

Montgomery Independent School District 2010 Annual Instruction Performance Report

The success of the Montgomery Independent School District can be directly attributed to the collective commitment to academic excellence of its Board of Trustees, staff, students, community, administrators, and parents. MISD has developed a district plan that serves as a guide for all stakeholders in the attainment of established goals through the continuous improvement model. The plan outlines annual performance objectives, strategies to reach the objective, identification of who is responsible for the oversight of the strategy, a timeline for benchmarking progress, the resources needed to implement the strategy, and an evaluation measure for each strategy.



As part of the continuous improvement model, semi-annual and annual performance evaluations are conducted to review multiple types of data on student performance. The 2010 Annual Report uses data from Public Education Information Management System, Academic Excellence Indicator System, Performance Based Monitoring Analysis System, summer 2010 Grade Placement Committee meeting data, Texas Higher Education Coordinating Board data, ACT/SAT testing data, Advanced Placement data, Accelerated Reading Instruction /Accelerated Math Instruction data, and District/Campus Improvement Plan data to outline our needs and to highlight our successes.

Student Growth

In May of 2007, Montgomery Independent School District successfully passed a 73.8 million dollar bond referendum to plan, design, and construct facilities to meet current and future student growth. As a result of careful facility planning, MISD has directly addressed meeting the need to expand its capacity to provide quality instruction housed in state-of-the-art facilities by opening up Madeley Ranch Elementary School, expanding and renovating Montgomery Middle School, Montgomery Intermediate School, and Montgomery Elementary School, and adding a 9th Grade Campus to Montgomery High School. For the past five years, MISD has added a total of 1614 new students and has a sustained growth average of 5.494%. Below is the five-year enrollment trend for the district.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Enrollment	6900	6723	6304	6092	5726
Growth	177	419	212	366	440
Percent	2.63%	6.65%	3.48%	6.39%	8.32%

In the fall of 2010, a long-range facilities planning committee composed of MISD citizens, parents, and staff was convened and has been meeting to review current demographic and enrollment projections, reviewing the capacities of schools, and reviewing the renovation needs of current instructional and extracurricular facilities. This committee will be charged with identifying and prioritizing future building projects and will make a recommendation about anticipated future needs to the Board of Trustees in early 2011.

For the past five years, MISD is experiencing a slight increase in the amount of students receiving reduced price meals or free meals (breakfast and lunch) and thus are coded in PEIMS as Economically Disadvantaged. Below is a chart for the five-year trend for all campuses. Note that the data taken for 2010 in the chart, below is on snapshot date collected in October of each year and will vary slightly with AEIS data tables which are released one year behind.

Campus Eco. Dis.	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
MHS	20.60%	19.7%	21.5%	17.8%	19.3%
MJHS	24.95%	24.2%	22.7%	21.8%	22.9%
MMS	26.57%	26.0%	21.8%	21.3%	21.9%
MIS	23.20%	25.4%	24.6%	20.8%	23.4%
MES	43.08%	42.3%	39.5%	40.4%	46.7%
SCE	37.02%	31.6%	17.9%	13.8%	12.8%
LSE	22.53%	24.0%	29.7%	27.3%	31.5%
MRE	17.35%	13.8%	No Data	No Data	No Data
District Total	25.99%	25.0%	24.4%	22.0%	24.2%

For the past five years, the Demographic make-up of the MISD student body has not varied significantly. *The fastest growing subgroup populations in MISD are Hispanic and Economically Disadvantaged.* Below is a chart for the five-year trend in enrollment patterns for the main student sup-group student populations. Note that in 2010, the Department of Education has required demographic data to be kept on students who report a racially mixed parentage; the new data line is highlighted in the chart below.

School Year	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
African Am.	4.03%	4.4%	4.6%	4.9%	5.6%
Hispanic	11.43%	10.9%	9.6%	9.5%	9.5%
White	81.65%	81.8%	83.9%	84.1%	83.6%
Asian	1.14%	1.33%	1.3%	1.05%	.9%
Am. Indian	.54%	.51%	.5%	.5%	.4%
2 or More	1.17%	No Data	No Data	No Data	No Data
Econ. Dis.	25.99%	25.0%	24.4%	22.0%	24.2%

Much of the research driving comprehensive school reform is being conducted and focused on the role and importance of the class room teacher. In Montgomery ISD, we have staffed our schools with very talented and skilled individuals. Much time and attention is given to the certification make-up a staff when it becomes necessary to divide or split staff to create a new campus. Our Highly Qualified Distribution report, below, indicates that we will want to also consider the % of economically disadvantaged students and the % of experienced staff to provide the best possible educational setting.

NCLB Highly Qualified Equity Distribution			
Campus	% Poverty	% HQ Staff	% Inexperienced Teachers
MES	*43.5%	100%	27.53%
SCE	*33.73%	100%	29.54%
MRE	*17.95%	100%	37.14%
LSE	*25.49%	100%	12.41%
MIS	*29.32%	100%	10.67%
MMS	*28.55%	100%	19.09%

*This data may vary from the PEIMS October Snapshot because of the various submission dates for reporting.

Academic Achievement

The ratings issued in 2010 mark the seventh year of the current accountability system. Many components of the 2010 system are the same as those that were in effect for 2009. However, there are several differences between 2009 and 2010:

1. The TAKS base indicator includes the performance of TAKS Accommodated results for all grades and subjects tested.
2. The TAKS indicator for *Academically Acceptable* increased by five points for mathematics (60 to 65) and for science (55 to 60).
3. The TAKS indicator for Recognized increases by five points to 80% for all five subject areas.
4. The minimum performance floor required to apply Required Improvement calculations for *Recognized* increased by five points.
5. The minimum performance floor to be able to apply the Exceptions Provision remains at five points below the standard. Therefore the floor to use exceptions for *Academically Acceptable* increases by five points for math and science. The floor to use exceptions for *Recognized* increases by five points.
6. The standard for the grade 7-8 Annual Dropout Rate indicator decreased from 2.0% to 1.8%



A review of AEIS (Academic Excellence Indicator System) data and TAKS (Texas Assessment of Knowledge and Skills) data for all grades tested (grades 3-11 using the Met Standard criteria) for 2010 indicated that MISD students consistently outperformed their Texas peers. The 2010 accountability rating for Texas public schools used three base indicators, (1) spring 2010 performance on the TAKS; (2) the Completion Rate for the Class of 2009 (prior year); and, (3) the 2009 (prior year) Drop Out rate for grades 7 and 8. The measures for these indicators are evaluated for all students and student groups and all measures apply toward the rating of the District. The TAKS indicator represents the possible evaluation of 25 measures; 5 assessment measures (Reading/ELA, Writing, Mathematics, Social Studies, and Science) for all of the five students groups. The drop-out rate continues to be evaluated for the five student groups as does the completion rate, bringing the total possible number of measures a district can be evaluated on to 35.



The Montgomery Independent School District earned an Academically Recognized rating for 2010 from the Texas Education Agency. Of the 25 academic TAKS indicators (five tested subject areas analyzed by five student subgroups), MISD was evaluated on 24; we did not have enough African American students tested for Writing. Of those 24 analyzed indicators, the District ranked in the exemplary range on 19 which is up one from 18 the prior year and the District ranked in the recognized range on 5, which is the same from the prior year, and the District had no indicator in the acceptable range, which is down from one from the prior year.



Each year the District uses multiple data sources to conduct a comprehensive needs assessment to evaluate program effectiveness. A District Improvement Plan is developed from the needs assessment and sets the planning framework for campus planning. Campus principals are required to work with their site-based committee to review and revise the Campus Improvement Plan and to correlate with the district target objectives and activities. These plans are approved by the Board of Trustees prior to the start of each school year. Below are the target instructional objectives approved for the 2010-2011 school year.

Montgomery ISD
Target Instructional Objectives
2010-11 District Improvement Plan

Target Objective: Ensure the effective integration of the Texas Essential Knowledge and Skills (TEKS) into the district curriculum and classroom instruction so that continuous improvements in instructional targets are sustained over time.

- 1.1.2 Review all BearCLAWS documents to ensure the curriculum addresses Differentiated Instructional strategies to accommodate the diverse needs of the learners
- 1.1.3 Initiate development of Curriculum-based Common Assessments aligned to Bear CLAWS to be used for benchmarking and analysis of curriculum efficiency
- 1.1.4 Ensure that resources are available to initiate and support instructional strategies
- 1.1.5 Continue to provide staff development in three focus areas; Differentiated Instruction, Technology Integration, and BearCLAWS Development and Implementation
- 1.1.6 Expand online opportunities with staff using Google Apps for curriculum revision, instructional calendar implementation aligned to BearCLAWS scope and sequence, and district-wide online collaboration
- 1.1.7 Provide staff development and training to all principals and instructional administrators on the use of INOVA to analyze individual and campus performance on TAKS and to generate classroom data profiles for each teacher to use
- 1.1.8 Initiate tracking of College Readiness; defined in MISD as a score of 80% or higher on TAKS or TAKS Accommodated
- 1.1.9 Ensure each campus has a plan to assess the level of implementation and coordination of BearCLAWS, Differentiated Instructional Strategies, and Technology Integration
- 1.1.10 Incorporate the findings and recommendations from the Special Education Program Review into strategic planning goals

Target Objective: 90% of economically disadvantaged , African American, Hispanic, White, Limited English Proficient, and Special Education Students will meet or exceed performance standards on state mandated exams in the areas of English/Language Arts/Reading, Math, Science, Writing, and Social Studies. All students will be made aware of post secondary readiness and career opportunities.

- 1.2.1 Implement a bilingual first grade instructional program
- 1.2.2 Implement research-based instructional strategies to support collaboration among the instructional staff to promote reading strategies in science, math, and social studies
- 1.2.3 Review the GIST process and revise to support the use of Tier I, II, and III strategies in the general education classroom
- 1.2.6 Train all principals on the accountability requirements for the Performance Based Monitoring System (PBMS) and the State Performance Plan (SPP) and the TAKS M and TAKS Alt caps

- 1.2.7 Track the participation rate, performance, and instructional setting of students taking TAKS M and TAKS Alt
- 1.2.8 Track the demographics of students who are taking advanced course work. Provide instructional staff with data analysis to increase participation of African American, Hispanic, and Economically Disadvantaged students in these courses
- 1.2.9 Track the number, scores, and demographics of students who are taking AP courses and AP exams
- 1.2.13 Develop consistent procedures for all campuses to identify, intervene, and monitor to progress of at-risk students
- 1.2.14 Provide training to instructional staff on academic inclusion strategies and behavior management strategies to address the needs of all learners in the general education setting and in the special education setting
- 1.2.15 Expand the license/certification opportunities offered to CTE students
- 1.2.16 Ensure each campus has a plan to meet AYP attendance and accountability expectations
- 1.2.17 Provide a rigorous curriculum that is aligned with College Readiness performance standards
- 1.2.18 Expand initial credit opportunities for secondary students during summer school
- 1.2.19 Implement TEKS/BearCLAWS aligned scope and sequence and curriculum-based assessments for summer school credit recovery
- 1.2.20 Track the participation rate and demographics of students enrolled in advanced academic coursework. Including GT classes, advanced academic/pre-AP classes, dual credit classes, concurrent enrollment classes if appropriate, and AP classes

Target Objective

Develop a quality technology program to maximize teaching and learning.

- 3.1.5 Create and integrate web-based and web 2.0 based lessons which include TEKS-based content, resources, and learning activities
- 3.1.6 Technology is seamlessly applied across core subject areas
- 3.1.7 Principals will use STaR Chart data to guide planning to extend student use of technology, including hand-held technologies, on the campus

Instructional Targets

Data below indicate that the MISD All Student subgroup in Reading, Writing, and Social Studies performed in the exemplary range. In Math, All students, Hispanic students, White students, and Economically Disadvantaged students performed in the exemplary range and African American students performed in the recognized range. For Science, All students and White students performed in the exemplary range and African American students, Hispanic students, and Economically Disadvantaged students performed in the recognized range. Unless otherwise specified, all data is reported without the Texas Projection Measure or TPM calculation.

Montgomery Independent School District Recognized without the TPM

	Reading		Writing		Social Studies		Mathematics		Science	
	MISD	State	MISD	State	MISD	State	MISD	State	MISD	State
All St.	96%	90%	98%	93%	99%	95%	94%	84%	94%	83%
Afr. Am.	87%	87%	98%*	91%	92%	93%	80%	74%	81%	75%
Hispanic	95%	87%	96%	92%	97%	94%	94%	81%	88%	78%
White	97%	96%	98%	96%	99%	98%	95%	91%	95%	92%
Econ. D.	92%	86%	95%	91%	97%	93%	90%	79%	89%	76%

Within the district, the state rankings have been earned by our campuses for 2010 and are listed under the title of each campus. The student sub-groups meeting the size criteria for analysis are marked with a check-mark in the "Analysis" column. The TAKS subject along with each student sub-group's passing percentage is presented. If there were no students or not enough students to statistically present data, the cell in the chart is marked with a % symbol.

