

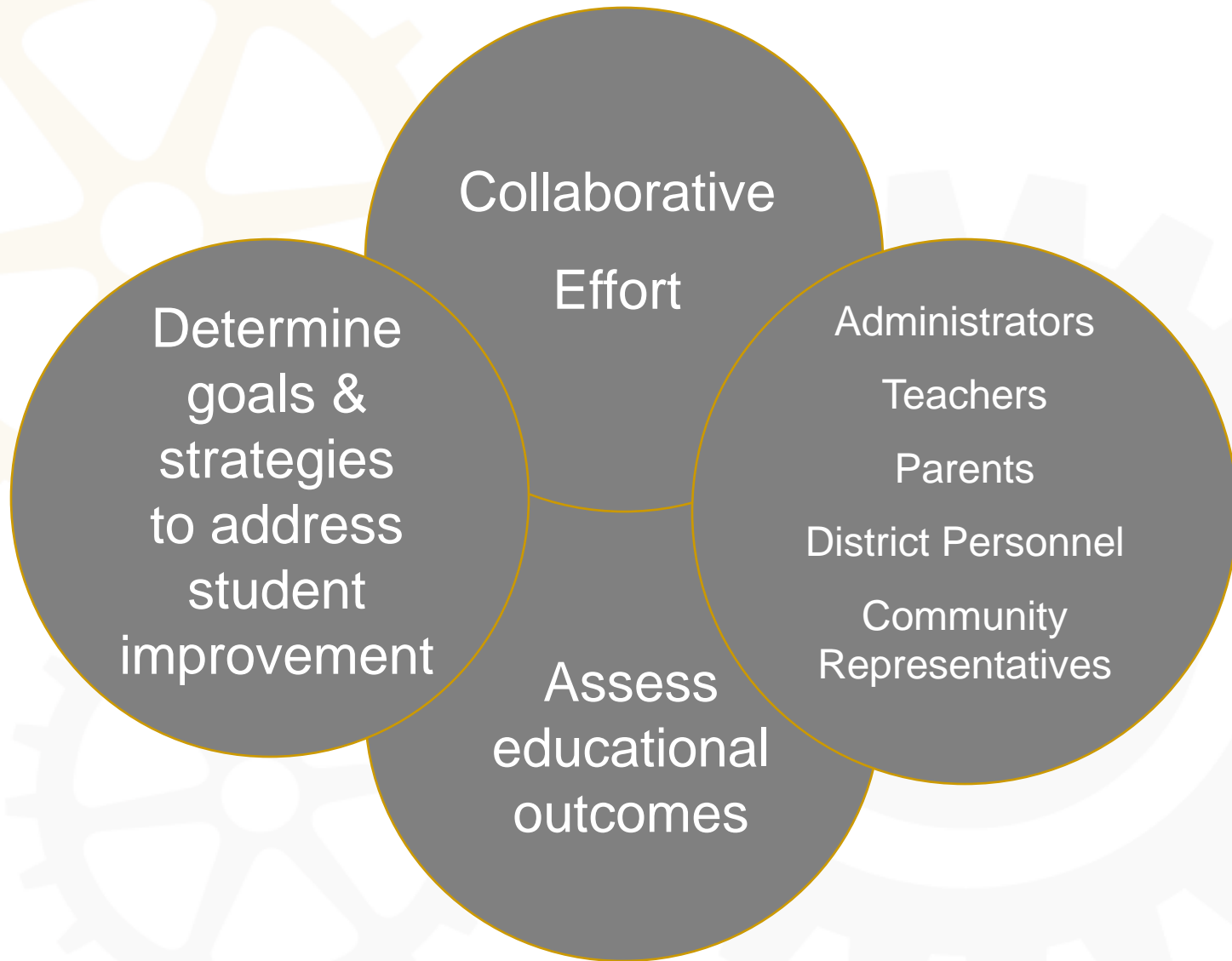
Site Based Decision Making

SBDM



Collaborative Efforts to Improve Student Achievement

Guidelines for developing integrated planning and decision making processes



Legal Foundations

Texas Education Code (TEC)

- ⊕ 11.251 Planning and Decision Making Process
- ⊕ 11.252 District-Level Planning and Decision Making
- ⊕ 11.253 Campus Planning and Site-Based Decision Making

Financial Accountability System Resource Guide (FASRG)

