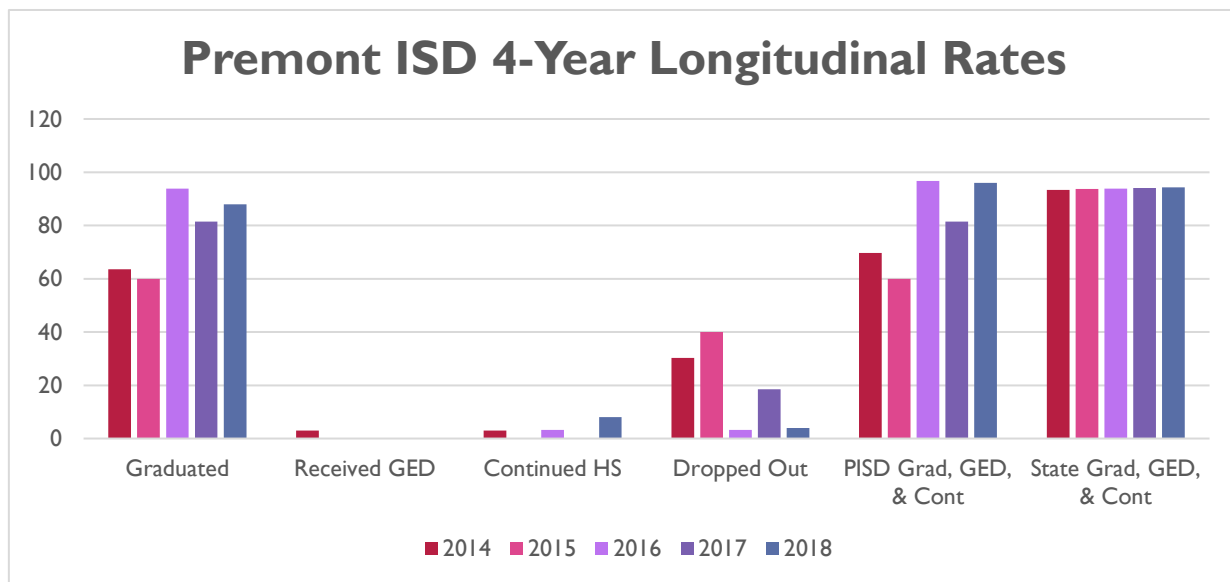


Figure 20: These charts present the four-year longitudinal rates of the graduating classes of 2014, 2015, 2016, 2017, and 2018.

After a significant increase in the four-year longitudinal rate for the class of 2016, the percentage of students graduating in four years from Premont ISD in 2017 declined to 81.5. However, in 2018 the percentage of students graduating increased to 88 percent.

**Figure 21
Teacher Experience**

	<i>Premont 0-5</i>	<i>Premont 6-10</i>	<i>Premont 11+</i>	<i>State 0-5</i>	<i>State 6-10</i>	<i>State 11+</i>
14-15	41.8	15.3	42.9	34.6	22.6	42.9
15-16	34.9	20.0	44.9	35.4	21.7	43.0
16-17	36.2	14.7	49.1	35.8	20.9	43.3
17-18	40	20.2	39.7	37.3	19.1	43.5
18-19	25.7	23.4	50.9	35.9	19	45

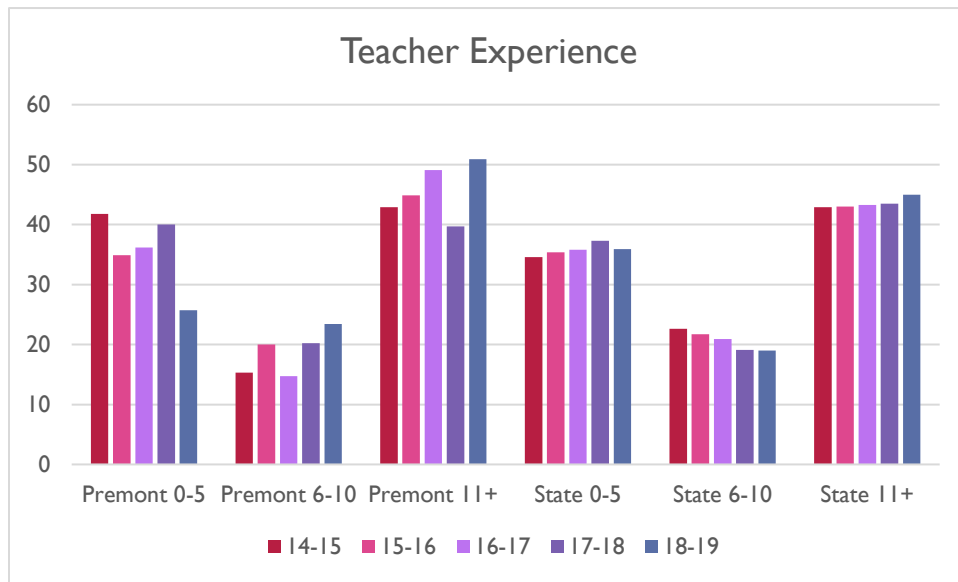


Figure 21: These charts compare the years of teaching experience of Premont ISD teachers to teachers across the state over five-year period.

During the 2018-2019 school year, Premont ISD employed a higher percentage of experienced teachers compared to teachers that had less than 11 years' experience. Additionally, during same year Premont exceeds the state in employing teachers that have 6 years or more experience.

Figure 22
Highest Degree Held by Teachers

	<i>PISD Bachelors</i>	<i>PISD Masters</i>		<i>State Bachelors</i>	<i>State Masters</i>
14-15	76.9	23.1		75.1	23.4
15-16	75.7	24.3		75.7	23.6
16-17	77.8	22.2		74.5	23.6
17-18	70.4	29.6		74.1	23.8
18-19	75.9	24.1		73.6	24.3