Lone Star Elementary School Exemplary without the TPM

	Reading		Writing		Mathematics	
	LSE	Analysis	LSE	Analysis	LSE	Analysis
All St.	98%	✓	99%	✓	98%	✓
Afr. Am.	%		%		%	
Hispanic	90%		99%		95%	
White	99%	✓	99%	✓	98%	✓
Econ. D.	94%	✓	99%	✓	96%	✓

Madeley Ranch Elementary School Exemplary without the TPM

	Reading		Writing		Mathematics	
	MRE	Analysis	MRE	Analysis	MRE	Analysis
All St.	97%	✓	97%	✓	98%	✓
Afr. Am.	%		%		%	
Hispanic	99%		93%		96%	
White	97%	✓	98%	✓	98%	✓
Econ. D.	90%		99%		93%	

**Stewart Creek Elementary School
Exemplary with the TPM**

	Reading		Writing		Mathematics	
	SCE	Analysis	SCE	Analysis	SCE	Analysis
All St.	95%	✓	96%	✓	94%	✓
Afr. Am.	83%		99%		83%	
Hispanic	92%		%		99%	
White	95%	✓	95%	✓	94%	✓
Econ. D.	90%	✓	89%	✓	90%	✓

**Montgomery Elementary School
Exemplary without the TPM**

	Reading		Writing		Mathematics	
	MES	Analysis	MES	Analysis	MES	Analysis
All St.	96%	✓	95%	✓	98%	✓
Afr. Am.	92%		92%		96%	
Hispanic	92%		99%		99%	
White	98%	✓	95%	✓	98%	✓
Econ. D.	90%	✓	90%	✓	97%	✓

**Montgomery Intermediate School
Exemplary with the TPM**

	Reading		Mathematics		Science	
	MIS	Analysis	MIS	Analysis	MIS	Analysis
All St.	96%	✓	97%	✓	96%	✓
Afr. Am.	76%		73%		71%	
Hispanic	98%	✓	99%	✓	89%	✓
White	97%	✓	98%	✓	98%	✓
Econ. D.	90%	✓	92%	✓	90%	✓

**Montgomery Middle School
Exemplary with the TPM**

	Reading		Mathematics	
	MMS	Analysis	MMS	Analysis
All St.	94%	✓	96%	✓
Afr. Am.	84%		95%	
Hispanic	89%		92%	
White	95%	✓	97%	✓
Econ. D.	87%	✓	92%	✓

**Montgomery Junior High School
Exemplary with the TPM**

	Reading		Writing		Social Studies		Mathematics		Science	
	MJHS	Analysis	MJHS	Analysis	MJHS	Analysis	MJHS	Analysis	MJHS	Analysis
All St.	96%	✓	99%	✓	99%	✓	95%	✓	93%	✓
Afr. Am.	88%		99%		99%		77%		93%	
Hispanic	95%	✓	94%	✓	98%		94%	✓	94%	
White	96%	✓	99%	✓	99%	✓	96%	✓	94%	✓
Econ. D.	92%	✓	98%	✓	98%	✓	89%	✓	91%	✓

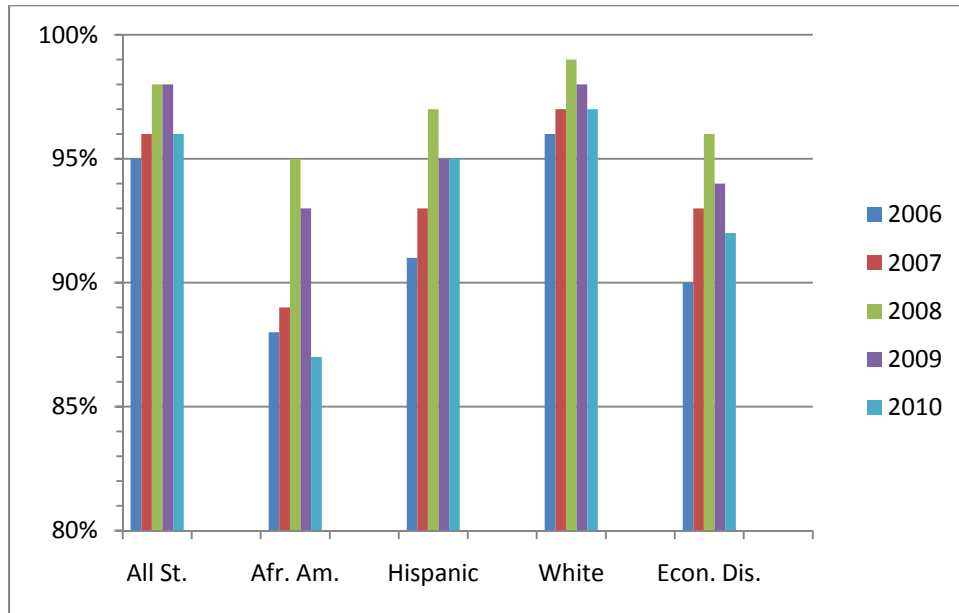
**Montgomery High School
Recognized with the TPM**

	Reading		Social Studies		Mathematics		Science	
	MHS	Analysis	MHS	Analysis	MHS	Analysis	MHS	Analysis
All St.	98%	✓	98%	✓	91%	✓	93%	✓
Afr. Am.	89%	✓	89%		73%	✓	81%	
Hispanic	97%	✓	96%	✓	89%	✓	85%	✓
White	98%	✓	99%	✓	92%	✓	95%	✓
Econ. D.	95%	✓	97%	✓	86%	✓	86%	✓

TAKS Results by Subject

Montgomery students continue to perform well on TAKS. An analysis of student subgroup progress for the past five years from 2006 to 2010 in each subject is shown in the following charts.

Reading/English Language Arts

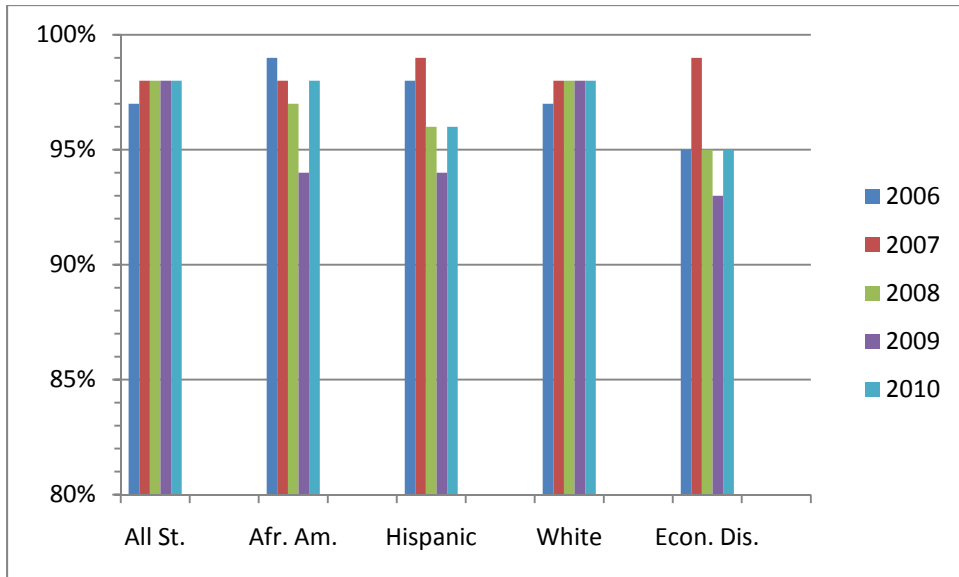


- In 2010, 96% of all students in MISD met the passing standard for Reading/ELA, compared to 90% in the State.
- There is a one point variance between the All student and White student subgroup.
- Passing rates in 2010 ranged from 87% to 97% among all of the student groups.
- All, Hispanic, White, and Economically Disadvantaged student subgroups have

TAKS Trend Data from Academic Excellence Indicator Report without TPM

Reading/ELA	2006	2007	2008	2009	2010
All St.	95%	96%	98%	96%	96%
Afr. Am.	88%	89%	95%	88%	87%
Hispanic	91%	93%	97%	92%	95%
White	96%	97%	99%	97%	97%
Econ. Dis.	90%	93%	96%	90%	92%

Writing

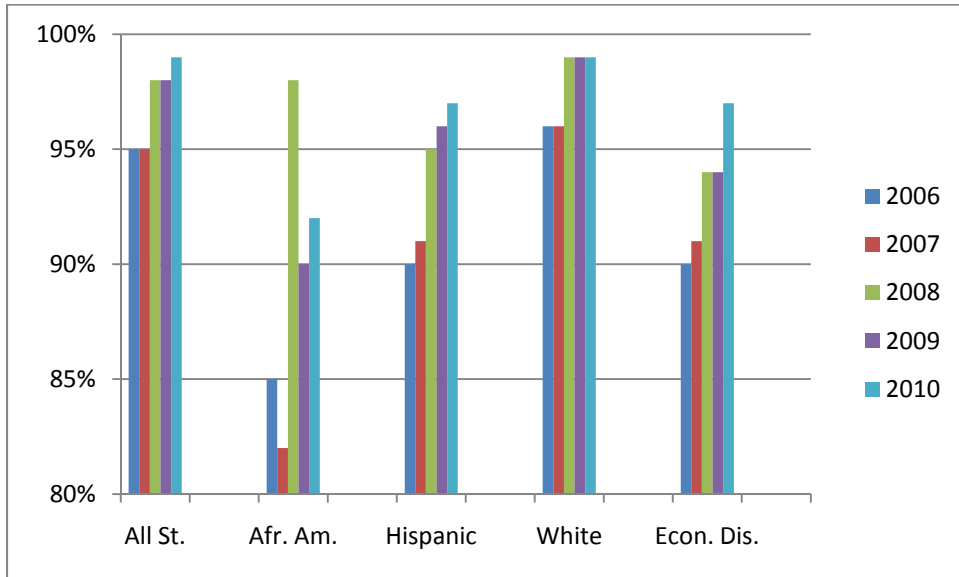


- In 2010, 98% met the passing standard for Writing as compared to 93% meeting the standard statewide.
- Writing passing rates in 2010 ranged from 95% to 98% among all student groups.
- There is no variance between the All student, African American student, and White student subgroups.
- All, Hispanic, White, and Economically Disadvantaged student sub-groups have

TAKS Trend Data from the AEIS Report without TPM

Writing	2006	2007	2008	2009	2010
All St.	97%	98%	98%	96%	98%
Afr. Am.	99%	98%	97%	86%	98%
Hispanic	98%	99%	96%	92%	96%
White	97%	98%	98%	97%	98%
Econ. Dis.	95%	99%	95%	90%	95%

Social Studies

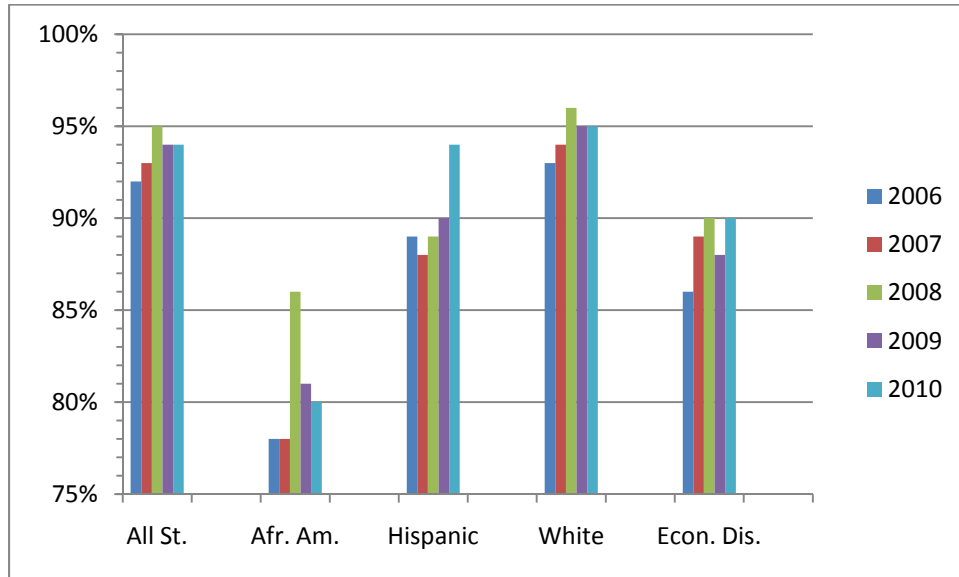


- In 2010, 99% of MISD students met the passing standard for Social Studies as compared to 95% meeting the standard statewide.
- There is no variance between the All student and the White student subgroup.
- All student subgroups have performed in the exemplary range from 2008 – 2010.
- Social Studies passing rates in 2010 ranged from 92% to 99% among all student groups.

TAKS Trend Data from the AEIS Report without TPM

Soc. St.	2006	2007	2008	2009	2010
All St.	95%	95%	98%	98%	99%
Afr. Am.	85%	82%	98%	90%	92%
Hispanic	90%	91%	95%	96%	97%
White	96%	96%	99%	99%	99%
Econ. Dis.	90%	91%	94%	94%	97%

Mathematics

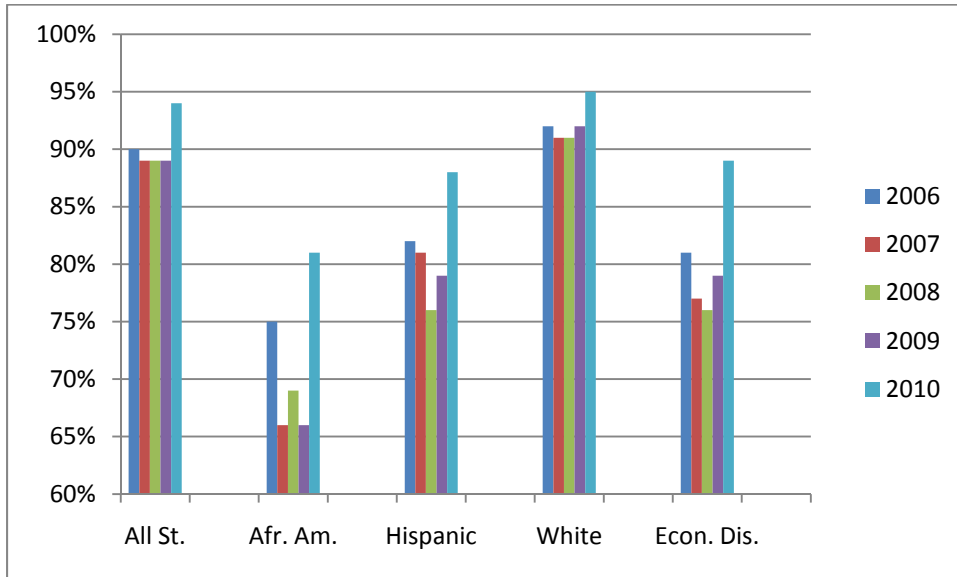


- In 2010, 94% of MISD students met the passing standard for Math as compared to 84% meeting the standard statewide.
- There is a one point variance between the All student and the White student subgroup.
- Math passing rates in 2010 ranged from 80% to 95% among all student groups.