- ⊕ Section 9.2.3 District and Campus Improvement Plans
- ⊕ Section 9.2.7 Evaluation of SCE programs
- ⊕ Section 9.4 Risk Assessment

Legal Foundations

Public Law (P.L.) 107-110 [NCLB}

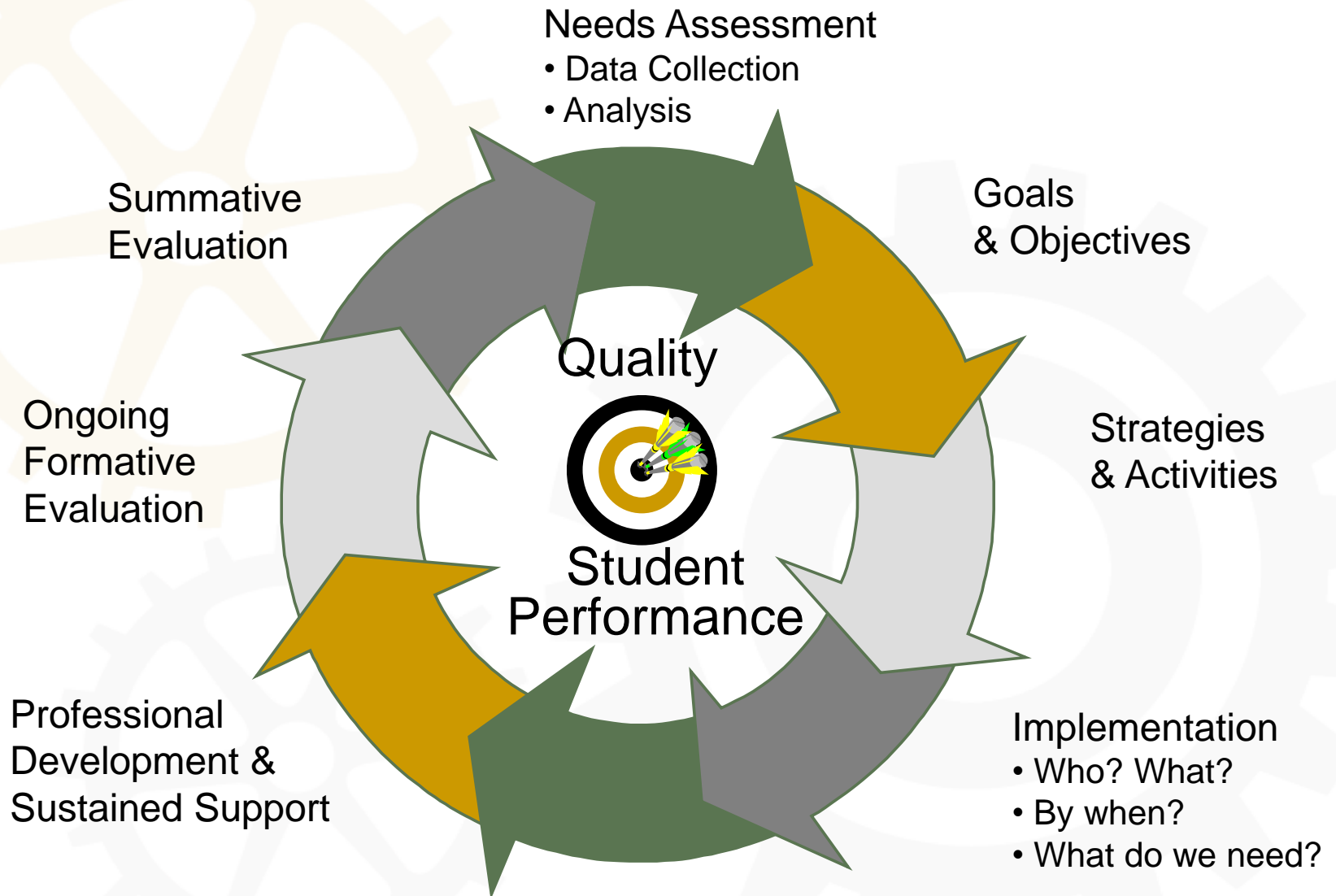
- ⊕ 1114 (b) Components of a Title I Schoolwide Program (SWP)

Public Law (P.L.) 107-110 [NCLB]

- ⊕ 1115 (c) Components of a Title I Targeted Assistance Program (TAP)

Basic Assumptions About Effective Planning

- ⊠ Planning is an ongoing, continuous process focused on the performance of all students.
- ⊠ Needs assessments and revisions to plans should occur at least annually.