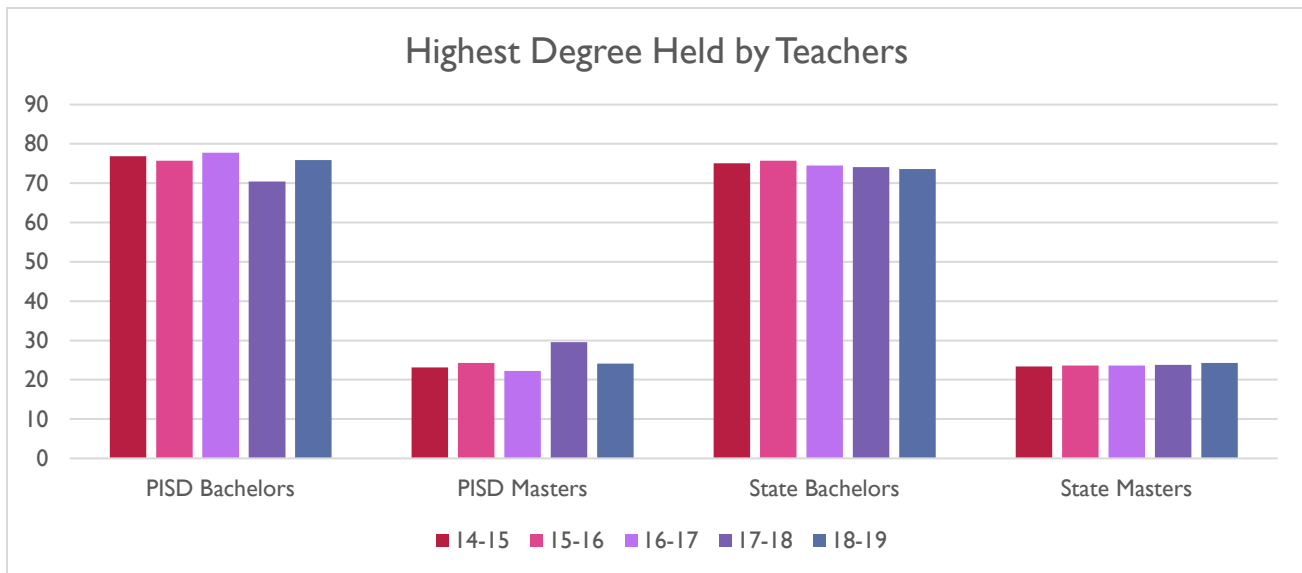


Figure 22: These charts compare the highest degree held by Premont ISD teachers to teachers across the state over a five-year period.

In 2018-19, Premont ISD saw a slight decrease in the number of teachers employed who had earned a master’s degree. Nevertheless, the highest degree held by PISD’s teaching staff is similar to that of teachers across the state.

Figure 23
Premont ISD Effective Schools Staff Survey
District Commitments and Support Systems

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
1. PISD Central Office provides a clear instructional vision and mission for the district.	Elem	70	27	0	0	3	4.62	37
	Sec	90	10	0	0	0	4.90	20
	District	77	21	0	0	2	4.76	57
2. PISD Central Office includes teachers and administrators in major instructional decisions.	Elem	49	38	8	3	3	4.27	37
	Sec	65	35	0	0	0	4.65	20
	District	54	37	5	2	2	4.46	57
3. PISD Central Office provides each campus with an aligned, guaranteed curriculum.	Elem	51	41	3	0	5	4.32	37
	Sec	80	20	0	0	0	4.80	20
	District	61	33	2	0	4	4.56	57
4. PISD Central Office provides campus administrators and teachers instructional support.	Elem	70	16	5	0	3	4.50	37
	Sec	85	15	0	0	0	4.85	20
	District	75	14	0	0	4	4.68	57
5. I have confidence in the new PISD Superintendent.	Elem	78	19	0	0	3	4.70	37
	Sec	90	5	0	0	5	4.95	20
	District	82	14	0	0	4	4.83	57
6. The PISD Superintendent provides guidance and support in operational and academic areas.	Elem	73	22	0	0	5	4.67	37
	Sec	90	5	0	0	5	4.95	20
	District	79	16	0	0	5	4.81	57
35. The curriculum is user-friendly in order for teachers to use in their daily lesson planning.	Elem	49	32	5	0	14	4.26	37
	Sec	75	25	0	0	0	4.75	20
	District	58	30	4	0	9	4.51	57

Figure 23: This chart displays responses to statements on the Effective Schools Survey that address the area of District Commitments and Support Systems.

Respondents expressed a positive view concerning Premont ISD’s District Commitments and Support Systems, as evidenced by at least 80% either agreeing or strongly agreeing all of the seven statements. Respondents feel most strongly that Central Office provides a clear instructional vision and mission, as well as providing an aligned, guaranteed curriculum and guidance/support in operational and academic areas. **In 2020, 91% agreed that the Central Office includes teachers and administrators in major instructional decisions, which represents an increase of 30 percentage points over the 2018 survey results.**

Figure 24
Premont ISD Effective Schools Staff Survey
Academic Performance

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
23. Achievement expectations are communicated to all students.	Elem	62	24	8	0	5	4.38	37
	Sec	65	35	0	0	0	4.65	20
	District	63	28	5	0	4	4.52	57
24. Teachers in our school use a variety of teaching materials and technology.	Elem	57	30	5	0	8	4.27	37
	Sec	70	30	0	0	0	4.7	20
	District	61	30	4	0	5	4.49	57
26. Students are highly engaged daily in learning activities, which bring them success.	Elem	57	27	8	3	5	4.27	37
	Sec	50	50	0	0	0	4.35	20
	District	54	35	5	2	4	4.31	57

Figure 24: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of academic performance.

Respondents expressed a positive view concerning academic performance in Premont ISD, as evidenced by a range of 89% to 91% either agreeing or strongly agreeing with the three statements. Respondents feel most strongly that the achievement expectations are communicated to all students, and that teachers use a variety of materials and technology. **In 2020, 89% agreed that students are highly engaged daily in learning activities.**

Figure 25
Premont ISD Effective Schools Staff Survey
Use of Quality Data to Drive Instruction

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
27. There is a school-wide commitment to assessment and accountability.	Elem	65	27	5	0	3	4.51	37
	Sec	65	35	0	0	0	4.65	20
	District	65	30	4	0	2	4.58	57
28. Student assessment information is regularly used to plan appropriate instruction and curriculum priorities.	Elem	62	30	5	0	3	4.49	37
	Sec	70	30	0	0	0	4.70	20
	District	65	30	4	0	2	4.60	57
29. Summaries of student performance are developed from testing data, items analyzed, and reviewed over time to check for trends.	Elem	68	24	5	0	3	4.54	37
	Sec	70	30	0	0	0	4.7	20
	District	68	26	4	0	2	4.62	57

Figure 25: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of the use of quality data to drive instruction.

Survey results indicate that there is a focus on the use of quality data to drive instruction in Premont ISD, as evidenced by a range of 90% to 95% either agreeing or strongly agreeing with the three statements. The elementary campus has more reservations compared to the secondary campus, who have 100% of staff members agreeing with the three statements.

Figure 26
Premont ISD Effective Schools Staff Survey
Leadership Effectiveness

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
17. The principal communicates openly and frankly with both staff and students.	Elem	76	19	3	0	3	4.65	37
	Sec	80	20	0	0	0	4.8	20
	District	77	19	2	0	2	4.73	57
18. The principal evaluates teachers based on criterion, which focuses on instructional improvements.	Elem	73	19	5	0	3	4.59	37
	Sec	75	25	0	0	0	4.75	20
	District	74	21	4	0	2	4.67	57
20. The principal is “highly visible” throughout the school.	Elem	70	22	5	0	3	4.57	37
	Sec	75	25	0	0	0	4.7	20
	District	72	23	4	0	2	4.64	57
21. The principal provides support to teachers in all areas of curriculum and instruction.	Elem	70	24	3	0	3	4.59	37
	Sec	75	25	0	0	0	4.75	20
	District	72	25	2	0	2	4.67	57
33. The principal reviews lesson plans for content and appropriateness.	Elem	78	16	0	0	5	4.62	37
	Sec	65	35	0	0	0	4.65	20
	District	74	23	0	0	4	4.64	57

Figure 26: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of leadership effectiveness.