TAKS Trend Data from the AEIS Report without TPM

Math	2006	2007	2008	2009	2010
All St.	92%	93%	95%	92%	94%
Afr. Am.	78%	78%	86%	75%	80%
Hispanic	89%	88%	89%	88%	94%
White	93%	94%	96%	93%	95%
Econ. Dis.	86%	89%	90%	84%	90%

Science



- In 2010, 94% of our students met the passing standard for Science as compared to 83% meeting the standard statewide.
- Science passing rates in 2010 ranged from 81% to 95% among all student groups.
- All students have gained 4 percentage points from 2006-2010.
- African American students have gained 15 percentage points from 2009-2010.
- Hispanic students have gained 9 percentage points from 2009-2010.
- Economically Disadvantaged students have gained 10 percentage points from 2009-2010.

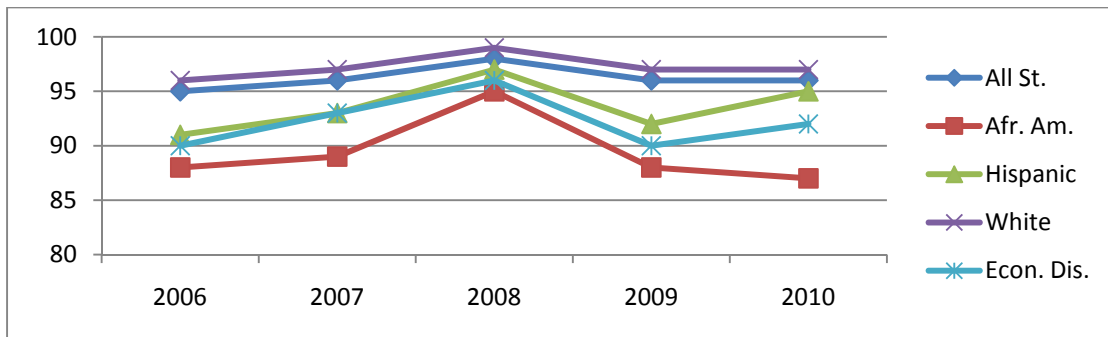
TAKS Trend Data from the AEIS Report without TPM

Science	2006	2007	2008	2009	2010
All St.	90%	89%	89%	89%	94%
Afr. Am.	75%	66%	69%	66%	81%
Hispanic	82%	81%	76%	79%	88%
White	92%	91%	91%	92%	95%
Econ. Dis.	81%	77%	76%	79%	89%

The Achievement Gap

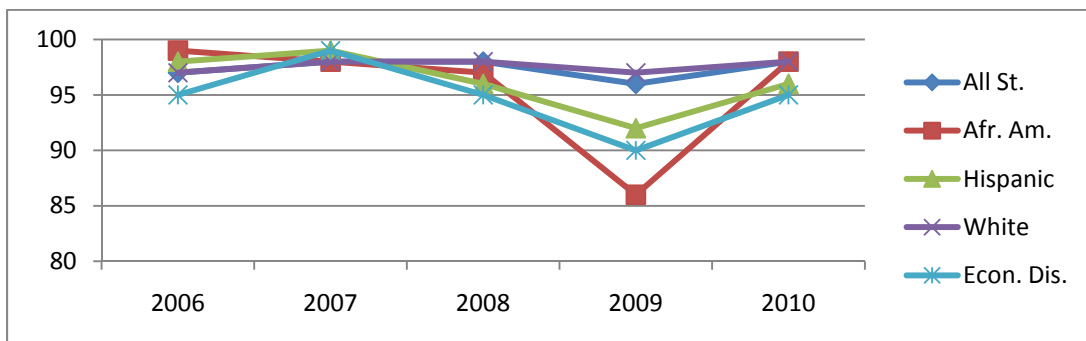
The "achievement gap" in education refers to the disparity in academic performance between groups of students. There is no clear cause for the achievement gap within our schools, but there are many cultural and structural factors that have had an impact on this discrepancy. Each campus within MISD has submitted a Campus Improvement Plan that addresses how staff members will benchmark and track student progress on instructional targets and the MISD District Improvement Plan addresses strategies and initiatives to close the gap between academic performances among the student groups. District progress toward narrowing the achievement gap is noted below in the five year trend analysis using TAKS data from each core subject.

Reading/ELA



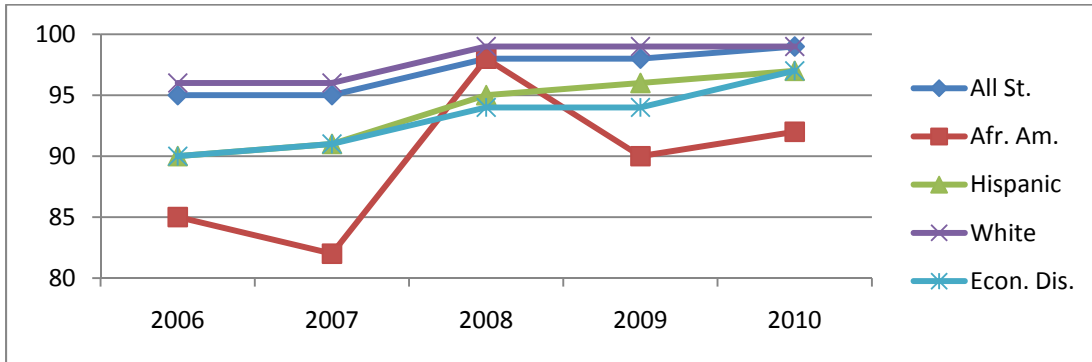
- In 2010 the range between all sub-groups on the Reading/ELA TAKS exams was 87% to 97% or a range delta of 10.
- In 2010 All students and White students varied by one point indicating a slight observable gap between the two analysis groups.
- The All student, Hispanic student, White student, and Economically Disadvantaged student sub-groups all performed in the exemplary range in 2006-2010.

Writing



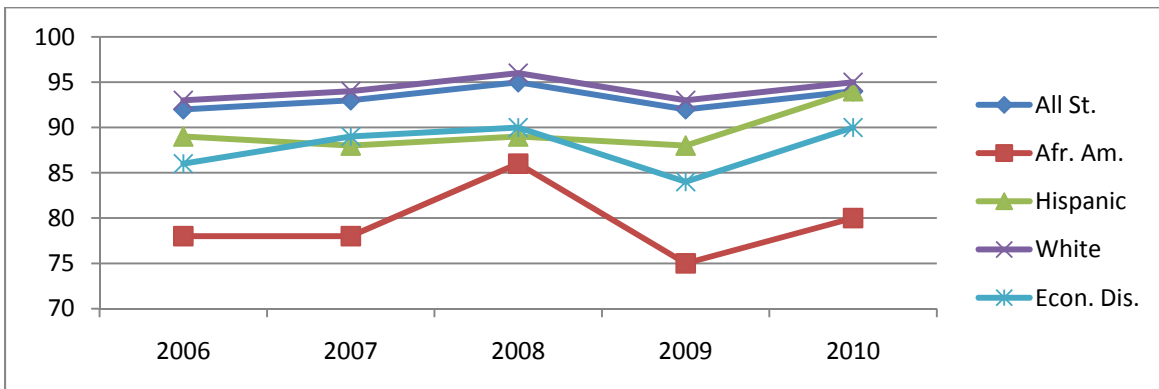
- The range between all subgroups on the Writing TAKS for 2010 was 95% to 98% or a range delta of 3. All student groups were clustered in the exemplary range of 95% or higher.
- The All student, African American student, and White student subgroups showed no statistical variance with 98% meeting the passing standard.
- For the past five years the All student, Hispanic student, White student, and Economically Disadvantaged student sub-groups have performed in the exemplary range.

Social Studies



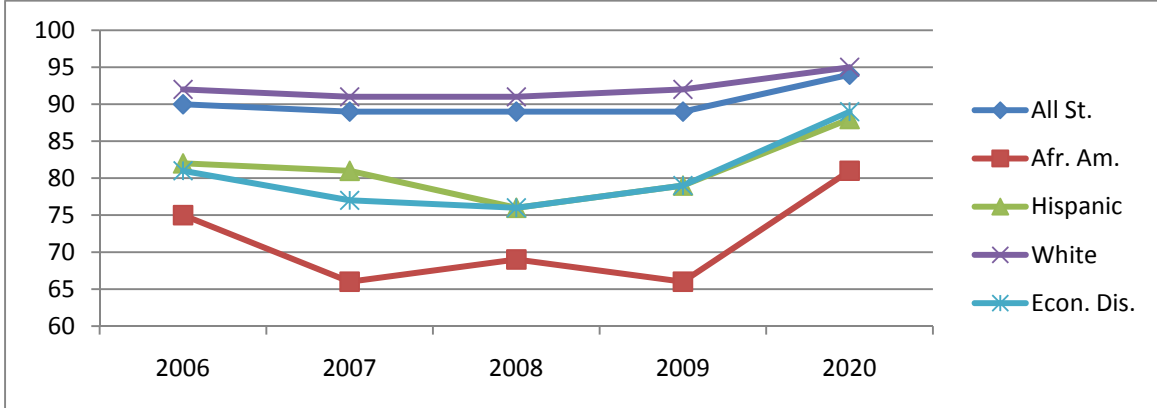
- The range between all subgroups on the Social Studies TAKS for 2010 was 92% to 99% or a range delta of 7. All student groups were clustered in the exemplary range of 92% or higher.
- In 2010 both the All student and White student subgroups had 99% of their students meeting the passing standard indicating there was no observable achievement gap in student performance.
- All of the student sub-groups have performed in the exemplary range for the past three years.
- The All student, Hispanic student, White student, and Economically Disadvantaged student sub-groups have performed in the exemplary range for the past five years.

Mathematics



- The range between all subgroups on the Math TAKS for 2010 was 80% to 95% or a range delta of 15.
- The All student and Hispanic student subgroups were both 94% meeting the passing standard indicating no statistical difference between these two groups.
- The White student subgroup outperformed the All student and Hispanic student groups by one point indicating a slight performance gap between the three groups.
- The All student and White student groups have performed in the exemplary range for the past five years.

Science



- The percent of MISD students meeting the passing standard has increased steadily over the trend analysis period.
- The range between all subgroups on the Science TAKS for 2010 was 81% to 95% for a range delta of 14.
- The African American student sub-group increased the student passing rate by 15 percentage points from 2009 to 2010.
- The Hispanic student sub-group and the Economically Disadvantaged student subgroup varied by one point indicating minimal variance in student performance between these two groups.
- The All student and White student sub-group varied by one point indicating minimal variance in student performance between these two groups.

Commended Performance

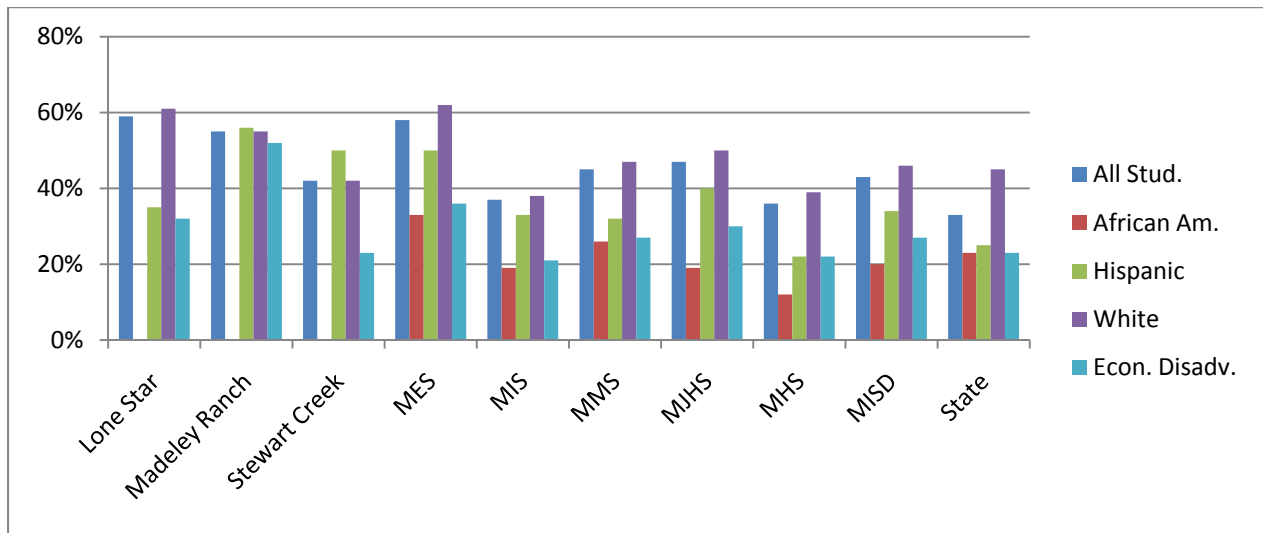
TAKS Commended Performance is the highest performance level set by the SBOE on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested. Below is a chart comparing the total number of test items on the 2010 TAKS exam and the state passing standard for each test compared to the number of items that must be passed in order for a student to be commended.