Basic Assumptions About Effective Planning, cont.

- ⊠ No single best "model" or process for planning exists, but critical components should be addressed.
- ⊠ Local district and campus plans should reflect the unique needs of the population served and outcomes for all students.

Basic Assumptions About Effective Planning, cont.

- ⊕ Campus plans may be different in content and strategies from district plans; however,
- ⊕ Campus and district performance objectives and goals should be complementary and mutually supportive.

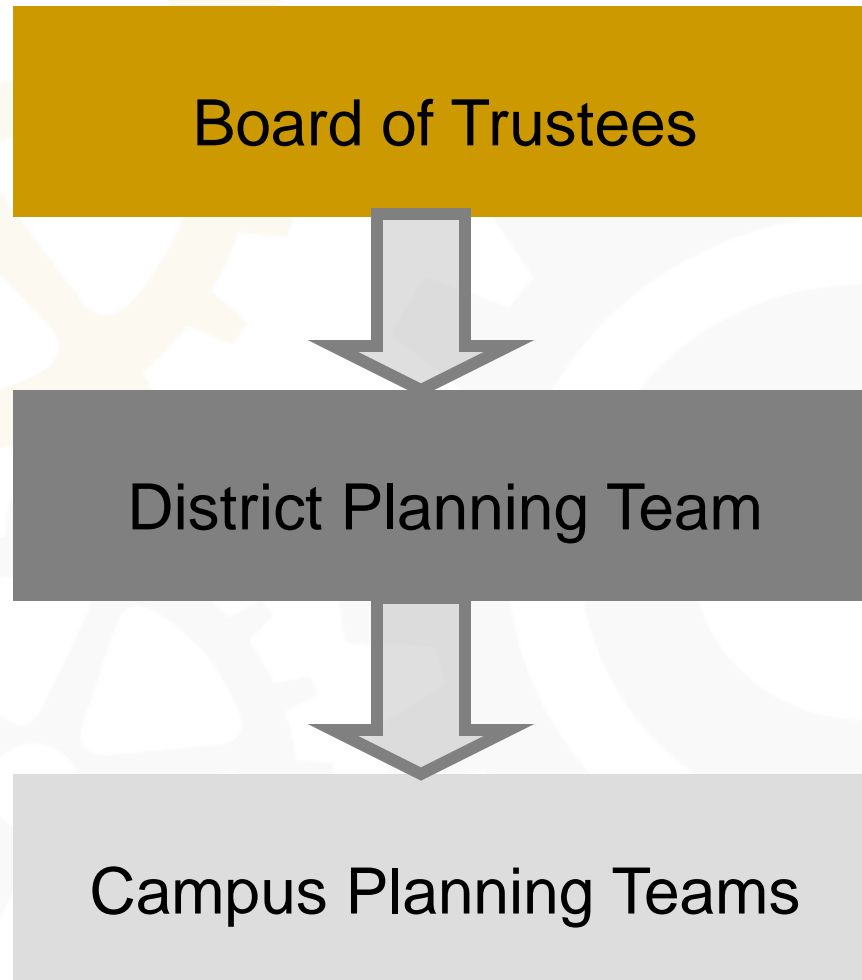
Basic Assumptions About Effective Planning, cont.

- ⌘ Budgets should be developed in coordination with campus plans that include broad-based parameters regarding the allocation of resources.

Basic Assumptions About Effective Planning, cont.

- ⊠ Plans should include measurable checkpoints and incremental timelines to ensure that outcomes are monitored frequently.
- ⊠ Goals and objectives should be driven by local data from student performance-based needs assessment.

Organizational Components



Board Policy and Administrative Procedures

The board shall adopt a policy to establish district and campus-level planning and decision-making processes that will:

- ✦ involve the professional staff of the district, parents, and community members; and
- ✦ establish and review the educational plans, goals, performance objectives, and major classroom instructional programs of the district/campus.

Board Policy and Administrative Procedures, cont.

