Responses to these questions have been from the Contact-Intervention Information Tab	_Education Service Center (ESC) Number:_	_District Number:_	_District Name:_	_Campus Number:_	_Campus Name:_
	Region 6	_170-902_	_Conroe ISD_	_000000102_	_Austin Elementary_

CAMPUS - Data Analysis Summary

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

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	_No_	_Responses to these questions have been populated from the Contact-Intervention Information Tab_
Is your campus identified as a Priority campus?	_No_	
Is your campus identitified as a TTIPS campus?	_No_	
Is your campus implementing a turnaround plan?	No	

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	Yes, with an index score greater than 5 points above target (Non-AEA 66 or higher; AEA 41 or higher)				
	If your campus Index 1 score was 5 points above index target, you do not need to answer this question*. Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.	**Student Group**	**Content Area**			
		African American	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Hispanic	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		White	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		American Indian	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Asian	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Pacific Islander	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Two or More Races	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Economically Disadvantaged	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		Special Education	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
		English Language Learners	■ Reading	■ Writing	■ Science	■ Social Studies ■ Mathematics
	Austin Elementary received an Index One score of a 67 which is an eleven point increase from the 2015 STAAR Accountability for Index One.					

Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes					
	If your campus met Index 2 target, then you do not need to answer this question. If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)	■ African American	■ Hispanic	■ White	■ American Indian	■ Asian	■ Pacific Islander ■ Two or More Races
	If your campus met Index 2 target, then you do not need to answer this question. If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?	■ Students who failed in 2015 and failed in 2016 ■ Students who passed in 2015 and passed in 2016 ■ Students who were at Level III performance in 2015 and scored a Level II performance in 2016 ■ Other					
	Austin Elementary received an Index Two score of a 38 which ten point increase from the 2015 STAAR Accountability report.						

Index 3 - **Closing Achievement Gaps**	Did your campus meet standard for Index 3? *see help box for score details*	Yes, with an index score greater than 2 points above target
	If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question. Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	☐ African American ☐ Hispanic ☑ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	☐ African American ☑ Hispanic ☐ White ☐ American Indian ☐ Asian ☐ Pacific Islander ☐ Two or More Races
	Austin Elementary received an Index Three score of a 39 which is a ten point increase from the 2015 STAAR Accountability report .	
Index 4 - **Postsecondary Readiness**	Did your campus meet standard for Index 4? *see help box for score details*	Yes with an AEA index score greater than 5 points above target
	*If your **non-AEA** campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.* *If your **AEA** campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.* Which component(s) of Index 4 contributed to your campus missing Index 4?	☐ STAAR component-student performance at or above Level II, Final ☐ Graduation Rate ☐ Graduation Plan ☐ Postsecondary Indicator
	Austin Elementary received an Index Four score of a 23 which is a four point increase from the 2015 STAAR Accountability report.	

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

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	☑ BE/ESL ☐ CTE ☐ NCLB (Title I, Part A or Migrant) ☑ Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	Austin Elementary missed Safeguards in all content areas for Special Education and Writing for English Language Learners on the 2016 Accountability Summary Report. This contributed to the district's staging in PBMAS. However, last year the campus received 53% (8 out of 15) of System Safeguards for the 2015 Accountbaility Summary. This year the campus recieved 90% (26 out of 29) of the System Safeguards for the 2016 Accountability Summary. While each campus in Conroe ISD acknowledges how they contributed to the district's PBMAS score, Austin Elementary will continue their plan to increase student achievement and raise the overall scores of the campus as well as the district.

Section IV - Critical Success Factors (CSFs):

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

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

Academic Performance	STAAR results, TAPR report, TELPAS, district assessments, DRA/BAS, attendance and discpline data
Use of Quality Data to Drive Instruction	STAAR results, TAPR report, TELPAS, district assessments, DRA/BAS, attendance and discipline data
Leadership Effectiveness	Staff development opportunities, Organizational Health Inventory, teacher retention, teacher attendance
Increased Learning Time	Student engagement, master schedule with built-in time for intervention and enrichment, Early Start program, campus and district support for attendance and students who are tardy or leave early
Family and Community Engagement	Parent/teacher organization, home visits for families in need of various resources, Parent Academic Nights, community Color Run, Watch D.O.G.S. program, various forms of communication through Facebook, Blackboard Connect and hard copies for parents that do not have internet access, Communications Committee and monthly campus, and volunteers through the local retired teachers organizationnewsletter and nine week award ceremonies
School Climate	Teacher retention, student/teacher celebrations, positive feedback to teachers and students, social committee, teacher attendance, student attendance, discipline data, Organizational Health Inventory
Teacher Quality	Evidence of Tier 1 Best Practices during walkthroughs, presentations of district staff development by Austin teachers, progress measure of each student, and staff development opportunities

Section V - Identification of Problem Statements:

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

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

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

Problem Statement 1:

The campus had 68% of all students at the Level II phase-in passing rate on the 2016 STAAR Reading. While this reflects a five point gain from the previous year (63% on the 2015 STAAR Reading), the campus still strives to increase that performance.