Grade/Subject	# Questions TAKS	# Questions Met Std.	% Correct Met Std.	# Questions Commended	% Correct Commended
3 Reading	36	26	58%	33	92%
4 Reading	40	27	68%	38	95%
5 Reading	42	30	71%	39	93%
6 Reading	42	29	69%	39	93%
7 Reading	48	31	65%	44	92%
8 Reading	48	35	73%	45	94%
9 Reading	42	26	62%	36	86%
10 ELA	73	44	60%	64	88%
Exit ELA	73	42	58%	62	85%
3 Math	40	26	65%	37	93%
4 Math	42	27	64%	39	93%
5 Math	44	28	64%	40	91%
6 Math	46	28	61%	42	91%
7 Math	48	27	56%	43	90%
8 Math	50	29	58%	45	90%
9 Math	52	29	54%	44	85%
10 Math	56	32	57%	50	89%
Exit Math	60	31	52%	52	87%
4 Writing	32	17	53% (+2)	28	88% (+3)
7 Writing	44	22	50% (+2)	38	86% (+3)
5 Science	40	29	73%	37	93%
8 Science	50	33	66%	44	88%
10 Science	55	33	60%	49	89%
Exit Science	55	28	51%	49	89%
8 Social Studies	48	21	44%	40	83%
10 Social Studies	50	25	50%	43	86%
Exit Social St.	55	24	44%	47	85%

Commended Performance in each subject area can give a campus and district vital information to plan for instructional practices that will increase the rigor in a particular course or content area. Additionally, tracking student performance by subgroup will also give principals and administrators detailed information on instructional targets that must be met in order to close achievement gaps between different student populations. Below are the data points outlining Commended Performance by district, campus, and by subgroup on each of the four core subject TAKS exams.

Commended Performance in Reading/ELA

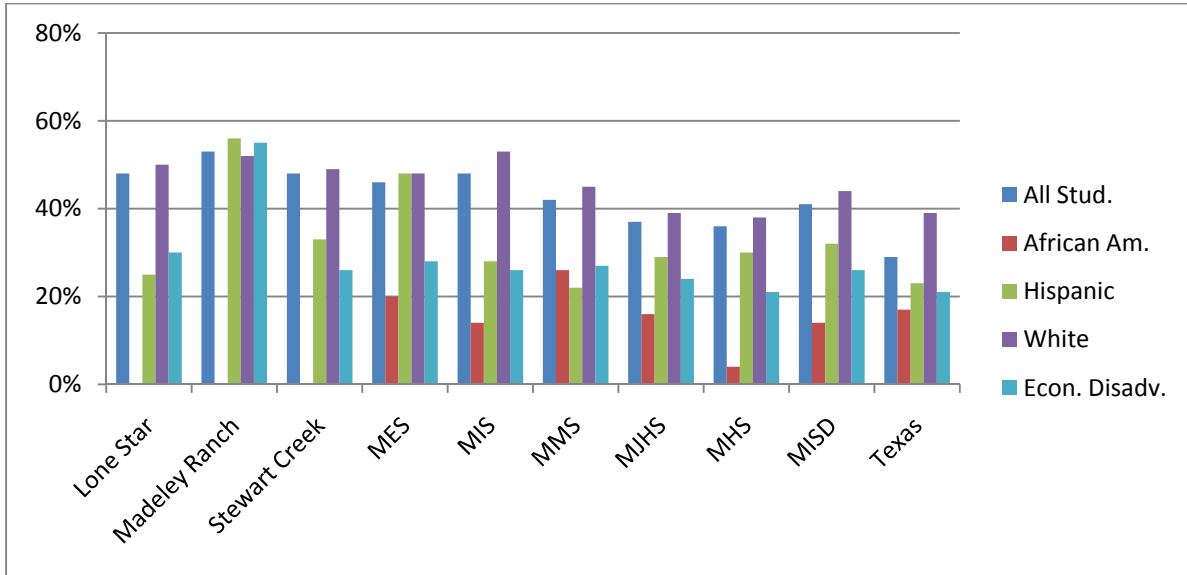
Campus Commended Reading/ELA	All Stud.	African Am.	Hispanic	White	Econ. Disadv.
Lone Star	59%	No Data	35%	61%	32%
Madeley Ranch	55%	No Data	56%	55%	52%
Stewart Creek	42%	No Data	50%	42%	23%
MES	58%	33%	50%	62%	36%
MIS	37%	19%	33%	38%	21%
MMS	45%	26%	32%	47%	27%
MJHS	47%	19%	40%	50%	30%
MHS	36%	12%	22%	39%	22%
MISD	43%	20%	34%	46%	27%
State	33%	23%	25%	45%	23%



For English Language Arts/Reading there is a gap among the subgroups in the amount or percentage of students scoring in the commended performance range. All student and White student subgroups consistently outperform African American, Hispanic, and Economically Disadvantaged student subgroups among campuses and across the eight campuses. MISD outperforms the state by 10 percentage points with respect to commended performance in ELA.

Commended Performance in Mathematics

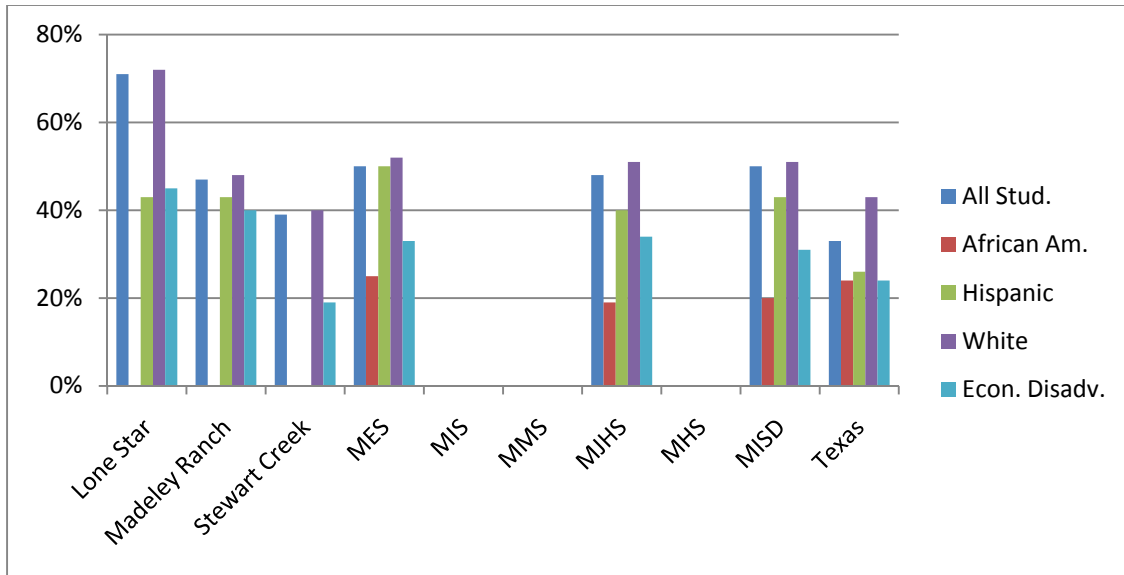
Campus Commended Math	All Stud.	African Am.	Hispanic	White	Econ. Disadv.
Lone Star	48%	No Data	25%	50%	30%
Madeley Ranch	53%	No Data	56%	52%	55%
Stewart Creek	48%	No Data	33%	49%	26%
MES	46%	20%	48%	48%	28%
MIS	48%	14%	28%	53%	26%
MMS	42%	26%	22%	45%	27%
MJHS	37%	16%	29%	39%	24%
MHS	36%	4%	30%	38%	21%
MISD	41%	14%	32%	44%	26%
Texas	29%	17%	23%	39%	21%



On TAKS Mathematics exams there is a gap among the subgroups in the amount or percentage of students scoring in the commended performance range. All student and White student subgroups consistently outperform African American, Hispanic, and Economically Disadvantaged student subgroups among campuses and across the district with the exception of MRE and MES. MISD outperforms the state by 12 percentage points with respect to commended performance in Math.

Commended Performance in Writing

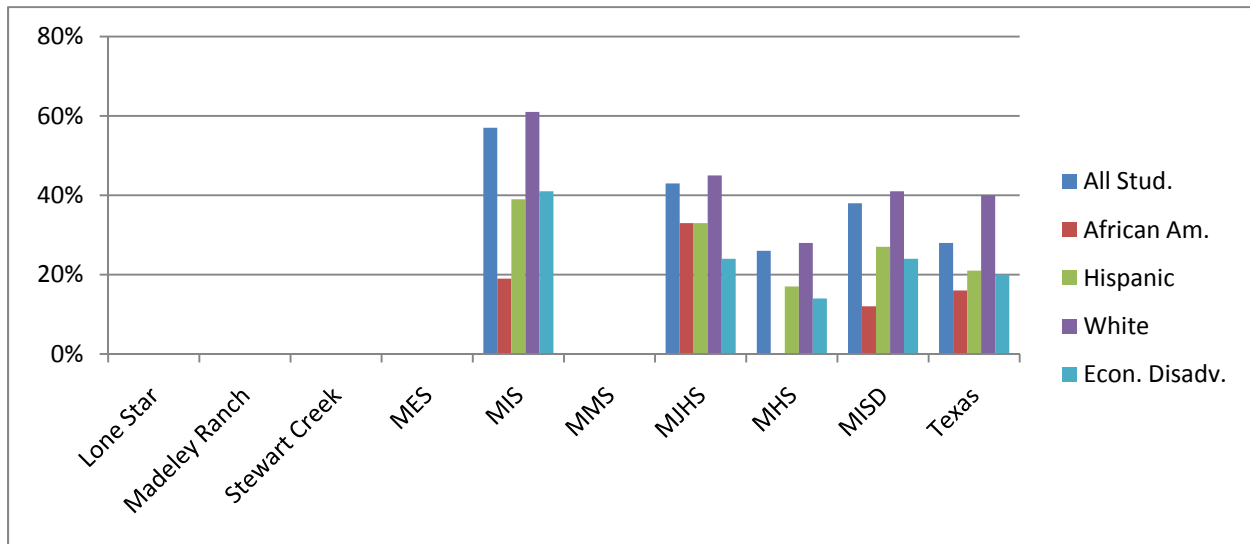
Campus Commended Writing	All Stud.	African Am.	Hispanic	White	Econ. Disadv.
Lone Star	71%	No Data	43%	72%	45%
Madeley Ranch	47%	No Data	43%	48%	40%
Stewart Creek	39%	No Data	NA	40%	19%
MES	50%	25%	50%	52%	33%
MIS	NA	NA	NA	NA	NA
MMS	NA	NA	NA	NA	NA
MJHS	48%	19%	40%	51%	34%
MHS	NA	NA	NA	NA	NA
MISD	50%	20%	43%	51%	31%
Texas	33%	24%	26%	43%	24%



TAKS Writing is tested in grades 4 and 7. The data reported indicates a performance gap among the subgroups. The All Student, White, and Hispanic subgroups consistently have more students scoring in the commended range than the African American and Economically Disadvantaged subgroups. MISD outperforms the state by 17 percentage points with respect to commended performance in Writing.

Commended Performance in Science

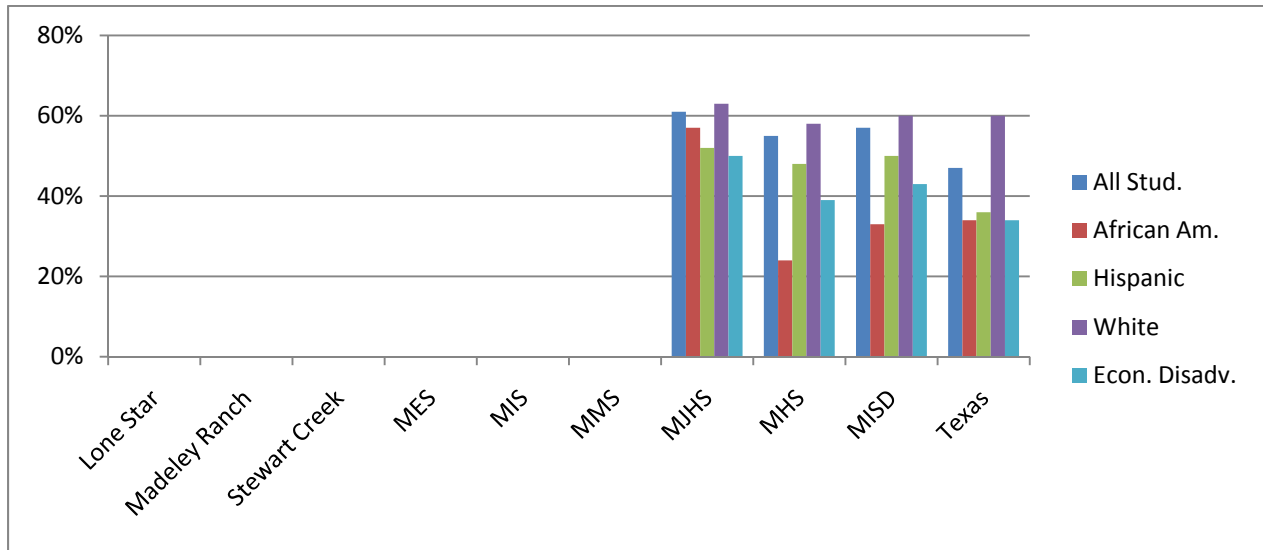
Campus Commended Science	All Stud.	African Am.	Hispanic	White	Econ. Disadv.
Lone Star	NA	NA	NA	NA	NA
Madeley Ranch	NA	NA	NA	NA	NA
Stewart Creek	NA	NA	NA	NA	NA
MES	NA	NA	NA	NA	NA
MIS	57%	19%	39%	61%	41%
MMS	NA	NA	NA	NA	NA
MJHS	43%	33%	33%	45%	24%
MHS	26%	No Data	17%	28%	14%
MISD	38%	12%	27%	41%	24%
Texas	28%	16%	21%	40%	20%



TAKS Science is tested at grades 5, 8, 10, and Exit therefore only three campuses have data to report; Montgomery Intermediate School, Montgomery Junior High School, and Montgomery High School. Commended Performance is significantly lower at the secondary grade level that at grade 5. All student and White student subgroups consistently outperform African American, Hispanic, and Economically Disadvantaged student subgroups. MISD outperforms the state by 10 percentage points with respect to commended performance in Science.