The board shall establish a procedure under which meetings are held regularly by district and campus-level planning and decision-making committees that include:

- ⊞ professional staff;
- ⊞ parents of students enrolled in the district;
- ⊞ business representatives; and
- ⊞ community members.

Board Policy and Administrative Procedures, cont.

Procedures that clearly define the respective roles and responsibilities for planning, budgeting, curriculum, staffing, staff development and school organization of:

- ⊕ Superintendent
- ⊕ Central Office staff
- ⊕ Principals
- ⊕ Teachers
- ⊕ District-level planning committee
- ⊕ Campus-level planning committees

Board Policy and Administrative Procedures, cont.

- ⊞ Procedures for nominating and electing professional staff to the committees of which at least two-thirds must be teachers;
- ⊞ Procedures for selecting parents; and
- ⊞ Procedures for selecting community members and business representatives that represent the diversity of the community.

Board Policy and Administrative Procedures, cont.

- ⊞ The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.

District Improvement Plan

- ✦ Each school district shall have a district improvement plan that is **developed, evaluated, and revised annually**, in accordance with district policy, by the superintendent with the assistance of the district-level committee.

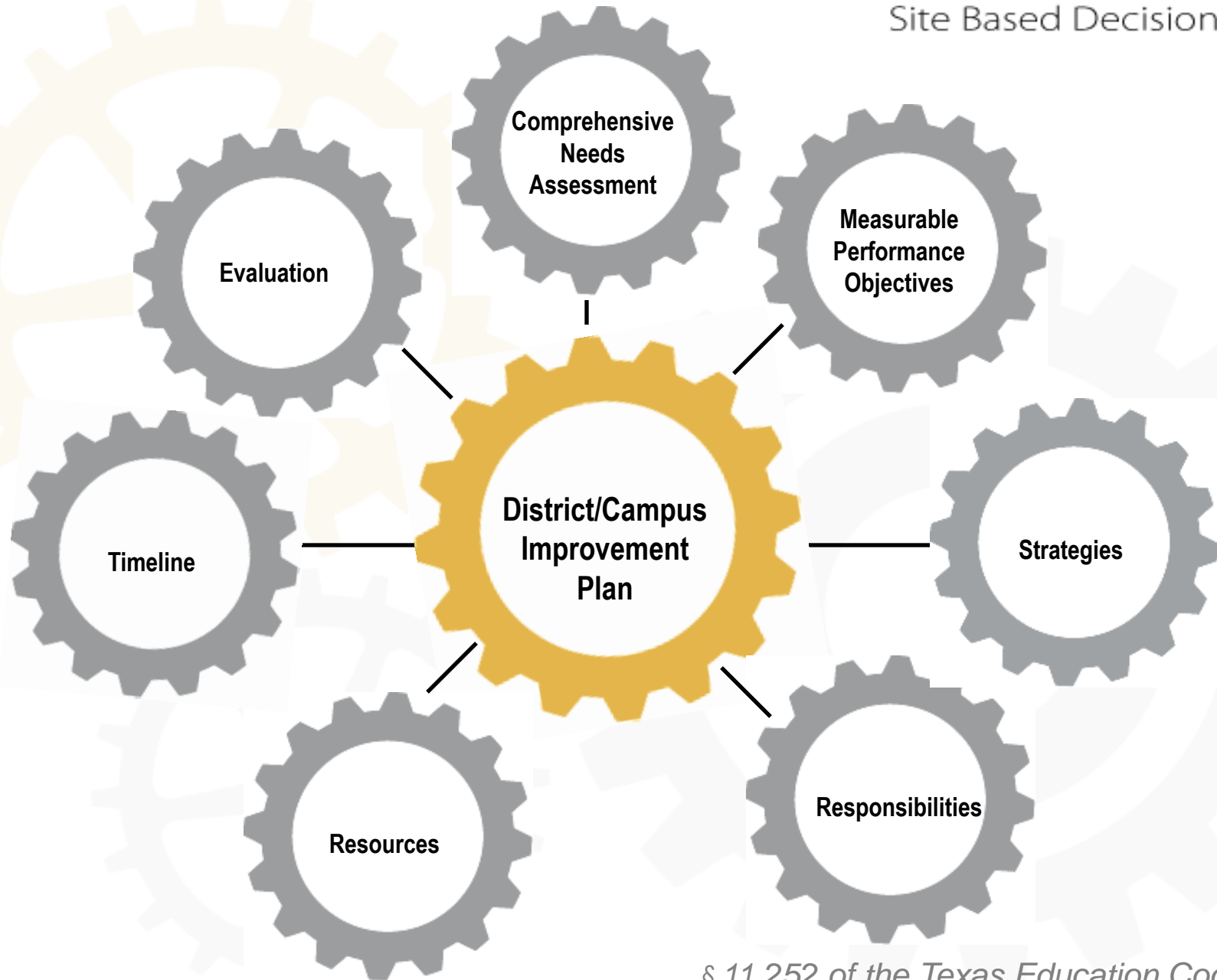
District Improvement Plan, cont.