Respondents expressed a very positive view concerning leadership effectiveness in Premont ISD, as evidenced by a range of 95% to 97% either agreeing or strongly agreeing with the five statements.

Figure 27
Premont ISD Effective Schools Staff Survey
Increased Learning Time

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
19. The principal protects learning time from disruption.	Elem	70	24	3	0	3	4.59	37
	Sec	75	25	0	0	0	4.75	20
	District	72	25	2	0	2	4.67	57
30. School assessment schedules are coordinated to avoid duplication of effort and to keep disruption of classroom activities at a minimum.	Elem	62	32	0	0	3	4.54	37
	Sec	55	45	0	0	0	4.55	20
	District	60	39	0	0	2	4.55	57
31. Instructional time is valued and used to the fullest.	Elem	70	22	3	0	5	4.51	37
	Sec	65	35	0	0	0	4.65	20
	District	68	26	2	0	4	4.58	57
32. Extra learning time is provided for students who need or want it.	Elem	70	16	8	0	5	4.46	37
	Sec	65	30	5	0	0	4.60	20
	District	68	21	7	0	4	4.53	57

Figure 27: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of increased learning time.

Respondents expressed a very positive view concerning increased learning time in Premont ISD, as evidenced by a range of 89% to 99% either agreeing or strongly agreeing with the four statements. In 2020, 97% of respondents believe learning time is protected from disruption, which represents a 17 percentage-point increase over 2019.

Figure 28
Premont ISD Effective Schools Staff Survey
Family and Community Engagement

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
36. Staff members provide parents with information and techniques for helping students learn (e.g., training sessions, handbooks)	Elem	46	38	14	0	3	4.24	37
	Sec	45	45	5	0	5	4.25	20
	District	46	40	11	0	4	4.25	57
37. Parents are partners in student learning.	Elem	51	14	22	11	3	4.00	37
	Sec	35	40	20	5	0	4.05	20
	District	46	23	21	9	2	4.03	57
38. Parents and community members are involved in school decisions through advisory committees.	Elem	41	38	11	3	8	4.00	37
	Sec	50	45	5	0	0	4.45	20
	District	44	40	9	2	5	4.23	57
39. Achievement expectations are communicated to all parents.	Elem	62	22	8	3	5	4.32	37
	Sec	60	40	0	0	0	4.60	20
	District	61	28	5	2	4	4.46	57
40. Most parents understand and promote the school's instructional program.	Elem	38	30	22	8	3	3.92	37
	Sec	30	45	20	5	0	4.00	20
	District	35	35	21	7	2	3.96	57

Figure 28: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of family and community engagement.

Results for these survey items suggest that home-school relations are not a strength in Premont ISD. However, **a comparison of results for these survey items to the same questions from the previous three years suggest that family and community engagement is steadily increasing in Premont ISD. Still, less than three fourths of respondents agree that parents are partners in student learning.**

These data reveal that, overall, elementary respondents have a somewhat less positive view of family and community engagement than do secondary respondents. Respondents are less likely to agree that parents are partners in student learning, and that parents understand and promote the school's instructional program.

Figure 29
Premont ISD Effective Schools Staff Survey
School Climate

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
7. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.	Elem	59	38	0	0	3	4.51	37
	Sec	75	15	5	0	5	4.55	20
	District	65	30	2	0	4	4.53	57
9. Campus goals are defined and posted in the school.	Elem	51	32	8	3	5	4.22	37
	Sec	60	25	15	0	0	4.45	20
	District	54	30	11	2	4	4.34	57
10. Campus goals are annually reviewed through a comprehensive needs assessment process.	Elem	49	38	8	3	3	4.27	37
	Sec	70	30	0	0	0	4.70	20
	District	56	35	5	2	2	4.49	57
11. Campus goals are made highly visible throughout the school community.	Elem	54	32	5	3	5	4.27	37
	Sec	70	30	0	0	0	4.70	20
	District	60	32	4	2	4	4.49	57
12. The school is a safe and secure place to work and learn.	Elem	68	27	3	0	3	4.57	37
	Sec	60	25	5	10	0	4.35	20
	District	65	26	4	4	2	4.46	57
13. Physical facilities are kept clean, are reasonably attractive, and damage is repaired immediately.	Elem	62	24	8	0	5	4.38	37
	Sec	40	30	20	10	0	4.0	20
	District	54	26	12	4	4	4.19	57
14. There is evidence of high staff morale.	Elem	54	30	14	0	3	4.32	37
	Sec	60	30	5	5	0	4.45	20
	District	56	30	11	2	2	4.39	57
15. Discipline is administered in a consistent manner, focuses on the student's behavior, and quickly follows the infraction.	Elem	54	32	8	0	5	4.30	37
	Sec	40	45	5	10	0	4.15	20
	District	49	37	7	4	4	4.23	57
16. The school has clear rules that are consistently applied by staff.	Elem	49	43	5	0	3	4.35	37
	Sec	40	50	10	0	0	4.30	20
	District	46	46	7	0	2	4.33	57

Figure 29: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of school climate.

Respondents felt most strongly that here is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals (95%).

In 2020, 80% agreed that physical facilities are kept clean, are reasonably attractive, and damage is repaired immediately, and this represents an increase of 16 percentage points over the 2019 survey result

Figure 30
Premont ISD Effective Schools Staff Survey
Teacher Quality

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
8. Planning is a collaborative process involving administrators, teachers and other staff members.	Elem	59	32	5	0	3	4.36	37
	Sec	80	20	0	0	0	4.8	20
	District	67	28	4	0	2	4.58	57
22. All staff members hold consistently high expectations for students.	Elem	54	32	11	0	3	4.35	37
	Sec	50	45	5	0	0	4.45	20
	District	53	37	9	0	2	4.4	57
25. There is an on-going process for staff development based on needs for instructional improvement.	Elem	54	38	5	0	3	4.41	37
	Sec	70	30	0	0	0	4.7	20
	District	60	35	4	0	2	4.56	57
34. There is alignment between instruction and the written curriculum.	Elem	65	30	0	0	5	4.49	37
	Sec	70	30	0	0	0	4.7	20
	District	67	30	0	0	4	4.60	57

Figure 30: This chart displays responses to statements on the Effective Schools Survey that address the Critical Success Factor of teacher quality.