Commended Performance in Social Studies

Campus Commended Social Studies	All Stud.	African Am.	Hispanic	White	Econ. Disadv.
Lone Star	NA	NA	NA	NA	NA
Madeley Ranch	NA	NA	NA	NA	NA
Stewart Creek	NA	NA	NA	NA	NA
MES	NA	NA	NA	NA	NA
MIS	NA	NA	NA	NA	NA
MMS	NA	NA	NA	NA	NA
MJHS	61%	57%	52%	63%	50%
MHS	55%	24%	48%	58%	39%
MISD	57%	33%	50%	60%	43%
Texas	47%	34%	36%	60%	34%



TAKS Social Studies is tested at grades 8, 10, and Exit therefore only two campuses have data to report; Montgomery Junior High School and Montgomery High School. Commended Performance is significantly lower among the African American student subgroup at MHS. The All student and White, student subgroups consistently outperform the African American, Hispanic and Economically Disadvantaged student subgroups at both campuses. MISD outperforms the state by 10 percentage points with respect to commended performance in Social Studies.

Gold Performance Acknowledgement in Core Instruction Assessments

For a Gold Performance Acknowledgement in this area, a campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard. The Commended Performance standard is set for each core curricular area tested. MISD will continue to track our commended performance by all student groups.

Commended Performance on ELA: MISD did not qualify for a Gold Performance Acknowledgement in this area. The African American and Economically Disadvantaged percent commended did not have 30% or more of its examinees scoring 2400 or greater with a score of 2 or higher on the essay portion of the exam.

Student Group	Number Commended ELA	Number Taking	Percent Commended ELA
All Students	1,879	4,336	40%
African American	34	173	20%
Hispanic	131	384	34%
White	1,682	3,693	46%
Economically Disadv.	267	983	27%

Commended Performance on Mathematics: MISD did not qualify for a Gold Performance Acknowledgement in this area. The African American and Economically Disadvantaged percent commended does not have 30% or more of its examinees scoring a 2400 or greater on the exam.

Student Group	Number Commended Math	Number Taking	Percent Commended Math
All Students	1,774	4,288	41%
African American	24	170	14%
Hispanic	120	378	32%
White	1,591	3,653	44%
Economically Disadv.	247	961	26%

Commended Performance on Writing: MISD did qualify for a Gold Performance Acknowledgement in this area. All student subgroups meeting the size criteria for evaluation had 30% or more of its examinees scoring a 2400 or greater with a score of 3 or higher on the essay portion of the exam. The African American subgroup did not meet the size criteria for evaluation.

Student Group	Number Commended Writing	Number Taking	Percent Commended Writing
All Students	497	1,004	50%
African American	9	No Data	20%
Hispanic	30	No Data	43%
White	448	No Data	51%
Economically Disadv.	78	236	33%

Commended Performance on Science: MISD did not qualify for a Gold Performance Acknowledgement in this area. African American, Hispanic, and Economically Disadvantaged percent commended subgroups did not have 30% or more of its examinees scoring a 2400 or greater on the exam.

Student Group	Number Commended Science	Number Taking	Percent Commended Science
All Students	692	1,811	38%
African American	9	73	12%
Hispanic	49	182	27%
White	617	1,516	41%
Economically Disadv.	95	390	24%

Commended Performance on Social Studies: MISD did qualify for a Gold Performance Acknowledgement in this area. All student subgroups in MISD did have 30% or more of its examinees scoring 2400 or greater on the exam.

Student Group	Number Commended Social Studies	Number Taking	Percent Commended Social Studies
All Students	767	1,335	57%
African American	17	No Data	33%
Hispanic	66	No Data	50%
White	666	No Data	60%
Economically Disadv.	117	No Data	43%

While the academic gap in achievement appears to be closing among all MISD TAKS passers, the gap between the subgroups on Commended Performance indicates the presence of an achievement gap. It will continue to be a district initiative to track by grade level, by campus, and by district over time to benchmark our progress in this area.

Instruction Update

MISD is committed to sustained progress toward narrowing gaps in achievement among our student population. Closing the achievement gap for all students (those in general education, special education, educational programs for the English language learner, Title programs, and At-risk programs) can be accomplished with sustained focus on setting and maintaining high academic standards through a common curriculum, benchmarking instructional targets associated with the curriculum, and the continued commitment of our staff in staff development and training to meet the needs of all students.

BearCLAWS, the MISD core curriculum, is being developed. Our C&I staff are working with teams of teachers to coordinate instructional targets and teaching units with newly revised TEKS in the areas of English-Language Arts and Social Studies. Additionally we are working with math and science teachers, to incorporate new TEKS for this school year, to produce a scope and sequence and unit plans that will allow for a smooth transition horizontally and vertically across our grade levels. The product that will ensue from this work will be the MISD core curriculum designed to give all teachers a road map from which to design and deliver quality and rigorous lessons. Below is the current developmental design schedule for BearCLAWS.

BearCLAWS Development Process for MISD

Key: Develop Scope and Sequence Develop Unit Plans Begin Curriculum Mapping and Assessments Develop Exemplar Lessons

Grade Level	Core Subject Area	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
K	ELA						
	Math	Done	Done				
	Science		Done				
	Social Studies						
1	ELA						
	Math	Done	Done				
	Science		Done				
	Social Studies						
2	ELA						
	Math	Done	Done				
	Science		Done				
	Social Studies						
3	ELA						
	Math	Done	Done				
	Science		Done				
	Social Studies						
4	ELA						
	Math	Done	Done				
	Science		Done				
	Social Studies		Done				
5	ELA						
	Math	Done	Done				
	Science	Done	Done				
	Social Studies		Done	Done			
6	ELA						
	Math	Done	Done				
	Science	Done	Done				
	Social Studies		Done				
7	ELA						
	Math		Done				
	Science	Done	Done				
	Social Studies		Done				
8	ELA		Review				
	Math		Done				
	Science	Done	Done				

Grade Level	Core Subject Area	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	Social Studies		Done				
9	English 1		Done				
	Algebra 1		Done				
	Biology 1						
	World Geography						
10	English 2		Done				
	Geometry		Done				
	Chemistry		Done				
	World History						
11	English 3		Done				
	Algebra 2		Done				
	Physics						
	US History		Done				
12	English 4		Done				
	Pre Cal/Stats						
	Physics						
	Govt./Econ.		Done				

DATE Update

The MISD plan for D.A.T.E. is based on District goals and focuses on improved academic achievement. Teacher-designed curricular units are required for eligibility to participate in the award program. Unit criteria includes, but is not limited to, integration of the 5-E Lesson Plan Model, integration of strategies for differentiated instruction, integration of strategies for teacher and student use of technology in the instruction, and strategies for the inclusion of activities that are aligned with the technology TEKS. In May of 2010, 196 teachers completed a form indicating interest in participating in the D.A.T.E. program. Training for the program was held at each campus August 16-20. The due date for units to be submitted was moved up from December 17 to October 22 to ensure adequate time for grant Administrators to receive training and evaluate all units submitted, time for teachers to complete revisions if needed, and time for Grant Administrators to evaluate revised units. Each Grant Administrator participated in two days of professional development covering evaluation techniques and reviewed 32% of all units submitted. Thirty-eight teachers created and submitted original units. According to the MISD D.A.T.E. plan, all teachers were allowed one opportunity to make needed revisions and re-submit their units for a second evaluation. Thirty-three curricular units met all criteria requirements and were approved.

The awards for thirty core subject teachers will be paid from funds under Part I of the plan, and the awards for three teachers of fine arts, physical education and librarians will be paid from under Part II of the plan. Part I awards pay \$2000 to each teacher, and Part II awards pay \$1673 to each teacher. Ten (10) Grant Administrators will receive \$2000 each from Part II funds.

Planning for all teachers and grant administrators to earn the awards results in the following financial statistics:

- Part I will pay \$60,000 in awards and return \$168,099.60 to the state.
- Part II will pay \$5,019 in awards and \$20,000 to Grant Administrators.
- Part II will have a remaining total of \$127,047.40 which may be used for professional development, materials, for paying substitutes during District curriculum planning meetings for vertical and horizontal alignment, as a supplement for the cost of INOVA or another program that increases data capacity, for payment to individuals for management of the program, and for up to five percent of the Grant Director's salary.

Date Update Continued:

Results of the student academic achievement following instruction of the curricular units and post-assessment will be available in mid February of 2011. Funds for the payout will be available sometime in May, 2011. The district will consider the pros and cons of participation in the program for the school year 2011-2012 and make a decision before March 22, 2011.

Staff Development Focus

In August of 2010, staff development was provided to ELA/R instructional staff on the framework, planning templates, and the instructional expectations of the MISD curriculum project, BearCLAWS.



BearCLAWS, for the English/Language Arts Curriculum, has been planned to begin officially in the spring of 2010, although with the restructure of the C&I Department our work in this area has been delayed. With the adoption in 2010 of a new ELA textbook our work in integrating all resource materials into BearCLAWS will be integral to our success in providing the needed support to our instructional staff.

Staff meeting time for horizontal and vertical articulation of BearCLAWS has been and will continue to be emphasized as a district initiative. Beginning in August, all core instructional staff attended curriculum training with their peers. Meeting groups were arranged both horizontally and vertically among the district campus and grade level configurations.

The 5-E Lesson Design Model; *Engage, Explore, Explain, Extend/Elaborate and, Evaluate* was launched in our district in 2009-10 and continues to give our instructional staff a common set of planning language and tools for lesson design and delivery. The 5-E Model was used as the formal design structure for all of the DATE model lesson plans that staff submitted under this incentive program.

Differentiated instruction is emphasized as a vital component of the MISD staff development plan for 2010-11. It is anticipated that follow-up training in future years will incorporate differentiated instructional strategies, cooperative learning, brain-based research, and flexible grouping. MISD will be placing emphasis on training its staff to differentiate the learning setting in order to accommodate the special needs learner in the general education classroom and to incorporate RtI academic and behavioral strategies to meet the diverse needs of the at-risk and struggling student.



It has been an identified goal of MISD to increase student engagement in all phases of a student's school experience; however, specific attention is directed to the four core subjects. We believe that in order to increase student engagement in academic tasks, those tasks must be relevant to the student and rigorous to the extent that sufficient challenge is provided. Additionally, we believe that by increasing student use of technology we can increase student engagement. In the spring of 2011, a stakeholder committee will be formed to examine our core beliefs related to student engagement. The following timeline is currently in draft, but should give indication as to the frequency of meetings. The final meeting schedule will be determined at the organizational meeting and published thereafter.

January 12-19, 2011: Identify stakeholder and issue invitations

January 25, 2011: Organizational meeting-- dates hereafter are suggested and tentative

February 22, 2011

Staff Development Focus Continued:

March 29, 2011

April 26, 2011

May 31, 2011

August 30, 2011: Reform the committee and reestablish meeting schedule for 2011-12

Technology training has been identified as an instructional staff development need through a recent survey. The MISD Technology Steering Committee will be charged with the design and development of a training calendar that will provide time for staff to develop skill in the use of various technologies that MISD has implemented for student and staff use.

Instructional Technology Status

We have uploaded the link to our curriculum, BearCLAWS; bc.misd.org for public view. The Scope and Sequence are now readily viewable for all four core subjects PK-12. At the same link, only teachers and staff may view the Unit Framework documents for the core subjects. We will continue to revise the existing unit frameworks, create new unit frameworks, update instructional resource lists, and ultimately have the lesson plan documents viewable for teachers and staff. The newest and current project is the uploading of video into the unit/lesson frameworks posted in BearCLAWS.



Our campus-based technology support team or CATS have been trained and are providing training to campus staff and helping to alleviate the demand for troubleshooting from the Technology Department.

We will continue to increase our base knowledge of Google Applications and provide training to all staff during staff development days and summer workshop opportunities.

Distance Learning is now viewable through Bear TV, thus allowing campuses to view live events from their desktop or from any computer in the district that has the capability to access Bear TV.

All teachers have Project Share accounts and have been trained to log in and update their profiles. We will continue to investigate Project Share and its capabilities.

English Language Arts/Reading Status

The framework for the ELA/R Curriculum in Bear CLAWS has been created by the formation of a scope and sequence of the required TEKS for grades K-12. As we implement the scope and sequence during the 2010-2011 school year, we will begin collecting lessons, activities, and assessments to incorporate into the framework; this will serve as the first draft of the ELA /R Curriculum and will be presented in Bear CLAWS.