- ✦ The purpose of the district improvement plan is to **guide district and campus staff in the improvement of student performance for all student groups** in order to attain state standards in respect to the **academic excellence indicators** adopted under *§39.051 of the Texas Education Code.*

Campus Improvement Plan

- ✦ Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall **develop, review, and revise the campus improvement plan** for the purpose of improving student performance for all student populations including students in special education programs under **Subchapter A, Chapter 29**, with respect to the academic excellence indicators adopted under **Section 39.051** and any other appropriate **performance** measures for special needs populations.

Site Based Decision Making



District/Campus Improvement Plan

- ⊞ Comprehensive Needs Assessment
- ⊞ Long Range Goals
- ⊞ Measurable Performance Objectives
- ⊞ Identified strategies
- ⊞ *Supplemental financial resources for SCE*
- ⊞ *Supplemental FTEs for SCE*
- ⊞ Timelines for monitoring strategies
- ⊞ Formative and *summative* evaluation criteria
- ⊞ *Total amount of SCE funds allocated for resources & staff* (Please include this information in district & each plan.)

Required Title I Schoolwide Campus Plan Components

1. **Comprehensive Needs Assessment** of the entire school (including all program areas)
2. **Reform strategies** that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and that use effective methods and instructional strategies based on *scientifically-based research*.
3. **Instruction by highly qualified teachers** (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)

Required Title I Schoolwide Campus Plan Components, cont.

4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff who work toward student improvement.
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement.

Required Title I Schoolwide Campus Plan Components, cont.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. *(Examples could include: provide parents and students with a kindergarten orientation session, teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.)*

Required Title I Schoolwide Campus Plan Components, cont.

8. Steps to include teachers in the decisions regarding the use of assessments. (*In the formative evaluation column of the CIP, show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students.*)
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.

Required Title I Schoolwide Campus Plan Components, cont.

10. Coordination and integration of federal, state, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Comprehensive Needs Assessment

Area to be Assessed/Reviewed

- ⊕ Student Performance by Group

All federal programs (NCLB)

White, Hispanic, African American, Other, Economically Disadvantaged, LEP/Bilingual/ESL, GT, Special Education, SCE/At Risk, Male/Female, Migrant, Homeless

Potential Data Source

- ⊕ Assessment data (TAKS/AEIS/Special Ed Assessment/TELPAS/TPRI)
- ⊕ Disaggregated data, Failure rate
- ⊕ Special Ed referral percentages
- ⊕ Other classroom student data

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ Student attendance
(NCLB)

Potential Data Source

- ⊕ Attendance records

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ AP/SAT/ACT

Potential Data Source

- ⊕ Percentage of AP classes
- ⊕ Percentage scoring 3 or 4 on the exam
- ⊕ Percentage Taking SAT
- ⊕ Percentage taking ACT

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ Completion/Drop-out
(NCLB)

Potential Data Source

- ⊕ AEIS data(Gaps between At-Risk and not At-Risk)
- ⊕ Student counseling and discipline referrals, Retention Rates
- ⊕ Drop-out/Completion Rate

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ Highly Qualified Teachers/ Paraprofessionals
(NCLB)

Potential Data Source

- ⊕ District Certification Records, Degrees, Professional Development Records
- ⊕ Teacher Retention Data
- ⊕ New Teacher Mentor Records

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊞ Professional Development
Title II Part A

Potential Data Source

- ⊞ PDAS Teacher Self-Reports
- ⊞ Impact on Student Performance
- ⊞ District Records

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊞ Parent Involvement
Title I Part A and other Federal Programs (NCLB)

Potential Data Source

- ⊞ Parent Surveys (NCLB), Volunteer Lists, Interviews
- ⊞ Teacher conference records

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ School Climate

Potential Data Source

- ⊕ Student/Staff/Parent Surveys/Interviews

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ School Safety/Violence Issues
Title IV, Part A (NCLB)

Potential Data Source

- ⊕ Discipline Referrals, PEIMS 425 & Gun Free Schools Records
- ⊕ TEA SDFSC Annual Report, School Safety Walk-Through

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊕ Facilities

Potential Data Source

- ⊕ Student/Staff/Parent/Community Surveys, Furniture/Equipment, Safety and Fire Inspection Reports, Schedules

Comprehensive Needs Assessment, cont.