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- [ ] Not Applicable
- [x] Index 1: Student Achievement
- [ ] Index 2: Student Progress
- [x] Index 3: Closing Achievement Gaps
- [x] Index 4: Postsecondary Readiness

Student Group	Reading	Writing	Science	Social Studies	Mathematics
African American	[ ]	[ ]	[ ]	[ ]	[ ]
Hispanic	[x]	[ ]	[ ]	[ ]	[ ]
White	[x]	[ ]	[ ]	[ ]	[ ]
American Indian	[ ]	[ ]	[ ]	[ ]	[ ]
Asian	[ ]	[ ]	[ ]	[ ]	[ ]
Pacific Islander	[ ]	[ ]	[ ]	[ ]	[ ]
Two or More Races	[ ]	[ ]	[ ]	[ ]	[ ]
Economically Disadvantaged	[x]	[ ]	[ ]	[ ]	[ ]
Special Education	[x]	[x]	[ ]	[ ]	[ ]
English Language Learners	[x]	[ ]	[ ]	[ ]	[ ]

Problem Statement 2:

The campus had 64% of all students at the Level II phase-in passing rate on the 2016 STAAR Writing. While this reflects a ninteen point gain from the previous year (45% on the 2015 STAAR Writing), the campus still strives to increase that performance.

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- [ ] Not Applicable
- [x] Index 1: Student Achievement
- [ ] Index 2: Student Progress
- [ ] Index 3: Closing Achievement Gaps
- [x] Index 4: Postsecondary Readiness

Student Group	Reading	Writing	Science	Social Studies	Mathematics
African American	[ ]	[ ]	[ ]	[ ]	[ ]
Hispanic	[ ]	[x]	[ ]	[ ]	[ ]
White	[ ]	[x]	[ ]	[ ]	[ ]
American Indian	[ ]	[ ]	[ ]	[ ]	[ ]
Asian	[ ]	[ ]	[ ]	[ ]	[ ]
Pacific Islander	[ ]	[ ]	[ ]	[ ]	[ ]
Two or More Races	[ ]	[ ]	[ ]	[ ]	[ ]
Economically Disadvantaged	[ ]	[x]	[ ]	[ ]	[ ]
Special Education	[ ]	[x]	[ ]	[ ]	[ ]
English Language Learners	[ ]	[x]	[ ]	[ ]	[ ]

Problem Statement 3:

The campus had an Index 2 score of 38 (state target of 32) on the 2016 STAAR Accountability Summary. While this reflects a gain from the previous year (Index 2 score of 28 with a state target of 32), the campus still strives to increase student progress measure performance.

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- ☐ Not Applicable
- ☐ Index 1: Student Achievement
- ☑ Index 2: Student Progress
- ☐ Index 3: Closing Achievement Gaps
- ☐ Index 4: Postsecondary Readiness

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☑ Mathematics
White	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☑ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☑ Mathematics
Special Education	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☑ Mathematics
English Language Learners	☑ Reading	☐ Writing	☐ Science	☐ Social Studies	☑ Mathematics

Problem Statement 4:

<Type your problem statement here.>

Which Index(es) does this problem statement address?

Campuses may also connect this problem statement to missed/targeted system safeguard(s).

- ☐ Not Applicable
- ☐ Index 1: Student Achievement
- ☐ Index 2: Student Progress
- ☐ Index 3: Closing Achievement Gaps
- ☐ Index 4: Postsecondary Readiness

Student Group	Content Area				
African American	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Hispanic	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
White	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
American Indian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Asian	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Pacific Islander	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Two or More Races	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Economically Disadvantaged	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
Special Education	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics
English Language Learners	☐ Reading	☐ Writing	☐ Science	☐ Social Studies	☐ Mathematics

Problem Statement 5:	<Type your problem statement here.>										

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

Problem Statement 6:	<Type your problem statement here.>										

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

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

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

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

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