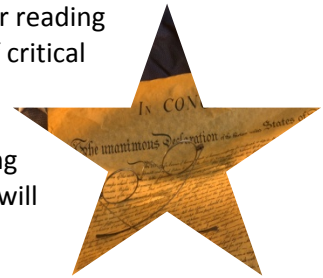
The District Reading Committee, which consists of stakeholders from each of our campuses, will meet monthly, beginning in January. This committee will work in conjunction with the Assistant Superintendent of Curriculum and the ELA Curriculum Coordinator to ensure that the developed curriculum maintains and surpasses Montgomery's high expectations, in both quality and rigor. Other goals of this group include: horizontal and vertical alignment between campuses, creating an inventory

English Language Arts/Reading Status Continued:

of all reading and writing programs, categorized into the three tiers, creating procedures for data transfer between campuses, and adopting new spelling, handwriting, and grammar textbooks. As our population increases in diversity the importance of differentiation also increases. Through the use of observation data, coaching, collaboration, and model teaching our goal is to move from the professional development of our teachers to the implementation of these differentiated strategies into our classrooms. We feel that this will not only increase academic success for our struggling students, but will also increase commended performance percentages on all of our campuses

Social Studies Status

Meetings have been held with 4th grade teachers at MES, SCE, MRE, LSE, and teachers at MIS, and MMS. The goal in the meetings has been to establish a vertical planning scheme to continue the work in BearCLAWS. We are encouraging developing an interdisciplinary approach in our reading classes to support the teaching of social studies at K-3, and continuing the use of critical reading strategies with students as they spiral up through the curriculum. We will expand the curriculum writing teams at each grade level to ensure the completion of our base curriculum. It is expected that summer curriculum writing and revision of existing documents will be necessary. All curriculum documents will be reviewed to incorporate the readiness standards as prescribed in the STAAR assessment protocols. This will allow MISD to address the new challenges of the new Social Studies standards and the new End of Course Exam in the upcoming years. Since Social Studies is not tested at the lower-level, the priority is to work on the ELA curriculum first, then work to integrate the social studies with the new ELA curriculum.



Mathematics Status

The mathematics curriculum for Grades Pre-K-4 and Algebra I, Geometry and Algebra II is in place and implemented. Scope and Sequence documents and Unit Frameworks are developed and are readily available on campus S-drives. The Scope and Sequences are in place for Grades 5-8 and unit frameworks are being developed. Teacher teams are meeting periodically to review and update the documents to conform to the state's new readiness and supporting standards to prepare for next year's implementation of STAAR and EOC testing. Grades K-2 and 3-4 participated in Mathematics Universal Screening in the fall; Grades 5-8 were assessed with the new state-created MSTAR Universal Screening. This later is used to monitor Algebra I readiness. Two additional screeners will take place in January and in the spring to determine competency on bridging and target concepts and needs for intervention.



Science Status

Scope and Sequence documents are in place for Grades 3 – 12. Biology will be transferred from the campus s-drives this year. New Texas Essential Knowledge and Skills (TEKS) for Science, K-12 will continue to be implemented in 2011-2012. The science curriculum will be modified to conform to the new readiness and supporting standards. Teachers are meeting periodically to develop and finalize unit frameworks that are aligned with the new TEKS. Completed frameworks will be transferred from the campus s-drives this year.



Special Education Status

Special education operating guidelines have been developed and initial training timeline established. Special education and general education have developed a collaborative process to establish a district wide direction for RTI that includes a defined model, policies and procedures, campus level RTI leadership, staff expectations and training. Guidelines have been developed to direct needs-based program decisions and instructional placements for students with disabilities. Information is used to ensure least restrictive environment options for students with disabilities.

Guidelines for training have been developed and timelines set for completion of the following: 1) behavior and non-violent crisis intervention/TBSI; 2) differentiated instructional strategies; 3) intervention strategies; 4) parent training on various topics related to students with disabilities; 5) assistive technology; and 6) special education policies and procedures.

Special education department has increased parent communication options through the establishment of a parent advisory board and improvements to special education website.

Federal and State Accountability

The Special Education program is under two accountability systems; federal and state. The federal law Individual with Disabilities Act, or IDEA 2004, requires state level development of a performance plan that evaluates state efforts and results on requirements of the IDEA. In Texas, this plan is known as the State Performance Plan or SPP. These results are submitted to the Office of Special Education Programs (OSEP) in the United States Department of Education. Under Federal mandated standards, MISD failed to meet the SPP targets in 2007-08 and 2008-09 for LRE (Least Restrictive Environment) indicators 5A and 5B that measure the percent of students with IEPs aged 6-21 in a general education classroom 80% or more of the school day (5A) and in a general education classroom less than 40% of the day (5B). This signifies a long term systemic level inability to provide supports and services to students with disabilities in environments with age appropriate, non-disabled peers. Training to address the needed supports and services has been established and will be ongoing.

Additionally, under the auspices of the Texas Education Agency, MISD receives a Performance Based Monitoring Analysis System (PBMAS) report that supports the findings of the State Performance Plan. Performance level scores are assigned as a 0, 1, 2, or 3 for all indicators. For TAKS performance the following are the standard cut points and are absolute:

- 0= Passing rate is at or above the standard
- 1= Passing rate is 0.1 to 10 percentage points below the standard
- 2= Passing rate is 10.1 to 20.0 percentage points below the standard
- 3= Passing rate is 20.1 or more percentage points below the standard

For indicators other than TAKS performance, the standards are relative and based on the distribution of scores across the population being evaluated. For any score other than 0, the relative cut point has been identified for information purposes.

Below are the state indicators and the MISD 2010 performance rates.

2010 Performance Based Monitoring Analysis System			
Indicator	2010 PBMAS Standard	2010 District Rate	2010 Performance Level
SPED TAKS			
Math	60%	75.0%	0
Reading	70%	80.1%	0
Science	55%	71.8%	0
Social Studies	70%	87.7%	0

MISD 2010 Performance rates continued:			
Writing	70%	92.3%	0
SPED TAKS Participation	50.0%	47.2%	1= (30.0% - 49.9%)
SPED TAKS M Participation	20.0%	23.7%	1= (20.1% - 35.0%)
SPED TAKS Alt. Participation	10.0%	4.1%	0
SPED LRE Ages 3-5	16.0%	17.9%	0
SPED LRE Ages 6-11	40.0%	37.7%/28.4%	0
SPED LRE Ages 12-21	65.0%	44.7%	2= (40.0% - 49.9%)
SPED Dropout Rate (7-12)	2.0%	<1%	0
SPED RHSP/DAP Diploma	16.5%	23.5%	0
SPED Graduation Rate	75.0%	84.2%	0
SPED Representation	8.5%	8.1%	0
SPED Representation Afr. Am.	1.0%	4.3% (Diff between Dist. % and SPED %)	1= (1.1% - 5.9%)
SPED Representation Hispanic	1.0%	-1.1%	0
SPED Representation LEP	1.0%	-1.1%	0
SPED Discretionary DAEP	1.0%	.3%	0
SPED Discretionary ISS	10%	23.3%	1= (10.1% - 24.9%)
SPED Discretionary OSS	6.0%	8.7%	1= (6.1% - 15.0%)

MISD Special Education Department has viewed the data and made a plan to address any area not receiving a 0.

English as a Second Language and Bilingual Education Status

Bilingual education involves teaching academic content in two languages; a native language and a secondary language in varying amounts of each. In 2008, MISD began a pilot program to offer bilingual education using a dual language model in our pre-kindergarten. Our dual language immersion model offers content in the student's second language with specifically trained teachers who understand the questions and comments from the students in their native language. Both languages are spoken in the classroom; however, intense focus is given to the strengthening of the acquisition of English (secondary language). This program is housed on the Montgomery Elementary School campus. Below is a data chart indicating the enrollment pattern for the bilingual program.

Grade Level	2008 Snapshot	2009 Snapshot	2010 Current
PreKindergarten	6	17	15
Kindergarten	NA	14	19
First Grade	NA	NA	15

Federal and State Accountability

Like the Special Education program, the Bilingual and English as a Second Language (ESL) programs are also under a federal accountability system and a state accountability system. The federal system is authorized under Title III of the No Child Left Behind Act of 2001 or NCLB. Title III requires the Texas Education Agency to establish Annual Measurable Achievement Objectives (AMAO's) for the English language acquisition and academic achievement of limited English proficient students or LEP students. The standards for the AMAO's apply to the spring administration of the Texas English Language Proficiency Assessment System (TELPAS) exams. Below is the 2010 data chart that indicates Montgomery ISD meets all Federal standards for LEP progress.

2010 Annual Measurable Achievement Objectives District Data			
Indicator	2010 AMAO Standard	2010 District % Rate	2010 AMAO Status
LEP Student Progress: All LEP	45%	69.6%	Met
LEP Student Attainment: Year 1-4 LEP	12%	39.2%	Met
LEP Student Attainment: Year 5+ LEP	20%	30.8%	Met
LEPAYP			Not Assigned

The Performance Based Monitoring Analysis System or PBMAS assigns performance levels of 0, 1, 2, or 3 according to AEIS Data (TAKS performance, TAKS participation, Drop-out, Recommended or Distinguished diploma rate, Graduation rate, and TELPAS proficiency rate). A rating score of 0 is the highest level assigned and indicates the program is at or above the subject area standard, a score of 1 means the passing rate on TAKS or performance rates is .1 to 10 points below the standard, a score of 2 means the performance is 10.1 to 20 points below the standard, and a score of 3 is at least 20.1 points below the passing standard. For all relative standard scores other than a 0, the cut points have been identified for information purposes.

2010 Performance Based Monitoring Analysis System			
Indicator	2010 PBMAS Standard	2010 District Rate	2010 Performance Level
ESL English TAKS			
Math	60%	88.4%	0
Reading	70%	78.6%	0
Science	55%	38.5%/60.0%/42.9%	1SA (3 years of data)
Social Studies	70%	88.9%	0
Writing	70%	99%	0
LEP Exit English TAKS			
Math	60%	93.8%	0
Reading	70%	94.4%	0
Science	55%	88.9%	0
Social Studies	70%	87.5%	0
Writing	70%	*	0
LEP Participation	90%	81.7%	2= (70%-81.9%)
LEP Dropout (7-12)	2%	<1%	0
LEP Dropout (9-12)	5%	<1%	0
LEP RHSP/DAP	70%	*	0
TELPAS Reading	3%	<1%	0

Data marked with an asterisk (*) are used to protect student confidentiality. MISD ESL personnel have made an improvement plan to address any area not scoring 0.

Post Secondary and/or College Readiness

Montgomery Independent School District is committed to preparing all students for post-secondary experiences including college preparation and/or career preparation. Significant planning continues to take place to provide post secondary and career preparation programs. Building and implementing a comprehensive graduation pathway that is based on academic rigor is a task that belongs to all stakeholders. Our staff will continue to seek educational opportunities that will address the needs of the traditional and non-traditional high school student.

Planning and delivering relevant lessons centered around rigorous challenging school work, setting high expectations for students and for the staff that deliver the instruction, developing sincere and meaningful relationships and connections among all stakeholders, and teaching students to chart opportunities for the future, describe the key ingredients to completing a public school education all secondary staff must stand and deliver without waver. We want every MISD student to have a viable plan to begin the next steps to ensure success for the next phase of their young life.

Testing and Assessments

RediStep:

As part of the Texas College Readiness Pathway, the State of Texas will pay the cost for all 8th grade students to participate in a college-ready assessment and for all 10th grade students to participate in the PSAT. The College Board signed a contract with the Texas Education Agency to provide assessments for both grades. In 8th grade, the assessment is known as the RediStep assessment and is a comprehensive test measuring a student's skill development and college readiness in Critical Reading, Writing, and Mathematics. In October 2010, 491 8th graders, or 91% of the MJHS 8th grade class, took the RediStep assessment. Below are the results of the October administration of the RediStep:

2010 RediStep Assessment	# Tested	Mean Scores			National %ile			Local %ile		
		R	W	M	R	W	M	R	W	M
Montgomery JHS 8 th Grade	491	5.3	5.5	5.5	53	62	63	60	61	58

Local percentiles compare a student to other students in a district and may not be based on all students who tested. This data will serve as our benchmark for the RediStep program and all subsequent test administrations will be reported in order to analyze and track trends.

PSAT

The PSAT (Preliminary Scholastic Aptitude Test) is targeted for high school juniors, but is often taken by freshmen and sophomores alike. Parents and teachers should encourage their student(s) to take the test because (1) helps assess the skills needed for college-level work, (2) helps prepare for the SAT (Scholastic Aptitude Test), (3) can be used for scholarships, and (4) can also be used to receive admission information from colleges and universities. For high school juniors, this test is used for the National Merit Scholarship Qualifying test.

MISD History of the PSAT								
# of Takers	2003	2004	2005	2006	2007	2008	2009	2010
8th	No Data	0	6	No Data	32	30	25	26
9 th	No Data	1	14	No Data	24	33	47	74
10 th	No Data	130	343	No Data	399	411	490	477
11th	No Data	147	316	No Data	280	371	374	440

National Merit Program

This is a national academic competition for recognition and scholarships that began in 1955. In the spring of 2009 over 1.5 million 11th grade students entered the competition for recognition and scholarships. Of those 1.5 million, 34,466 entrants were named Commended Students in recognition of their performance on the PSAT. The highest scoring students in each state, another 16,464 other participants, were designated as National Merit Semifinalists and had the opportunity to continue in the competition for scholarships. Of the 16,464 semifinalist students, 15,449 were notified in February that they met academic and other requirements to attain Finalist standing. Of the 15,351 Finalists, 8,511 scholar designees were chosen to receive a National Merit Scholarship.