Area to be Assessed/Reviewed

- ⊞ Staffing

Potential Data Source

- ⊞ Master schedules
- ⊞ State funding - Budget
- ⊞ Local funding - Budget
- ⊞ AEIS report
- ⊞ Teaming logs

Comprehensive Needs Assessment Requirement for Federal Programs

- ✦ District/Campus Improvement Plans must include provisions for a comprehensive assessment of the measurable performance of each group of students served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.

Comprehensive Needs Assessment Requirement for all Federal Programs

It may include:

- ⊠ Quantitative measures of **program outcomes**
- ⊠ **Surveys or group evaluations** indicating perceptions of staff, parents, community members, and students
- ⊠ **Predicted needs** based on projected enrollment, demographic trends, legislative impact, and state and local political and economic events.

Comprehensive Needs Assessment

Ask the questions...

✦ **Which students?**

Required by TEC and NCLB

White, Hispanic, African American, Hispanic, African American, Econ. Disadvantaged, LEP/Bilingual/ESL

Required by NCLB

Special Education, SCE/At-Risk, Male/Female, Homeless, Migrant

Comprehensive Needs Assessment, cont.

Ask the questions...

⊞ What are the areas of concern?

- Student Attendance (NCLB)
- AP/SAT/ACT
- Drop-out/ Completion (TEC/NCLB)
- Highly Qualified Teachers (NCLB)
- Professional Development (NCLB)
- Parent Involvement (Title Programs)
- School Climate
- Safety/Violence Issues (TEC, Title IV)
- Technology, CATE (Title Programs)

Comprehensive Needs Assessment, cont.

Ask the questions...

- # What are the factors causing the problem? Why?
- # Where do we want to be?
- # How do we get there?

Comprehensive Needs Assessment: Summary of Findings

A **written summary** of the findings from the data analysis may be used.

Great Texas Elementary School needs improvement in the areas of:

- ⊞ 3rd, 4th, & 5th grade Math (AA, H, ED)
- ⊞ 3rd grade Reading (AA, H, LEP)
- ⊞ 5th grade Science (H, ED)
- ⊞ Classroom discipline; and
- ⊞ Parental involvement.

State Compensatory Education Program Evaluation/Needs Assessment

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Students At-Risk															
Students Not At-Risk															

	Drop Out Data		Completion Data	
	2003	2004	2003	2004
Students At-Risk				
Students Not At-Risk				

State Compensatory Education State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year;
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester;
3. Was not advanced from one grade to the next for one or more school years;

State Compensatory Education State of Texas Student Eligibility Criteria, cont.

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an AEP during the preceding or current school year;
7. Has been expelled during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;

State Compensatory Education State of Texas Student Eligibility Criteria, cont.

9. Was previously reported through PEIMS to have dropped out of school;
10. Is a student of limited English proficiency;
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS;
12. Is homeless;
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Goals

Update GOALS based on state and federal standards.

- ⊠ Goals are long range (3-5 years), and are broad statements of expected outcomes that are consistent with the vision and mission of the district. Goals provide direction and focus. There are mandated goals in law at the state and federal levels.

Example:

By 2008 Great Texas ISD will have a student performance rating of Exemplary and continue meeting objectives so 100% of students will meet standards in 2012 (NCLB).

Goal 1: Great Texas ISD will receive an Exemplary rating by 2010 and all students will pass TAKS by the end of the 2010-2012 school year (NCLB).

Objective 1: By May 2008, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and/or meet ARD expectations on Alternative Assessments.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/ Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation

Objectives

- ⊠ Objectives are specific, **measurable**, expected results or outcomes for all student populations served.
- ⊠ They target **observable behaviors** that provide indicators for student performance.
- ⊠ The objective should be **achievable** in the allotted time.
- ⊠ District objectives should be logically related to campus performance objectives and **provide direction and support** for campus improvement initiatives.