Respondents expressed a generally positive view concerning teacher quality in Premont ISD, as evidenced by a range of 90% to 97% either agreeing or strongly agreeing with the four statements. In 2020, 90% of respondents agreed that all staff members hold consistently high expectations for students. This represents an improvement over last year, when 80% of staff agreed.

Figure 31
Premont ISD Effective Schools Survey
Parent Survey

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>	<i>Rating Average</i>	<i>Response Count</i>
1. I am an active partner in my child's learning.	PECA	91	4	0	0	4	4.78	23
	PCHS	52	44	0	0	4	4.40	25
	District	71	25	0	0	4	4.59	48
2. My child likes school.	PECA	48	39	9	0	4	4.26	23
	PCHS	38	42	15	0	4	4.12	26
	District	43	41	12	0	4	4.19	49
3. I know whom to contact if I need assistance with my child's educational needs.	PECA	83	9	0	4	4	4.61	23
	PCHS	58	27	8	0	8	4.27	26
	District	69	18	4	2	6	4.44	49
4. I have confidence in our superintendent.	PECA	83	13	0	0	4	4.70	23
	PCHS	69	15	8	4	4	4.42	26
	District	76	14	4	2	4	4.56	49
5. I have confidence in our principal.	PECA	78	13	4	0	4	4.61	23
	PCHS	58	23	8	8	4	4.23	26
	District	67	16	6	4	4	4.42	49
6. Premont ISD is preparing my child for college/career life after high school.	PECA	65	30	0	0	4	4.52	23
	PCHS	58	23	12	4	4	4.27	26
	District	61	27	6	2	4	4.40	49
7. My child is treated with courtesy and respect by school staff.	PECA	70	22	4	0	4	4.52	23
	PCHS	54	31	12	0	4	4.31	26
	District	61	27	8	0	4	4.41	49
8. My child's school is a safe and secure.	PECA	65	22	9	0	4	4.42	23
	PCHS	46	42	0	0	12	4.12	26
	District	55	33	4	0	8	4.28	49
9. My child's school is neat and clean.	PECA	78	17	0	0	4	4.65	23
	PCHS	50	31	12	0	8	4.15	26
	District	63	24	6	0	6	4.40	49
10. My child's school is improving and progressing.	PECA	74	22	0	0	4	4.61	23
	PCHS	58	31	4	4	4	4.35	26
	District	65	27	2	2	4	4.48	49
11. I am satisfied with the level of communication I receive from the school regarding my child's progress.	PECA	74	17	0	4	4	4.52	23
	PCHS	42	31	19	4	4	4.04	26
	District	57	24	10	4	4	4.28	49
12. I feel welcomed at my child's school.	PECA	70	13	13	0	4	4.43	23
	PCHS	58	31	8	0	4	4.38	26
	District	63	22	10	0	4	4.41	49

Figure 31: This chart displays responses to the Parent Survey.

Forty-nine responses were submitted online for this survey. **Respondents expressed a generally positive view of Premont ISD, as evidenced by a range of 81% to 96% either agreeing or strongly agreeing with the twelve statements.**

As seen in previous years, results for these items also suggest a disconnect between the perceptions of parents and those of Premont ISD staff members. For example, while 69% of staff members view parents as partners in the educational process (item 37 in the staff survey), 96% of parents responding to the survey consider themselves to be partners.

Quantitative Data Key Findings

The quantitative data key findings identified for each of the four indicators were derived from survey responses and document reviews. The findings were verified based on the data collected and analyzed. The key findings are listed below:

Key Findings for Indicator 1: Student Achievement Data

- 1.1: The scope of the written curriculum for the four core content areas (English language arts, math, science, and social studies) is vertically aligned to the Texas Essential Knowledge and Skills and meets the expectation to guide instruction K-12). The curriculum system used is the TEKS Resource System.
- 1.2: PISD had recorded four consecutive years of gains in STAAR Math (2015-2018). In 2019, scores decreased by six percentage points. Unfortunately, in 2020, there is no solid evidence of either gains or decreases in math scores.
- 1.3: Reading/ ELAR STAAR student performance results are showing nominal improvement but continue to be inconsistent. However, in the fall of 2019, both English I and English II showed an increase in scores. English I showed an 11 percent increase in the numbers of students at least approaching grade level standards. In English II there was a six percent increase.
- 1.4 End-of-Year assessments that were taken in the spring of 2020 indicate that 50% of tests that were administered showed steady improvement compared to the 2019 STAAR tests of the same grade/subject.

Key Findings for Indicator 2: Demographic Data

- 2.1: Enrollment in the district, as a whole, has been increasing starting with an 11% increase over 2017. More recently, in 2019, there was a 10% increase.
- 2.2: Premont ISD's attendance remains lower than the state average. During the 2019-20 school year, attendance rates increased for both campuses.
- 2.3: In 2020, the elementary campus recorded a significant decrease in the number of disciplinary placements that remove a student from the regular classroom and instruction. Out-of-school suspension was utilized slightly less than In-School-Suspension. Likewise, the secondary campus evidenced a significant decrease in the number of disciplinary placements.
- 2.4: The percentage of students graduating in four years from Premont ISD in 2018 rose from 81.5% to 96%.
- 2.5: During the 2018-19 school year, 74.4% of Premont ISD teachers had six or more years of experience. Half of PISD's teachers have eleven or more years of experience, as compared to the state average of 45%. Additionally, PISD continues to employ a similar percentage of teachers who have earned a master's degree.

Key Findings for Indicator 3: Effective Schools Staff Survey

- 3.1: A preponderance of evidence suggests that the Premont ISD is making significant progress in the TAIS framework areas pertaining to district commitments and support systems, as well as the Critical Success Factors using quality data to drive instruction, academic performance, and increased learning time.
- 3.2: Based on the results of this survey, Premont ISD may consider prioritizing actions to specifically address the following Critical Success Factors: family and community engagement and school climate.
- 3.3: Compared to previous years, staff morale across the district has increased.
- 3.4: Both campuses made significant improvements in protecting learning time from disruption.
- 3.5: Results for these survey items suggest that home-school relations are not a strength in Premont ISD. However, a comparison of results for these survey items to the same questions from the previous three years suggests that family and community engagement is increasing in Premont ISD.

Key Findings for Indicator 4: Effective Schools Parent Survey

- 4.1: Parents expressed an overall positive view of the district and the education their children are receiving.
- 4.2: While almost 100% of parent respondents consider themselves to be active partners in their children's learning, only 69% of staff members agree.
- 4.3: In 2020, 49 parent surveys were collected. This represents a slight decrease over the previous year, when 57 surveys were completed. In spite of this decrease in representation of parent opinions, overall survey responses remain relatively somewhat more positive compared to previous years.

Recommendations for Improvement Actions

Instructional Recommendations:

1. Review the PISD vision, mission statement, and academic goals by content area/grade level and/or course to guide teaching and learning district-wide.
2. Campus Improvement Plans for the 2020-21 school year should prioritize actions to specifically address the Correlates of Effective Schools included below (Lezotte & Snyder, 2011).