National Merit Scholarship Program History for MISD							
Grad. Year	2004	2005	2006	2007	2008	2009	2010
Commended	1	3	0	0	3	2	5
Semifinalist	0	0	0	0	1	3	0
Finalist	0	0	0	0	1	3	1

National Achievement Scholarship Program (NAP)

The National Achievement Scholarship Program is an academic competition established in 1964 to provide recognition for outstanding Black American high school students. Black students may enter both the National Achievement Program and the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and meeting other published requirements for participation. The two annual programs are conducted concurrently but operated and funded separately. A student's standing is determined independently in each program. Black American students can qualify for recognition and be honored as Scholars in both the National Merit Program and the National Achievement Program, but can receive only one monetary award from NMSC. The chart on the next page tracks the historical performance of Montgomery High School students in this area.

National Achievement Scholarship Program History for MISD							
Grad. Year	2004	2005	2006	2007	2008	2009	2010
Ref. to College	0	0	0	0	0	0	0
Semifinalist	0	0	0	1	0	0	0
Finalist	0	0	0	1	0	0	1

Since 2004, MISD has had a total of two African American students qualify for recognition on the National Achievement Program (NAP). It will be a campus initiative to continue to track these students and to identify African American students and encourage them to participate in the NMSQT.

National Hispanic Recognition Program (NHRP)

The National Hispanic Recognition Program (NHRP) identifies nearly 5,000 outstanding Hispanic/Latino students each year. Although the NHRP does not provide a financial reward, being named is an important academic recognition. The program sends a list of all recognized students to subscribing colleges and universities that are particularly interested in academically outstanding seniors of Hispanic/Latino heritage. There are three requirements for qualification. Qualification for recognition is based on your critical reading, mathematics, and writing skill scores on the PSAT/NMSQT. The cutoff scores vary each year by state. A minimum grade point average (GPA) of 3.0 is also required. To be eligible, you must also identify yourself as Hispanic/Latino on the PSAT/NMSQT answer sheet. Your academic and ethnicity information is verified by your high school counselor.

National Hispanic Recognition Program							
Grad. Year	2004	2005	2006	2007	2008	2009	2010
Hon. Mention	0	0	0	0	0	0	0
Scholar	0	0	0	0	0	0	1

1999 was the last Scholar recorded until this year.

Since 1999, MISD has not had a student of Hispanic descent qualify for recognition under the NHRP until this year. It will be a campus and district initiative to continue to track these students and to identify Hispanic students and encourage them to participate in the NMSQT.

College Entrance Exams

ACT

The American College Testing Program, Inc., now known as ACT, began in 1959 and was originally designed to help students make better decisions as to which colleges to attend and to help colleges and universities make decisions about which students to admit. This exam is primarily a curriculum based examination that consists of tests in English, Reading, Mathematics, and Science. The ACT is accepted at colleges and universities throughout the United States. The scores range from 0-36 and research has shown that it is the rigor of the course work, rather than the number of courses taken, has the greatest impact on ACT performance and college readiness. The students in Montgomery ISD taking the ACT have consistently outperformed their Texas peers on this exam. In 2010 a total of 97 students or 24% of the senior class took the ACT in the fall of 2010.

MISD Five Year ACT Score Trend												
Grad. Yr.	Total Tested		English		Math		Reading		Science		Composite	
	MISD	State	MISD	State	MISD	State	MISD	State	MISD	State	MISD	State
2006	51	73,524	21.3	19.4	23.5	20.6	22.9	20.5	22.1	20.3	22.6	20.3
2007	51	76,542	20.5	19.5	21.9	20.8	22.2	20.6	21.4	20.4	21.6	20.5
2008	61	79,050	21.0	19.8	22.4	21.2	21.9	20.9	21.8	20.5	21.9	20.7
2009	70	82,640	21.4	19.9	23.4	21.3	23.4	20.9	22.6	20.6	22.8	20.8
2010	97	92,615	21.9	19.7	23.0	21.4	22.9	20.8	22.8	20.9	22.8	20.8

SAT

The SAT Reasoning Test (SAT I) is a 3.5 hour criterion referenced test that measures verbal, mathematical, and writing skills that have developed over time. It is accepted at colleges and universities throughout the United States as a component of the admissions process. A revised SAT was first administered in the spring of 2005 and was expanded to include concepts from Algebra II as well as Algebra I and Geometry. The test was also revised to concentrate more on critical reading and did away with analogies. The maximum score on the SAT I is now 2400, or a maximum score of 800 on the three sub-tests of verbal reasoning, math reasoning, and writing. Montgomery students taking the SAT I have consistently outperformed their Texas peers.

MISD Five Year SAT I Score Trend									
Grad. Year	# of Takers	Critical Reading		Mathematical Reasoning		Writing		Composite	
		MISD	State	MISD	State	MISD	State	MISD	State
2006	159	503	491	529	506	490	487	1522	1484
2007	212	513	492	527	507	492	482	1532	1481
2008	194	500	488	522	505	483	480	1505	1473
2009	155	511	486	539	506	497	475	1547	1467
2010	216	498	484	530	505	483	473	1511	1462

In the past, MISD has not tracked SAT and ACT participation and score data by ethnicity. It is now a district initiative to track participation and scores by ethnicity to identify areas of needed resources.

Five-Year Trend for SAT Participation

Participation	2006	2007	2008	2009	2010
# Taking SAT	159	212	194	155	216
# Senior Class	317	352	347	318	406
% Participating	50%	60%	56%	49%	53%

SAT 2010 Mean Scores by Race/Ethnicity

Critical Reading	Black or African American	Mexican or Mexican American	Other Hispanic, Latino, or Latin American	White
MHS	467	472	489	501
Texas	424	453	435	525

Mathematics	Black or African American	Mexican or Mexican American	Other Hispanic, Latino, or Latin American	White
MHS	473	489	497	536
Texas	437	475	457	543

Writing	Black or African American	Mexican or Mexican American	Other Hispanic, Latino, or Latin American	White
MHS	439	414	480	488
Texas	417	443	428	509

Advanced Placement and Gold Performance Acknowledgement

A 2005 study conducted for the National Center for Educational Accountability found that students who earned a score of 3 or higher on one or more AP Exams in the areas of English, mathematics, science, or social studies were more likely to graduate from college in five years or less compared to non-AP students. Additionally, students who receive advanced placement or college credit typically continue to take more, not fewer, courses in the discipline for which they've received AP credit. Montgomery ISD offers its high school students a wide variety of AP courses.

Gold Performance for AP/Dual Enrollment completion (2008-2009): MISD did not qualify for a Gold Performance Acknowledgement in this area. This indicator is based on the count of students who complete and receive credit for at least one advanced course in grades 9-12. For acknowledgement on this indicator, at least 30% of the 2008-09 students in grades 9-12 must receive credit for at least one advanced course. In the chart below, MISD data is shown, please note that all student subgroups were evaluated on this measure.

Student Group	# Receiving an AP/DC Course Credit	# Credit any Course	%
All Students	455	1764	25.8%
African American	10	83	12.0%
Hispanic	31	162	19.1%
White	406	1479	27.5%
Econ. Dis.	36	363	9.9%

Advanced Placement Course Offerings at MHS

For 2009-2010 the following are the Advanced Placement course offerings and enrollment data at Montgomery High School:

Course Title	Total Enrolled	Enrollment Data 2009-2010						Number Taking AP Exam	Number Passing AP Exam
		Afr. Am.	Am.Indian/AN	A/PI	Hispanic	White	Econ. Dis.		
Studio Art: 2-D Design Portfolio	8	0	0	0	1	7	2	5	0
Studio Art: 3-D Design Portfolio	8	0	0	0	1	7	0	1	1
Biology	44	1	0	1	3	39	0	35	22
Calculus AB	38	2	0	1	4	31	0	18	4
Chemistry	10	0	0	0	1	9	0	10	9
Computer Science A	11	0	1	0	1	9	0	8	8
English Language and Composition	51	1	0	0	4	46	1	33	28
English Literature and Composition	39	1	0	1	1	36	1	24	14
Environmental Science	25	1	0	0	2	22	0	5	1
Human Geography	27	2	0	0	2	23	2	11	4
Macroeconomics	28	0	0	2	2	24	1	18	16
Microeconomics	16	1	0	1	0	14	0	11	10
Music Theory	17	0	0	0	4	13	1	8	5
Psychology	45	0	0	2	6	37	1	18	12
Spanish Language	24	0	0	0	5	19	2	3	3
Statistics	10	0	0	0	1	9	0	7	4
US Government	74	2	0	2	5	65	1	25	5
US History	87	3	0	0	6	78	2	46	22
World History	156	1	2	6	19	128	4	44	7

Gold Performance for AP/IB Results: MISD did qualify for a Gold Performance Acknowledgement in this area. This indicator is based on the results of the College Board AP examinations and the International Baccalaureate (IB) examinations. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP exams and scores of 4, 5, 6, or 7 on IB exams. For acknowledgement on this indicator, a campus or district must have 15% or more of its non-special education 11th and 12th graders taking at least one AP or IB exam and, of those tested, have 50% or more scoring at or above the criterion score on at least one exam. The Economically Disadvantaged sub-group was not evaluated on this indicator.

Student Group	# Taking AP/IB Exam	# of 11/12 Graders	% Taking	# Scoring At or Above	Number Taking AP/IB	% Scoring At or Above
All Students	102	663	15.4%	68	102	66.7%
Afr. Am.	3	16	18.8%	0	3	0%
Hispanic	7	56	12.5%	4	7	57.1%
White	89	578	15.4%	60	89	67.4%

Montgomery High School and District Administration have made it a priority for 2011 and beyond to seek virtual and off campus opportunities to provide MHS advanced students varied learning environments. We will work with all entities to increase career and employment skills as well as post high school college and university opportunity.

Gold Performance Acknowledgement and Graduation Information

There are several indicators that give the district information about how the academic programming has prepared students for post-high school experiences. A new indicator, College-Ready Graduates, has been added to the Gold Performance Acknowledgement system for 2009, although the standard indicator has been reported since the 2006-07 school year. To be considered college-ready criteria as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on either the TAKS Exit test (a student score of 2200 or greater on the ELA test with a 3 or higher on the essay and a score of 2200 or better on the math test), or the SAT (minimum score of 500 on the Critical Reading section and a minimum of 500 on the Mathematics section and a combined score of 1070 on both), or the ACT (a minimum score of 19 on the English portion and a minimum score of 19 on the Mathematics portion and a 23 Composite score).

College-Ready Graduates (Class of 2009): MISD did qualify for a Gold Performance Acknowledgement in this area. At least 35% of the graduates in this area must have scored at or above the college-ready criteria for both ELA and Mathematics on the Exit Level TAKS.

College Ready Graduates Class of 2009			
Student Group	Number Scoring At or Above TAKS	Number Taking both ELA and Math Exit TAKS	Percent Scoring At or Above TAKS
All Students	179	268	67%
African American	3	7	43%
Hispanic	9	20	45%
White	165	237	70%
Econ. Dis.	17	40	43%

Recommended High School Program/Distinguished Achievement Program (Class of 2009): MISD did not qualify for a Gold Performance Acknowledgement in this area. This indicator shows the percent of graduates who were reported as having satisfied the course requirements for graduation under the Recommended or Distinguished graduation plans. For acknowledgment, 85% of all 2009 graduates must meet or exceed the requirements for the Recommended High School Program or Distinguished Achievement Program. African American and Hispanic subgroups did not meet the size criteria for evaluation. All student subgroups did not meet the 85% scoring at or above to be recognized for this indicator.

Recommended High School Program/Distinguished Achievement Program Class of 2009			
Student Group	RHSP/DAP Graduates	Total Graduates	Percent Completing Recommended HS Program
All Students	236	302	78.1%
African American	3	10	30.0%
Hispanic	15	21	71.4%
White	213	266	80.1%
Econ. Dis.	29	49	59.2%

SAT/ACT Results (Class of 2009): MISD did not qualify for a Gold Performance Acknowledgement in this area. This indicator shows the participation rate and the performance on two college admissions tests, the ACT and the SAT. For acknowledgement in this area the district must meet a participation rate of 70% or greater of the class of 2009 (non-Special Education students) taking either the SAT or the ACT and have 40% or more scoring at or above 24 on the ACT Composite or 1110 on the critical reading and math portions of the SAT. Economically Disadvantaged student sub-group is not an indicator in the data set for this measure. African American and Hispanic student subgroups did not meet the size criteria for evaluation. All student subgroups did not meet the scoring standard or the participation rate requirement for acknowledgement on this indicator.

SAT/ACT Results for the Class of 2009					
Student Group	# Taking SAT/ACT	# of Non-Sp. Ed. Graduates	Percent Taking	# Scoring At/Above	Percent Scoring At/Above
All Students	182	268	67.9%	66	36.3%
African American	No Data	3	No Data	No Data	No Data
Hispanic	9	19	47.4%	2	22.2%
White	165	241	68.5%	62	37.6%

Gold Performance Acknowledgement and the Texas Success Initiative

Texas Success Initiative (TSI)/Higher Education Readiness for both ELA and Mathematics are indicators that show the percent of 11th grade students who are considered ready to begin college work based on their performance on the TAKS Exit Level test. This acknowledgement is similar to the College-Readiness standard in that both indicate the readiness level of the student; however this indicator is divided into two sections and considers Gold Performance Acknowledgement for ELA independent from Gold Performance Acknowledgement for Math.

