**Domain 1:**

Use the STAAR Performance Data Table, student performance data, and your 2017-2018 master schedule to complete the following section.

**Step 1a:** Analyze the Data Table for Domain 1. Which content areas were the lowest performing? (Identify the 3 lowest performing content areas.)

1. 
2. 
3. 

**Step 1b:** Start with the content area that is the lowest performing of the 3. Within that content area, analyze and identify the following:

- Grade level that was the lowest performing (you will need to use the student performance data to identify the grade level):

**Step 1c:** Using the student performance data and your master schedule, identify the lowest performing teacher(s) within the grade level:

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Number of Students</th>
<th>% Approaches GL or Higher</th>
<th>Lowest Performing Student Group</th>
<th>Lowest % of Which Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Example</td>
<td>115</td>
<td>34%</td>
<td>Hispanic, Eco Dis</td>
<td>Masters (4%)</td>
</tr>
</tbody>
</table>

(Add rows as needed)

*Repeat the process for the other 2 low performing content areas.*
Step 1d: (High School Only)

- Did the campus meet standard in the CCMR area? Y/N

If no, follow the steps below:

Circle or highlight the 2 areas that were the lowest performing:

- TSI Criteria
  - Mathematics
    - TSI Assessment
    - ACT
    - SAT
    - College Prep Course
  - ELA/Reading
    - TSI Assessment
    - ACT
    - SAT
    - College Prep Course

- AP/IB Examination
- Dual Course Credits
- Industry-Based Certifications
- Associate Degree
- Graduate with completed IEP and Workforce Readiness
- US Armed Forces
- Met Non-CTE Criteria
- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications

Did the campus meet standard in the Graduate Rate category? If no, follow the steps below:

Circle or highlight the area that with the lowest graduation rate for all students.

- 4-Year Graduation Rate
- 5-Year Extended Graduation Rate
- 6-Year Extended Graduation Rate
- Annual Dropout Rate

For the identified area, analyze the data table to determine which 2 student groups had the lowest graduation rate.

Domain 2:

Use the student performance data report and the TEA STAAR Performance Data Table for the next section.

Step 2a: If the campus did not Meet Standard for School Progress:

Based on the data table, circle or highlight the area where the campus received the lowest total points:

- Did Not Meet
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

Step 2b: Circle or highlight where the gaps occurred in the Current-Year Performance on STAAR:
• Did Not Meet Progress
• Met or Exceeded Progress

**Step 2c**: Which Prior-Year Performance group showed the least progress overall?

• Did Not Meet
• Approaches Grade Level
• Meets Grade Level
• Masters Grade Level

**Domain 3**

**Academic Achievement Status**

**Step 3a**: Identify your highest achieving and lowest achieving student accountability groups for ELA/Reading:

• Highest achieving group:
• Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Identify the student groups that did not meet the targets for Academic Achievement Status in ELA/Reading:

• Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Academic Achievement (Percent at Meets Grade Level or Above)* located in the second table to complete this.)

**Step 3b**: Identify your highest achieving and lowest achieving student accountability groups in Math.

• Highest achieving group:
• Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Identify the student groups that did not meet the targets for Academic Achievement Status in Math.

• Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use *Academic Achievement (Percent at Meets Grade Level or Above)* located in the second table to complete this.)
Growth Status

Step 3c: Identify the student accountability groups for ELA/Reading that showed the most growth and the least growth.

- Most growth:
- Least growth:

What is the growth difference between the highest and lowest growth groups?

Identify the student groups that did not meet the target for the Growth Status in ELA/Reading.

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use Growth (Academic Growth) located in the second table to complete this.)

Step 3d: Identify the student accountability groups for Math that showed the most growth and the least growth.

- Most growth:
- Least growth:

What is the growth difference between the highest and lowest growth groups?

Identify the student groups that did not meet the targets for Growth Status in Math.

- Of these student groups, circle or highlight the group that had the largest gap between their performance and the target. (Use Growth (Academic Growth) located in the second table to complete this.)

Graduation Rate

Step 3e: Identify which student group had the lowest graduation rate.

Student Success

Step 3f: Identify your highest achieving and lowest achieving student accountability groups for the Student Success measure.

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?
Which student group had the lowest Student Achievement Domain Score? (Use Student Success (Student Achievement Domain Score: STAAR Component Only) located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Approaches GL Standard or Above? (Use Student Success (Student Achievement Domain Score: STAAR Component Only) located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Meets GL Standard or Above? (Use Student Success (Student Achievement Domain Score: STAAR Component Only) located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

Which student group had the lowest percentage of students who scored at Masters GL Standard? (Use Student Success (Student Achievement Domain Score: STAAR Component Only) located in the second table to complete this.)

- Which subject area most affected this score (ELA/Reading or Math)?

**Student Quality**

**Step 3g:** Identify your highest achieving and lowest achieving student accountability groups for the Student Quality (CCMR) measure.

- Highest achieving group:
- Lowest achieving group:

What is the gap between the performance of the highest and lowest achieving groups?

Which student group had the lowest percentage of students meeting CCMR? (Use School Quality (College, Career, and Military Readiness Performance) located in the second table to complete this.)
• In which CCMR Criteria category was this student group least represented? (May be more than 1)

Reflection: Is there a correlation between the trends identified in Domain 1 and the trends seen in Domain 3?