High Expectations for Success

- Strong Instructional Leadership
 - Clear and Focused Mission
 - Opportunity to Learn/Time on Task
 - Frequent Monitoring of Student Progress
 - Safe and Orderly Environment
 - Positive Home School Relations
3. Revisit and discuss the components of the PISD Curriculum Guidance Document with teachers, especially those new to the district. This will ensure continued utilization of the Board approved TEKS Resource System districtwide. Consistency in the utilization of the curriculum will achieve complete alignment across content areas and grade levels.
 4. Identify strategies that will help all staff prioritize and value instructional time.
 5. Create and implement actions to increase attendance rates and decrease state rate gap.
 6. Utilize a system or tool to formally identify customized staff professional development needs.
 7. Provide intensive content area training for teachers based on their specific content needs.
 8. Continue focused planning days each six weeks that do not incorporate other training components during these specific preparation days. Teachers desire to work together to plan and design quality instruction, engage in vertical and horizontal curriculum planning, peer observations, and participate in structured dialogue regarding their findings and solutions for curricular and instructional improvement actions.

9. Provide training for teachers to help them design rigorous teaching and learning outcomes. Training should help them understand that rigor means quality and engaging learning that develops students' deep content knowledge and the ability to apply what they have learned to real world situations.
10. Consistently conduct walk-throughs to provide quality instructional coaching support throughout the school year. Provide teachers with substantive and timely instructional feedback that is structured to encourage reflective dialogue. This will ensure that teachers feel supported and that instructional delivery is in complete alignment to the curriculum.
11. Review current status of the Demonstration Teacher positions to determine suitability in returning teachers to their original instructional support roles. In addition, determine the feasibility of adding math demonstration teacher positions to support this content area.
12. Implement structured campus intervention programs that will effectively address RtI needs at each campus.
13. Involve students in self-monitoring their progress throughout the year via teacher-student conferences.
14. Coordinate and initiate actions that will help ensure that students graduate from Premont ISD within the expected four year time frame.
15. Identify parent and community engagement opportunities that will nurture home-school-community partnerships impacting student performance success and attainment of the district vision.

Procedural/Operational Recommendations:

16. Utilize campus-based leadership teams that will assist administrators in monitoring morale levels and developing strategies to increase cohesiveness among staff.
17. Initiate actions that will support opportunities for teachers to participate in shared decision making when appropriate and applicable to campus needs.
18. Conduct a safety audit to identify campus concerns. Fire alarm maintenance and the development of safety drill procedures are a priority need for both campuses.
19. Create a strategic plan that addresses student requests regarding the need to enhance classroom environments, especially at the secondary campus.
20. Identify personnel who can schedule sessions during the year that will provide guidance and support for students who need to complete scholarship, FAFSA, and college entrance applications.
21. Follow-through in addressing campus cleanliness, especially restroom issues where unsanitary conditions exist.

Procedural/Operational Recommendations:

22. Utilize campus-based leadership teams that will assist administrators in monitoring morale levels and developing strategies to increase cohesiveness among staff.
23. Initiate actions that will support opportunities for teachers to participate in shared decision making when appropriate and applicable to campus needs.
24. Conduct a safety audit to identify campus concerns. Fire alarm maintenance and the development of safety drill procedures are a priority need for both campuses.
25. Create a strategic plan that addresses student requests regarding the need to enhance classroom environments, especially at the secondary campus.
26. Identify personnel who can schedule sessions during the year that will provide guidance and support for students who need to complete scholarship, FAFSA, and college entrance applications.
27. Follow-through in addressing campus cleanliness, especially restroom issues where unsanitary conditions exist.

District Commitment for Continuous Improvement

The Texas Center for District and School Support (TCSS) has provided school districts with the following five district commitment statements that should be evaluated periodically to determine progress toward identified improvement goals (TAIS, 2014).

Clear Vision and Focus:

The district strongly articulates a focus on student achievement as its primary work. Clear plans across the district are developed to address increasing performance for all students on all campuses. This vision is embraced and embedded in daily practice by all staff members (Kouzes & Posner, 2007; Hargreaves, 2011).

District-wide Ownership and Accountability:

Leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low performing campuses (Zavadsky, 2012; Fullan, 2010).

High Expectations:

Explicit, rigorous standards are in place for student learning with adult and student confidence that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met (Bambrick & Santoyo, 2012; Kouzes & Posner, 2007; Dufour & Marzano, 2011).

Sense of Urgency

District staff, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, set a priority and press for rapid action to change ineffective practices and processes that impede student success (Bambrick & Santoyo, 2012; Kouzes & Posner, 2007; Dufour & Marzano, 2011).

Operational Flexibility:

The district permits the agility to shift resources, processes, and practices in response to critical needs identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated (Bottoms & Schmidt-Davis, 2010; Fullan, 2010).

Summary

The intent of this comprehensive needs assessment was to identify and analyze the major support systems within the following quantitative indicator categories:

Four Quantitative Indicators:

- Student Achievement Data
- Demographic Data
- Effective Schools Staff Satisfaction Survey
- Effective Schools Parent Satisfaction Survey

Based on the CNA key findings and recommendations, the district will be able to determine strategies, initiatives, and corrective actions that can be developed to strengthen each major system within the quantitative focus indicators that have been identified to be in need of improvement.

The Premont Independent School District is positioned to move to the next level of quality through an empowered sense of commitment district-wide. The need to meet the rigorous accountability standards required by the State of Texas, as well as other critical components place the district at a natural point for reviewing and restructuring its practices and plans for continuous improvement.

The critical next step for the district is for the superintendent to develop a review process that will guide the leadership team in responding to the findings and recommendations via evidence-based decisions in order to develop an improvement plan. The leadership team must collaborate to determine how to best meet the intent of the CNA recommendations, as well as actions identified in the district and campus improvement plans. The CNA review team believes that the recommendations provided, and subsequent development of the district and campus improvement plans will help the district meet required performance measures and overall expected level of excellence (TEC §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071).

