



Pride in Excellence

**McLean Independent
School District**

**2013-2014
Comprehensive Needs Assessment**

STUDENT PERFORMANCE

In determining needs for the McLean Independent School District, the Site-Based Decision Making Committee examined student performance on the student achievement indicators as outlined in TEC 39.053c: ***assessment instruments***, ***dropout rate***, ***graduation rate***, and ***college readiness standards***. Performance data was disaggregated by all student groups served by the district, including ethnicity, socioeconomic status, and populations served by special programs. Data sources include STAAR results, TAKS results, state accountability reports, and PBMAS data.

ASSESSMENT INSTRUMENTS: GRADES 3-8 STAAR-EOC

(Data is included for all students and any subpopulation which has at least 5 students in each grade.)

Grade	Subject	All Students	White	Hispanic	EcoDis
3	Math	80	86	Because of small numbers of Hispanic students in each grade, percentages per grade are omitted to protect privacy of individual students.	80
4	Math	69	73		57
5	Math	73	78		71
6	Math	95	94		100
7	Math	80	79		80
8	Math	100	100		100
9	Math	100	100		100
10	Math	100	100		100

MATH AVERAGE

87.125

88.75

81

86

Grade	Subject	All Students	White	Hispanic	EcoDis
3	Reading	93	93	Because of small numbers of Hispanic students in each grade, percentages per grade are omitted to protect privacy of individual students.	80
4	Reading	85	82		71
5	Reading	64	67		57
6	Reading	95	94		100
7	Reading	95	95		100
8	Reading	100	100		100
9	Reading	71	83		57
10	Reading	71	75		80

READING AVERAGE

84.25

86.125

71

80.625

Grade	Subject	All Students	White	Hispanic	EcoDis
5	Science	83	80	See note above.	75
8	Science	92	100		100
9	Science	92	91		83
10	Science	79	83		75
SCIENCE AVERAGE		86.5	88.5	82	83.25

Grade	Subject	All Students	White	Hispanic	EcoDis
8	Social Studies	92	100	See note above.	100
9	Social Studies	85	82		83
10	Social Studies	71	67		25
SOCIAL STUDIES AVERAGE		82.66666667	83	89	69.33333333

Grade	Subject	All Students	White	Hispanic	EcoDis
4	Writing	54	45	See note above.	43
7	Writing	90	89		80
9	Writing	50	50		14
10	Writing	64	67		20
WRITING AVERAGE		64.5	62.75	57	39.25

Spring 2013 STAAR data reveals areas of strengths and weaknesses.

Strengths

1. Math – grades 6,8, 9, 10, 11 (95% or greater passing)
2. Reading/TAKS ELA – grades 6, 7, 8, 11 (95% or greater passing)
3. Math, Reading, and Science cumulative scores for all students, white, and economically disadvantaged over 80% passing
4. Writing – grade 7 (80% or greater in all sub-populations)

Needs

1. Writing – Significant weakness in all sub-populations of grade 4 and English I EOC scores.
2. Writing – Major need in economically disadvantaged students (43% passing in grade 4, 14% in grade 9, and 20% passing in grade 10)
3. Economically disadvantaged students in grade 4 performing significantly lower than other sub-populations in reading and math.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress is a federal measure of student performance on state assessments in grades 3-8 and 10 based on the following indicators and standards for 2013: Reading/English Language Arts proficiency – at least 93%; mathematics proficiency – at least 92%; participation rates on assessments of at least 95%; four-year graduation rates of at least 75%; and attendance rate of at least 90%. Texas has applied for a waiver of these requirements and it has been granted. AYP is now replaced by a “System Safeguard” measure.

System Safeguards

McLean Independent School District/McLean School Campus was responsible for meeting 20 possible indicators in the system safeguards. MISD met 19 of the 20 standards (95%).

Participation Rates (6 eligible indicators) – Campuses were required to meet the 95% participation rate in subjects and subpopulations for which size requirements were met. MISD met the standard on all 6 indicators.

Performance Rates (14 eligible indicators)- Campuses were required to meet a 50% passing rate on state assessments in subject areas and sub-populations which meet size requirements. As indicated in the “Needs” section above, MISD failed to meet the 50% standard in writing for economically disadvantaged students.