Texas Success Initiative for ELA: MISD did qualify for a Gold Performance Acknowledgement in this area. To receive acknowledgement, a district must have 60% or more of its examinees score at or above the standard of 2200 on the Math TAKS test and a 3 or higher on the essay portion.

Texas Success Initiative for ELA			
Student Group	# Scoring At/Above	Total ELA Test Takers	Percent Scoring At/Above
All Students	301	394	76%
African American	10	18	56%
Hispanic	25	32	78%
White	260	337	77%
Economically Disadv.	43	64	67%

African American and Hispanic student subgroups did not meet the size criteria for evaluation. All

Texas Success Initiative for Math			
Student Group	# Scoring At/Above	Total Math Test Takers	Percent Scoring At/Above
All Students	305	379	80%
African American	11	18	61%
Hispanic	19	30	63%
White	270	323	84%
Economically Disadv.	39	58	67%

student, White student, and Economically Disadvantaged student sub-groups met the 60% or more of its examinees meeting the scoring criteria.

Texas Success Initiative for Math: MISD did qualify for a Gold Performance Acknowledgement in this area. To receive acknowledgement, a district must have 60% or more of its examinees score at or above the standard of 2200 on the Math TAKS.

African American and Hispanic student subgroups did not meet the size criteria for evaluation. All student, White student, and Economically Disadvantaged student subgroups met the 60% or more of its examinees meeting the scoring criteria.

Enrollment in Higher Education

The data below indicate that in the fall of 2009 MISD had 58.1% of the graduating class of 2008 enrolled in a higher education institution. For 2010, the THECB enrollment data indicates a slight increase to 60.6%.

Montgomery High School Graduates		
Name of Institution	2009 Enrollment (Class of 2008)	2010 Enrollment (Class of 2009)
Lone Star College Woodlands	52	57
Blinn College	40	28
Sam Houston State University	33	24
Texas A&M University	18	15
University of Texas at Austin	8	11
Stephen F. Austin State University	0	10
Baylor University	0	6
Name of Institution	2009 Enrollment (Class of 2008)	2010 Enrollment (Class of 2009)
Texas Tech University	7	5
Texas State University	6	6
Lone Star College Tomball	5	0
Other 4 Year Institutions	22	20
Other 2 Year Institutions	9	17
Not Trackable	4	3
Not Found	140	100
Total Graduates	344	302

The data below from the THECB reflects the academic performance of the 2008 Montgomery High School Graduates on their first year in Public Higher Education. Note that this data is released one year behind.

May 2009 Montgomery High School Graduates							
Type of Institution	# of Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk.
4 Year Public Universities	91	19	22	20	24	5	1
2 Year Public Colleges	124	35	21	17	16	20	15
Independent Colleges/Universities	6						
Not Trackable	4						
Not Found	119						
Total Graduates	344						

Texas Success Initiative Enrollment Reports: Texas statute (TEC §51.403) requires every district to include with its AEIS Annual report an update on student enrollment in post secondary institutions during the first year after graduation from high school. The Texas Higher Education Coordinating Board (THECB) posts this data (Annual Texas success Initiative Texas Higher Education Assessment/Alternative, THEA/A, Test Report of Student Performance, on its website at:

<http://www.txhighereddata.org/Interactive/HSCollLink.cfm>

Student Success Initiative

Montgomery ISD receives state funds for accelerated math or accelerated reading instruction based on the number of students that fail the first administration of TAKS. This funding is directed to the campus for the provision of in-school tutors to provide intensive targeted skill instruction and development. The table below indicates the amount of funding MISD received to provide tutorial services for the 2009-2010 school year.

District-wide Student Success Initiative: ARI/AMI	Tutorials	\$31,129
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Federal Funds for Improved Achievement of Students Identified as At-Risk

Montgomery ISD serves students identified as At-Risk of dropping out of school at some point in their academic career. Each of these students must meet one or more of twenty-one State criteria for At-Risk. For example, poor academic performance may be an indicator of a future drop out. In keeping with the strong academic expectation set by the district and instructional mandates from the Student Success Initiative, the students performing below potential and identified as at-risk most often require specific instructional strategies and programs to better meet their learning needs. MISD offers to our students targeted skill instruction in both reading and math, Title I reading programs, and summer enrichment programs. Below is the 2009-10 budget for our Title I Part-A program.

Title I Part-A

MES	2.80 FTEs Reading and Math Accelerated Instruction and CEI Lab	\$193,642 (decrease from \$220,000 in 2008-09)
LSE	Unfunded due to disqualification for Title I Part-A services	\$0
SCE	1.70 FTE Reading and Math Accelerated Instruction	\$107,948 (increase from 65,000 in 2008-09)
MIS	1.0 FTE Math Accelerated Instruction	\$59,131 (decrease from \$62,000 in 2008-09)
MMS	1.15 FTE Reading Accelerated Instruction	\$76,105 (increase from \$25,000 in 2008-09)
District-wide	Parent Involvement	\$1,000 (decrease from \$7,374 in 2008-09)
District-wide	Homeless Student Set Aside	\$4,582 (increase from \$1,300 in 2008-09)
District-wide	Supplies	\$20,000 (increase from \$15,000 in 2008-09)
District-wide	Staff Development	\$2,291 (increase from \$1,072 in 2008-09)
District-wide	ESC Contracted Services	\$7,800 (same fee as 2008-09)
District-wide	Summer School Enrichment Program	\$25,000 (increase from \$20,000 in 2008-09)

Note that Lone Star Elementary was unfunded for 2009-10 due to the realignment of attendance zones. This shift in student population caused the percent of students receiving subsidized meals to decrease to the point that the campus no longer qualified for Title I funding. We have supported the at-risk students attending Lone Star with state compensatory education funds, which have allowed the continuance of services in reading and math support.

Additionally federally supplied stimulus money has been used to strengthen classroom instructional support in the areas of staff development, tutoring and instructional coaching, and technology supplies. The table below indicates the amount of federal funding in year two of a two-year funding cycle under the American Recovery and Reinvestment Act of 2009.

Title I Part-A Stimulus ARRA Year Two

MES	1.0 FTE Content Coach	\$55,147
SCE	1.0 FTE Content Coach	\$52,735
District Title I Campuses	Differentiated Instruction Staff Development	\$2,500
District Title I Campuses	Supplies and Materials	\$2,500
District Title I Campuses	Travel and Registration	\$3,000

Student Success Initiative (SSI)

The Student Success Initiative, or SSI, requires that fifth and eighth grade students taking TAKS reading and math must meet the passing standard within three attempts to be promoted. Additionally, eleventh grade students must pass the exit-level TAKS in order to graduate. Any student not meeting the passing standard must receive instructional support to strengthen weak skill areas and to prepare these students for the rigor of TAKS. The Accelerated Reading Instruction (ARI) and the Accelerated Math Instruction (AMI) are programs MISD has incorporated into its instructional delivery system to meet these needs.

Grade 5 SSI

2009-10 Student Success Initiative GRADE 5 READING							
	District	African American	Hispanic	White	Special Ed.	Econ. Disadv.	LEP
# of Students Requiring ARI	46	8	4	34	12	23	4
# Not Meeting TAKS Cumulative Standard (March, April, June)	7	0	2	5	2	4	0

Based on the cumulative results of all three reading test administrations, 96% of the **fifth** grade students met the standard. However, after the first administration, 46 students not meeting the passing standard after the first attempt were given tutorials and targeted instruction to strengthen weak skill areas. After subsequent instruction, tutoring, and two additional test administrations, a total of 7 students did not meet the passing standard. All but two students were promoted to the 6th grade.

2009-10 Student Success Initiative GRADE 5 Math							
	District	African American	Hispanic	White	Special Ed.	Econ. Disadv.	LEP
# of Students Requiring AMI	33	12	4	17	9	19	2
# Not Meeting TAKS Cumulative Standard (March, April, June)	3	1	0	2	0	2	0

Based on the cumulative results of all three math test administrations, the AEIS report reveals that 97% of the **fifth** grade students met the standard. Additionally, 33 students not meeting the passing standard after the first attempt were given tutorials and targeted instruction to strengthen weak skill areas. After subsequent instruction, tutoring, and test administrations, a total of 3 students did not meet the passing standard. All but two students were promoted to the 6th grade.

Grade 8 SSI

2009-10 Student Success Initiative GRADE 8 Reading							
	District	African American	Hispanic	White	Special Ed.	Econ. Disadv.	LEP
# of Students Requiring ARI	15	0	4	9	2	8	4
# Not Meeting TAKS Cumulative Standard (March, April, June)	0	0	0	0	0	0	0

Based on the cumulative results of all three reading test administrations, the AEIS report reveals that 96% of the **eighth** grade students met the standard. Additionally, 15 students not meeting the passing standard after the first attempt were given tutorials and targeted instruction to strengthen weak skill areas. After subsequent instruction, tutoring, and test administrations, all students met the passing standard to be promoted to the 9th grade.

2009-10 Student Success Initiative GRADE 8 Math							
	District	African American	Hispanic	White	Special Ed.	Econ. Disadv.	LEP
# of Students Requiring AMI	22	2	6	13	6	13	5
# Not Meeting TAKS Cumulative Standard (March, April, June)	2	0	4	2	0	2	0

Based on the cumulative results of all three math test administrations, the AEIS report reveals that 95% of the **eighth** grade students met the standard. Additionally, 22 students not meeting the passing standard after the first attempt were given tutorials and targeted instruction to strengthen weak skill areas. After subsequent instruction, tutoring, and test administrations, a total of 2 students did not meet the passing standard. All were promoted to the 9th grade.

Safe and Secure Schools

In order to prepare staff to deal with disruptive and dangerous behavior, each school in Montgomery ISD has a team of professionals trained in the Texas Behavior Support Initiative. These core TBSI teams are comprised of an administrator, general education and special education staff members. The focus of the training is how to use positive behavior supports when dealing with inappropriate behaviors ranging from minor to major disruptions. Areas covered in the training include school-wide/classroom interventions, individual interventions, how to use time-out appropriately, as well as prevention and de-escalation techniques for severe behavior. At this time, all schools in Montgomery ISD have a TBSI core team in place.

Another training provided to staff in Montgomery ISD is Nonviolent Crisis Intervention. The purpose of this training is to ensure the safety, welfare and care of both students and staff. This training provides techniques on how to deal with disruptive and aggressive types of behavior as well as instruction in how to use physical restraint in the event a student becomes a danger to himself or others. At this time, 79 staff members, up from 64 in 2009, and 28 substitutes, up from 21 in 2009; have been trained in Nonviolent Crisis Intervention.

Prior to school year 2010, MISD received Safe and Drug Free Schools and Communities (SDFSC) Title IV grant money to help the district offset costs associated with providing programs, equipment, and providing professional development to assist with school security and anti-drug programs. As of this year, the DOE has eliminated funding for the Title IV program, the following chart outlines the programs funded with SDFSC funds for 2009-2010 and are now funded by the general fund.

Title IV Safe and Drug Free Schools and Communities Budget	
Name of Activity or Program	Expenditure
Drug-use prevention programs and/or other activities	\$1,120
Violence prevention programs	\$942
Security personnel, devices, and/or equipment	\$2,249
Professional development in drug-use prevention and violence prevention	\$554
Total Grant	\$4865

For the 2009-10 school year, Montgomery Independent School District recorded the following violent or criminal incidents at the indicated campus. As expected, the majority of violent incidents occur at the High School.

Campus	Reason	JJAEF	DAEP
MIS	Possession of an illegal knife	0	1
MMS			
	Criminal mischief	2	1
	Arson	1	0
	Indecency with a child	1	0
	Public Lewdness	1	0
MJHS			
	Possession/delivery of a controlled substance	1	1
	Public lewdness	0	1
	Possession of alcoholic beverage	0	1
	Possession of marijuana	0	2
MHS			
	Possession/delivery of a controlled substance	5	3
	Possession of an alcoholic beverage	0	4
	Possession of an illegal knife	0	2
	Criminal mischief	1	0
	Aggravated sexual assault of a child	1	0
	Possession of marijuana	1	16
	Assault	0	5
	Indecent exposure	0	2
	Public lewdness	0	2
	Title 5 Offense	0	2
	Possession/distribution of pornography	0	1

Findings from school violence prevention report data that is reviewed annually and a review of violence intervention policies and procedures that the district is using indicate that we need to continue our efforts in parent education and community partnerships to provide our students with as much guidance and support as is humanly possible.

1. Parental Involvement Practices: Parental involvement is a key aspect of drug and violence prevention. All MISD schools are encouraged to have programs that involve parents. The chart below outlines ways parents are involved at the campuses. All events are down in attendance and frequencies from last year. It will be a district focus to identify root causes of the decline.

Assessment of Parent Involvement	
Activity	Number
Parent Volunteer for SDFSC Activities	29
Parent Training	8
Public Awareness Activities	25
Design of the Campus SDFSC Program	7
School/Community Partnership	10

2. **Assessment of Drugs and Alcohol Usage:** In consultation with the principals and counselors each year, the frequency regarding the use of drugs and alcohol by students is estimated. This estimate is an overall estimate of district data collected by a review of the PEIMS 425 discipline report and qualitative measures via anecdotal records.

Activity	No Indication of Use	Limited Use	Moderate Use	High Use
Student Tobacco Use		✓		
Student Alcohol Use		✓		
Student Drug Use		✓		
Student School Violence		✓		

3. **Role of the MISD Police:** Because this department has daily contact with all of our campuses, the MISD Police are critical to the SDFSC program. The MISD Police provide safe adult role models to our students. They participate in Red Ribbon Week activities, provide special programs as requested by the campus on tobacco use prevention, bicycle safety, as well as providing many other support services.