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PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 1. Within three years Premont ISD will be ranked in the upper third in the state in academic performance based on the STAAR/End-of-Course state assessments, college readiness standards and passing rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's K-5 literacy philosophy will participate and support the Balanced Literacy approach. Utilizing comprehensive literacy strategies that are data-driven, research-based that meets the needs of individual students through differentiated instruction, and associated learning activities. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,5)	Early Childhood/Balanced Literacy Coordinator, Principal	2020-2021		STAAR TPRI Formative Assessment 10/27/20 - On Track
2. Curriculum, Instruction, Assessment Initiative: Full implementation of the TEKS Resource Center (TEKS, TCMPC, YAG, IFD, CBA, FIG). In addition, implement the OARS project model. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Director of Student Support Services, Principals, Superintendent	2020-2021	(L)Local Funds, (S)Grant Funds	State Assessment TSI Curriculum Based Assessment Data Beginning of Year Data 10/28/20 - On Track
3. The Premont ISD leadership team will present coaching models to foster deeper understanding of content (the Texas Essential Knowledge and Skills), rigor and standards embedded in the TEKS. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Demonstration Teachers, Director of Student Support Services, Principals, Superintendent	2020-2021	(L)Local Funds, (S)Grant Funds, (S)ReDesign Grant	10/28/20 - Some Progress
4. The Premont ISD leadership team will develop a comprehensive plan to support educator development by designing elements of high quality professional development in collaboration with other Rural Schools Innovation Zone districts. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,5)	Director of Student Support Services, Principals, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	10/28/20 - Significant Progress
5. Communicate, develop, and implement the process of developing college ready focus in grades PK-8 and college/career emphasis beginning in grade 9. (Title I SW Elements:	All Staff	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	10/28/20 - Some Progress

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 1. Within three years Premont ISD will be ranked in the upper third in the state in academic performance based on the STAAR/End-of-Course state assessments, college readiness standards and passing rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,5)				
6. Continue to support and enhance the Premont ISD technology plan. Including but not limited to: Chromebooks for all students and continued face-to-face concurrent dual credit early College High School opportunities. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3)	Technology Coordinator	2020-2021	(F)Erate Funds, (L)Local Funds, (S)Tech Lending Grant	10/28/20 - Significant Progress
7. Continue to support the Rural Schools Innovation Zone (RSIZ) Initiative. (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Superintendent	2020-2021	(S)ReDesign Grant	10/28/20 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 2. 95% of all Premont ISD students will graduate on time by 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development will be designed to educate classroom teachers with the college readiness and supporting standards imbedded in the TEKS. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5)	Principal, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant, (S)Rural Schools Innovation Zone	10/28/20 - Some Progress
2. District-wide 6-week grading periods to accomodate students transitioning between virtual instruction and in-person instruction. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3)	Superintendent	2020-2021		08/24/20 - Completed

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 3. 80% of all Premont ISD students taking the exams will attain a 21 or higher composite score on the ACT exam; or SAT of 1110 on reading/math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional services and support for classroom teachers will continue to be aligned with the TEKS, college and career readiness and supporting standards, state assessments, with additional support for national assessments such as SAT and ACT college entrance exams. (Title I SW Elements: 2.5) (Strategic Priorities: 3,4) (ESF: 4)	Principals, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	TAPR Data College Board Data 10/28/20 - Significant Progress
2. All eligible 8-11 PCHS students will be administered the PSAT assessment. (Title I SW Elements: 2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2020-2021	(L)Local Funds	PSAT Data 10/28/20 - Completed

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 4. 100%of Premont ISD students by 2020 will enter college, the military, or a career-ready job with certification straight from high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage and recruit students to enroll in courses offered through the Rural Schools Innovation Zone. (Title I SW Elements: 2.4,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3,4) (ESF: 3.3)	Counselor(s), High School Principal	2020-2021		10/28/20 - On Track
2. Encourage and recruit students to enroll in courses offered through TAMUK. (Title I SW Elements: 2.4,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2020-2021		10/28/20 - On Track
3. Seek military recruiters to make presentations to students. (Title I SW Elements: 2.4,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s)	2020-2021		10/28/20 - On Track
4. Offer path for career certificates through zone courses. (Title I SW Elements: 2.4,2.6) (Target Group: 9th,10th,11th,12th)	Counselor(s), High School Principal	2020-2021		10/28/20 - On Track
5. District will incorporate blended learning, where students learn via electronic and online media as well as traditional face-to-face teaching. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 4.1)	Director of Student Support Services, Principals, Superintendent	2020-2021		10/28/20 - On Track
6. District will offer students the opportunity to earn an associates degree through dual enrollment courses offered by Coastal Bend College and/or Del Mar College. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2019-2020		10/28/20 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 5. Increase the number of highly effective instructional leaders in Premont ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to communicate the importance for effective principals to develop and support teachers, improve instruction, impact student performance, and evaluate teachers accurately. (Target Group: All) (Strategic Priorities: 1) (ESF: 1)	Director of Student Support Services, Superintendent	2020-2021	(F)Title II, Part A	10/28/20 - Significant Progress
2. Professional development will address the importance of effective staffing and staff induction models. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Director of Student Support Services, Principals, Superintendent	2020-2021	(F)Title Funds	10/28/20 - Some Progress
3. Communicate to principals and teacher leaders the importance of understanding the balance between being accountable and raising student achievement. (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5)	Superintendent	2020-2021		10/28/20 - On Track
4. Teachers will be given the opportunity to become a National Board Certified Teacher. (ESF: 2.1)	Superintendent	2020-2021	(S)Rural Schools Innovation Zone	10/28/20 - Pending

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 6. Develop working group cohorts of elementary and secondary principals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development geared towards the principal as the instructional leader. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1)	Ed Point Consultants, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	10/28/20 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 7. The Premont ISD, in order to meet the needs of college and career readiness standards, will maintain the College and Career Readiness Program to support the achievements of state performance expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Determine district needs for concurrent dual-credit opportunities and technical assistance in supporting readiness standards. (Title I SW Elements: 2.2) (Strategic Priorities: 3)	College administrator, High School Principal , Superintendent	2020-2021	(L)Local Funds, (S)ReDesign Grant	TSI CMMR 10/28/20 - Some Progress
2. Establish a Career and Technology Education (CTE) task force to prioritize the work necessary for student success and opportunities. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), High School Principal , Superintendent	2020-2021		10/28/20 - Some Progress
3. Implement Project Lead the Way Engineering program at Premont Collegiate HS. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4)	High School Principal , Superintendent	2020-2021		08/24/20 - On Track
4. District will offer College Preparatory Math and English courses. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (ESF: 4)	Counselor(s), High School Principal	2020-2021		10/28/20 - Pending
5. Implement new zone academy. Grow Your Own Educator Academy will focus on an educational pathway for Premont students. (Strategic Priorities: 3)	Superintendent	2020-2021		08/24/20 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 8. Decrease the academic achievement gap across the district amongst all populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Remain a District of Innovation and seek eligible exemptions as warranted. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Superintendent	2020-2021		10/28/20 - Completed
2. Continue to utilize the Scottish Rite and Take Flight Dyslexia Programs to meet the needs of our students. (Title I SW Elements: 2.4) (Target Group: Dys) (Strategic Priorities: 4) (ESF: 4)	Director of Student Support Services, Principals, Superintendent	2020-2021		08/24/20 - On Track
3. Continue to serve special populations using varied instructional resources including, but not limited to, FastForward and Texas Home Learning 3.0. (Title I SW Elements: 2.5) (Target Group: ESL,Migrant,LEP,SPED,GT) (Strategic Priorities: 4) (ESF: 4)	Special Education Director, Teacher(s)	2020-2021	(F)IDEA Early Childhood, (F)IDEA Formula B, (F)Title 1, Part A, (F)Title II, Part A	08/24/20 - On Track
4. Implement Academic Response to Intervention Program (RTI) with fidelity. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.4)	Counselor(s), Principals	2020-2021		