Example:

The percentage of all 4th grade students passing the Spring 2007 Reading TAKS will increase to 85%.

LEP, AA, H, W, ED, and Spec Ed students.

Goal 1: Great Texas ISD will receive an Exemplary rating by 2010 and all students will pass TAKS by the end of the 2010-2012 school year (NCLB).

Objective 1: By May 2008, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and/or meet ARD expectations on Alternative Assessments.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data 2005-06	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard											

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation

Measurable Objectives Examples

- ⊞ There will be an increase in parental involvement of 10% by the end of the school year as evidenced by the visitor tracking system and PTA volunteer logs.
- ⊞ Student discipline referrals will decrease by 20% resulting in a decrease in disciplinary action by May 2007.
- ⊞ On the Spring 2007 TAKS administration the passing percentage of all students will increase to 85% in all areas.

Examples of Non-Measurable Objectives

- ⊠ Parents will feel more welcome.
- ⊠ Students will treat each other with dignity and respect.
- ⊠ Teachers will feel appreciated.

Strategies

- ⊠ **Impact** on student improvement
- ⊠ **Time** required for implementation
- ⊠ **Commitment** of those implementing the activity/strategy
- ⊠ **Resources** necessary for implementation

Strategies Need to Address

- ⊞ Instructional methods for students not achieving
- ⊞ The needs of students in special programs such as violence prevention, suicide prevention, conflict resolution, or dyslexia treatment programs
- ⊞ Drop out reduction
- ⊞ Integration of technology in instructional programs
- ⊞ Career education
- ⊞ Accelerated education (at-risk, SCE)

Strategies Need to Address, cont.

- ⊠ Staff development for professional staff
- ⊠ Information to middle/high school parents, counselors, students regarding higher education opportunities, including TEXAS and Teach for Texas grants, admissions and financial aid for higher education, and the need to make informed curriculum choices
- ⊠ Pregnancy related services
- ⊠ Prevention of unwanted physical or verbal aggression, sexual harassment, and other forms of bullying

Objective 1: By May 2006, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and 80% of the students taking the Alternative Assessment will meet ARD expectations. This Campus/District will meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide after school tutoring for students at-risk of failing in any core subject areas	1,9				
Utilize pre-referral strategies to determine educational needs of students struggling in classrooms	1,8,9				

Strategies for Special Education (Optional for CIP)

1. Timeline for Initial Evaluation
2. Least Restrictive Environment
3. Related Services
4. Timeline for Reevaluation
5. Transition Services

Goal 1: Great Texas ISD will have an Exemplary rating by 2008 and 100% student proficiency by 2011 (NCLB).

Objective 1: By May 2006, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and 80% of the students taking the Alternative Assessment will meet ARD expectations. This Campus/District will meet AYP in every area measured.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times after school for students who are At-risk of failing in the core subject areas	2,9				
Utilize pre-referral strategies to determine educational needs of students struggling in classrooms	2,9				

Implementation

- ⊠ Identify **staff responsible**
 - Use positions of those who will implement the activity
- ⊠ **Set timelines** for ongoing **monitoring** of strategies throughout a grading period or instructional period. Incremental progress reviews should be scheduled for discussion by the Committee.

Goal 1: Great Texas ISD will receive an Exemplary rating by 2010 and all students will pass TAKS by the end of the 2010-2012 school year (NCLB).

Objective 1: By May 2008, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and/or meet ARD expectations on Alternative Assessments.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/ Strategy	*Title 1 Schoolwide Component (#1-10)	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Reading Recovery Extended day pullout program	2,9	Reading Coordinator	End of each six-week grading period	1.0 FTE Teacher \$45,000 (SCE Funded)	Six week report card	TAKS Reading Test

Formative Evaluation

To determine whether or not the strategy/activity is having the desired effect on students before the end of the year:

- ⊠ check lesson plans weekly
- ⊠ evaluate student projects at the end of each six weeks
- ⊠ examine attendance records
- ⊠ check on the passing rates of students each six weeks, etc.

Goal 1: Great Texas ISD will receive an Exemplary rating by 2010 and all students will pass TAKS by the end of the 2010-2012 school year (NCLB).