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 9. Provide students with an option to receive instruction virtually or in-person.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will follow the approved asynchronous remote learning plan and synchronous attestations to accommodate students receiving virtual instruction. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,4.1)	Director of Student Support Services, Principals, Superintendent, Technology Coordinator	2020-2021		08/24/20 - On Track
2. District students will receive a chromebook or tablet (K). Students will be provided a hot spot as needed.	Technology Coordinator	2020-2021		08/24/20 - On Track
3. District will provide professional development and resources to effectively teach virtual learners, both synchronously and asynchronously. (Strategic Priorities: 2,4) (ESF: 2.1,4.1)	Demonstration Teachers, Director of Student Support Services, Principals, Superintendent	2020-2021		08/24/20 - On Track

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 1. The Premont ISD will continue to recruit, train, and retain the best quality professional and support staff possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Adopt a competitive compensation and benefits package necessary to attract and retain the best and most effective employees to the Premont ISD organization. (Strategic Priorities: 1) (ESF: 2.1)	Superintendent	2020-2021	(L)Local Funds	Board Approval 10/28/20 - On Track
2. Offer exceptional opportunities for professional development to all Premont ISD staff (Strategic Priorities: 1) (ESF: 2)	District Site Based, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	Student Performance Outcomes 10/28/20 - Some Progress
3. Develop an effective employee mentoring program for all new Premont ISD staff. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2)	Superintendent	2020-2021	(F)Title Funds	TAP 10/28/20 - Some Progress
4. Teacher Incentive Allotment (Cohort C) will focus on 4-8 Math/Reading, Algebra 1, and English II teachers. Data on teacher appraisals and student growth needs to be kept within respective campuses. (Strategic Priorities: 1)	Superintendent	2020-2021		Criteria: Incentive Rubric 10/28/20 - Significant Progress
5. Support and sponsorship will be given to the recruitment of Premont ISD teachers to become active and involved with membership on Texas Education Agency (TEA) state committees. (Target Group: All) (Strategic Priorities: 1)	Director of Student Support Services, Principals, Superintendent	2020-2021		10/28/20 - Some Progress

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 2. The Premont ISD administrative staff will give priority to the importance of creating a culture of excellence that nurtures a work environment conducive to creative and proactive thinking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design all new employee induction training strategies to enhance the Premont ISD vision and mission statements. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Superintendent	2020-2021	(L)Local Funds	Retention Student Success TAP 10/28/20 - On Track

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 3. The Premont ISD will continue to implement systems planning for staff and all Premont ISD stakeholders at every level of the organization.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employees will participate in regular collaborative planning, dialog, and decision-making to enhance the culture of Premont ISD schools. (Title I SW Elements: 2.5) (Strategic Priorities: 1) (ESF: 2,3.1)	Principals, Superintendent	2020-2021	(F)Title Funds, (L)Local Funds	Retention 10/28/20 - On Track
2. Staff will collaborate with Zone Districts, virtually or small group face-to face, to build capacity amongst fellow educators. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Student Support Services	2020-2021		10/28/20 - On Track

PREMONT ISD

Goal 3. The Premont ISD will maintain the designation of an Early College High School at PCHS.

Objective 1. Maintain status of an Early College High School. The Early College High School would be tasked with designing innovative dual credit concurrent enrollment partnership with Texas A&M University Kingsville.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address and secure Texas Education Agency Early College High School designation status for the 2020-2021 academic year. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1)	Early College Administrator, High School Principal , Superintendent	2020-2021	(S)ReDesign Grant	Number of college hours TSI Passing Rates 10/28/20 - On Track
2. Continue MOU with Texas A&M University Kingsville. (Strategic Priorities: 3) (ESF: 3.1)	Early College Administrator	2020-2021		Signatures on MOU 10/28/20 - On Track
3. Lead the transformation of teaching methods, teacher preparation, and instruction in concert with the Early College High School TEA blueprint.	Early College Administrator, High School Principal , Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	TAP Retention EOC STAAR 10/28/20 - Some Progress
4. Train administrators, principals, and teachers in effective leadership strategies for supporting dual credit ECHS instruction. (Strategic Priorities: 1,3)	Superintendent	2020-2021	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	Number of College Hours T-PESS TAP 10/28/20 - Some Progress

PREMONT ISD

Goal 4. Parent Involvement: Effective communication and partnership between the Premont Independent School District and parent stakeholders.

Objective 1. The Premont ISD will complete a full review of the effectiveness of its methods of communication and partnership with all parents and business community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate the effectiveness of all forms of communication, such as: print, electronic, and social media to communicate with Premont ISD parents and business community. (Title I SW Elements: 2.1,2.2) (ESF: 3)	Principals, Superintendent, Technology Coordinator	2020-2021	(L)Local Funds	Survey Participation 10/28/20 - Significant Progress
2. All Premont ISD schools will ensure all parents are welcome at district schools and are appreciated as partners in education. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3)	All Staff	2020-2021	(F)Title Funds	Participation 10/28/20 - On Track
3. Parent volunteers will be recognized at the campus and district level for their work. (ESF: 3)	Principals	2020-2021	(L)Local Funds	Documentation 10/28/20 - Significant Progress
4. District will staff a full time parent liaison to offer support between the PISD and our community, students, and their families. (Title I SW Elements: 2.1,3.1) (ESF: 3.4)	Superintendent	2020-2021	(F)Title Funds, (L)Local Funds	10/28/20 - On Track
5. Ensure communication is reflected in languages that are conducive to all our families, including, but not limited, Spanish. (Title I SW Elements: 2.1) (ESF: 3.4)	All Staff	2020-2021		10/28/20 - Significant Progress

PREMONT ISD

Goal 5. Safe Schools: Create the Safe Schools/Healthy Students Initiative providing leadership for schools and communities to work in partnership to create safe and healthy school environments.

Objective 1. Partner with staff personnel, law enforcement, Texas Safe Schools Coalition, mental health authorities, and juvenile justice officials to provide all Premont ISD schools and staff with a comprehensive program for school safety and security. Focus will be on the school culture and anti-bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a comprehensive strategic plan in partnership with law enforcement and outside agencies. (Title I SW Elements: 2.2) (ESF: 3)	Superintendent	2020-2021	(L)Local Funds	Implementation Strategies 10/28/20 - Significant Progress
2. Provide staff development to all Premont ISD staff on best practices in all areas of school safety and security. (Title I SW Elements: 2.2) (ESF: 3)	Superintendent	2020-2021	(L)Local Funds	Survey 10/28/20 - Significant Progress
3. Provide free lunch to all first responders. (Title I SW Elements: 2.1) (ESF: 3)	Superintendent	2020-2021	(L)Local Funds	Implementation 10/28/20 - On Track
4. Continue mandatory initial student drug testing for students who choose to participate in school sponsored extracurricular activities. In addition, random drug testing will be conducted throughout the year. (Title I SW Elements: 2.1) (Target Group: 7th, 8th, 9th, 10th, 11th, 12th) (ESF: 3.1, 3.3)	Director of Student Support Services, District Administrators, Principals, Superintendent	2020-2021		10/28/20 - Some Progress
5. District will utilize the Raptor System as a security measure for visitors entering the campuses. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Superintendent	2020-2021	(F)Title 1, Part A, (F)Title II, Part A	10/28/20 - Completed
6. District will require all employees to wear an Identification Badge provided by the district. (Title I SW Elements: 2.1) (Target Group: All)	Superintendent, Technology Coordinator	2020-2021		10/28/20 - On Track
7. Campuses will contract with an agency to have a School Resource Officer available from the start of the school day to the end. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Principals, Superintendent	2020-2021		10/28/20 - Completed

PREMONT ISD

Goal 5. Safe Schools: Create the Safe Schools/Healthy Students Initiative providing leadership for schools and communities to work in partnership to create safe and healthy school environments.

Objective 2. The Premont ISD will maintain facilities that are safe and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New elementary campus will have the most up-to-date safety features required of facility inspections. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Superintendent	2020-2021		10/28/20 - Completed
2. Fencing will be placed around campuses. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Superintendent	2020-2021		10/28/20 - Some Progress
3. District will require all staff to follow all COVID-19 health and safety guidelines that are outlined in Premont ISD's Reopening Plan and the Rural Schools Innovation Zones Response, Recovery and Redesign Plan. (ESF: 3.1,3.3)	All Staff	2020-2021		10/28/20 - On Track
4. District will conduct 3-year safety audit to ensure facilities are aligned with up-to-date safety requirements. (ESF: 3.1)	Superintendent	2020-2021		08/24/20 - On Track

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 1. Maintain Superior FIRST financial rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Premont ISD will communicate all of the FIRST expectations and accountability indicators to all Premont ISD stakeholders.	Superintendent	2020-2021	(L)Local Funds	Board Agenda 10/28/20 - On Track

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 2. The Premont ISD will update the five-year financial projection model at least two times per fiscal year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The financial section of the projected strategic plan will entail long-term facility, staffing, and technology reviews and annual oversight by the Premont ISD Board of Trustees.	Superintendent	2020-2021	(L)Local Funds	Board Agendas 10/28/20 - On Track

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 3. The Premont Fund Balance will be at least 33% of the total annual expenditures in the operating funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Premont ISD Board of Trustees will review the projected fund balance levels in the five-year projections. If fund balances decline below 33%, a comprehensive plan will be developed to achieve desired levels.	Superintendent	2020-2021		10/28/20 - On Track

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

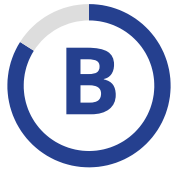
Objective 4. The Premont ISD Board of Trustees will continue to approve an annual budget balanced budget by August 31 of each year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly financial reports will identify any trends or significant variances within the budget.	Superintendent	2020-2021	(L)Local Funds	Board Agenda 10/28/20 - On Track

Student Enrollment Details 616 Students Enrolled **Address** P O BOX 530, PREMONT, TX 78375

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?



84 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
B
85 out of 100

2018-19
B
84 out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

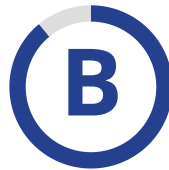
STUDENT ACHIEVEMENT



78 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



89 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Enrollment Details 616 Students Enrolled **Address** P O BOX 530, PREMONT, TX 78375

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	58	40%
College, Career, and Military Readiness	93	40%
Graduation Rate	90	20%
Total	78	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

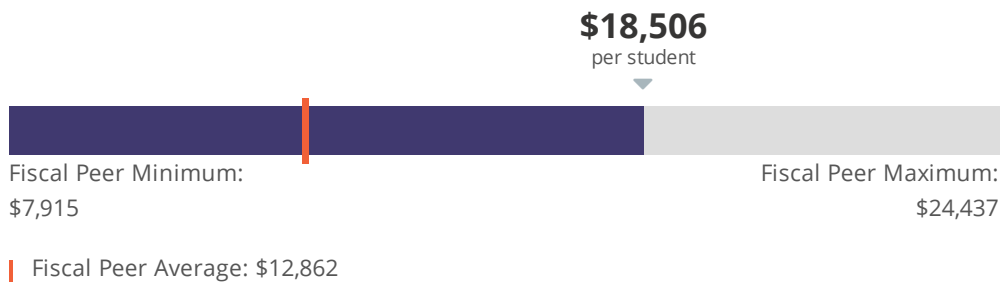
Component	Score	% of grade
Academic Growth	60	
Relative Performance	90	100%
Total	89	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	8	55.6%
Academic Growth/Graduation Rate	0	11.1%
Student Achievement	100	33.3%
Total	73	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19



90 out of 100

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* [letter](#) dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Resources

Resource	Source
Erate Funds	Federal
Federal Funds	Federal
Title 1, Part A	Federal
Title Funds	Federal
Title II, Part A	Federal
Local Funds	Local
Grant Funds	State
ReDesign Grant	State
Tech Lending Grant	State

Premont ISD-District Premont ISD-District Improvement Plan Budget 2020-2021

State Comepsatroy Education

199 53 6129 0 999 1 30 0 0	SALARIES/SUPPORT PERSONNEL	-17,562.00
199 53 6141 0 999 1 30 0 0		-1,343.00
199 53 6142 0 999 1 30 0 0		-20
199 53 6143 0 999 1 30 0 0		-147
199 53 6144 0 999 1 30 0 0		-1,537.00
199 53 6146 0 999 1 30 0 0		<u>-395</u>
		-21,004.00

Title 1, Part A- Improving Basic Programs

211 13 6239 00 999 1 30 0 00	ESC - DISTANCE LEARNING CO-OP	-1,500.00
211 13 6239 01 999 1 30 0 00	ESC - CURR SERV (TCMPC)	<u>-4,500.00</u>
		-6,000.00

211 21 6119 00 999 1 30 0 00	SALARY, PROFESSIONALS	-31,628.00
211 21 6141 00 999 1 30 0 00		-2,342.00
211 21 6142 00 999 1 30 0 00		-962
211 21 6142 05 999 1 30 0 00		-306
211 21 6143 00 999 1 30 0 00		-106
211 21 6146 00 999 1 30 0 00		<u>-3,479.00</u>
		-38,823.00

211 21 6499 00 999 1 30 0 00	MISC OPER EXP - HOMELESS	-200
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-45,023.00