Objective 1: By May 2008, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and/or meet ARD expectations on Alternative Assessments.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data 2005-06	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard											

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times after school for students who are At-risk of failing in the core subject areas	2,9	Core-Subject Teachers	End of each six weeks	Title I Funds SCE Funds \$6,435 .4FTE	Improved six-weeks grades; Reduced failure rate
Utilize pre-referral strategies to determine educational needs of students struggling in classrooms	2,9	Classroom teachers Sp Ed teacher	End of each six weeks	Local Funds Sp Ed Funds	Reduction in failure rates; Decrease in number of referrals

Summative Evaluation

Measures intended to summarize the cumulative results for the year:

- ⊞ disaggregated disciplinary incidents
- ⊞ pass/failure rates
- ⊞ attendance/drop out reports
- ⊞ special education compliance rate
- ⊞ percent of students exited from early childhood programs

Goal 1: Great Texas ISD will have an Exemplary rating by 2009 and 100% student proficiency by 2012 (NCLB).

Objective 1: By May 2006, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and 80% of the students taking the Alternative Assessment will meet ARD expectations. This Campus/District will meet AYP in every area measured.

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Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide tutorial times after school for students who are At-risk of failing in the core subject areas	2,9	Core-Subject Teachers	End of each six weeks	Title I Funds SCE Funds \$6,435 .4FTE	Six Week Report Cards, Benchmark Scores	TAKS, End-of-year grade, Alternative Assessment Scores
Utilize pre-referral strategies to determine educational needs of students struggling in classrooms	2,9	Classroom Teachers, Sp Ed teacher	End of each six weeks	Local Funds Sp Ed Funds	End-of-semester failure report, Progress reports	TAKS, End-of-year grade, Alternative Assessment Scores

State Compensatory Education

- ✦ The District/Campus Improvement Plan serves as the primary record supporting expenditures attributed to the SCE program.
- ✦ The District Improvement Plan must reflect a summary of all SCE programs and the total SCE budget and FTEs.
- ✦ The Campus Improvement Plans must reflect campus specific programs and the campus budget for SCE and FTEs funded with SCE funds.

State Compensatory Education District Policies and Procedures

Districts, including charter schools receiving SCE funding, are required to have **written policies and procedures** to identify:

- ⊠ **Students who are at risk** of dropping out of school;
- ⊠ Students who are at risk of dropping out of school under **local criteria** and documentation of compliance with the 10% cap;
- ⊠ How students are **entered** into the SCE program;

State Compensatory Education District Policies and Procedures, cont.

- ⊞ How students are **exited** from the SCE program;
- ⊞ The methodologies involving **calculation of 110%** satisfactory performance on all assessment instruments; and
- ⊞ The **cost** of the **regular education** program in relation to budget allocations per student and/or instructional staff per student ratio.

Purpose of the SCE Program

- ⊠ Compensatory education is defined in law as **programs and/or services** designed to **supplement the regular education program** for **students** identified as **at risk** of dropping out of school.
- ⊠ The purpose is to **increase the academic achievement** and **reduce the drop out rate** of these students.

Campus Improvement Plan

Total amount of SCE funds allocated for resource and staff:

- ✦ SCE must indicate the **actual dollar amounts** for activities and SCE dollars that show 85% of the entitlement
- ✦ **DIP** shows **cumulative summary** of program and entire budget
- ✦ **CIPs** show **specific** campus activities and campus budget

Campus Improvement Plan, cont.

The district and/or campus improvement plan must include the following:

- ⊞ Supplemental financial **resources** for SCE
- ⊞ State Compensatory Ed. must indicate the actual dollar amounts for activities/strategies.
- ⊞ Supplemental **FTEs** for SCE
- ⊞ FTEs must be shown for SCE activities involving personnel at both the **district** and **campus** level.
- ⊞ Measurable **Performance Objectives**
- ⊞ Measurable **student performance objectives** based on the needs assessment data.

Evaluation

The annual evaluation must include:

- ⊞ A comparison of students in “at-risk situations” to “all” students in **performance on the TAKS**
- ⊞ A comparison of students in “at risk situations” to “all” students in the **rates of high school completion**
- ⊞ Must be a part of the District Improvement Plan

The annual evaluation becomes the basis for next year’s assessment