DROPOUT RATE

The most recent dropout data available from the 2011-12 school year indicates an annual dropout rate of 3.3% for all students. While McLean ISD strives for a goal of having no student drop out, the current rate is acceptable by state standards.

GRADUATION RATE

The five-year graduation rate for McLean ISD as reported on the August 2013 TEA Accountability Report is 93.8%, above the state average of 87.7%.

COLLEGE READINESS STANDARDS

College readiness is measured in a variety of ways: analysis of advanced course/dual credit completion, Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP) graduates, Texas Success Initiative (TSI) Higher Education Readiness component, and ACT/SAT results. The numbers discussed below are taken from the most recent Academic Excellence Indicator System (AEIS) report and student records. Updated figures will be available in late fall.

Advanced Course/Dual Credit Completion

During the fall semester of 2012, 13 juniors and seniors enrolled in a total of 24 dual credit courses covering English, math, and social studies. 79% of students received either an A or B in the courses.

During the spring semester of 2013, 11 juniors and seniors enrolled in a total of 17 dual credit college courses through Clarendon College. 76% of students received either an A or B in the courses.

Graduation Program Completion

Thirteen (100%) members of the graduating class of 2013 received diplomas (12 in May; one finished requirements during the summer). 30.8% earned diplomas under the distinguished achievement plan (DAP), and 46.2% earned the recommended high school program (RHSP) diploma. 23% of seniors graduated with the minimum high school plan (MHP) diplomas. While the district would desire a much lower minimum diploma rate, we are confident that in the cases of these particular students, the alternative would have been no diploma at all. A graduate with a minimum diploma is much preferred to a drop-out.

ACT/SAT Results

ACT has established college readiness indicators based on ACT results. Benchmarks are set for each subject area to serve as predictors of college success in corresponding subjects. Benchmarks are as follows: English Composition - 18 on English subtest; Algebra – 22 on Math subtest; Social Science – 21 on ACT Reading subtest; and Biology – 24 on ACT Science subtest. A comparison of McLean student performance and benchmarks indicate that 71% demonstrate readiness for English Composition; 57% demonstrate readiness for College Algebra; 57% demonstrate readiness for Social Sciences; and 43% demonstrate readiness for Biology (and increase of 32 points from the previous year). Twenty-nine percent of students met benchmarks in all four areas. All percentages are higher than state and national averages.

Overall, McLean ISD students demonstrate a strong readiness for college using multiple measures.

Beyond 2013-2014

The Texas Education Agency has recently announced that passing standards for 2013-14 will remain the same as for 2012-13. However, there will be a significant jump in student performance expectation for the 2014-15 school year. The chart on the following page shows the number of students who would have met the state performance standard in 2014-15 and in 2016 and beyond based on their performance on the 2012-13 test. The column for the advanced standard is not going through a phase-in process. The 2013 standard will apply for the 2012-13 school year and beyond.

Grade	Subject	% of Students Meeting Satisfactory (Passing) Standard on STAAR Assessments				% Meeting Advanced
		2013 Standard		2014-15 Standard	2016 and beyond	2013 and beyond
		McLean	Statewide			
3	Reading	93	79	73	40	20
3	Math	80	70	53	13	0
4	Reading	85	72	69	46	23
4	Math	69	68	54	23	8
4	Writing	54	71	31	31	8
5	Reading	64	77	36	0	0
5	Math	73	75	55	9	9
5	Science	83	73	50	25	0
6	Reading	95	71	95	50	20
6	Math	95	74	80	65	20
7	Reading	95	77	80	45	10
7	Math	80	71	50	30	10
7	Writing	90	70	55	25	5
8	Reading	100	84	100	92	46
8	Math	100	77	85	62	8
8	Science	92	75	84	69	15
8	Social Studies	92	63	46	23	0
9	Eng I Reading*	71	70	50	36	0
9	Eng I Writing*	50	54	36	29	0
9	Algebra I	100	82	69	23	8
9	Biology	92	88	85	38	8
9	World Geography**	84	81	62	15	0
10	Eng II Reading*	71	78	71	71	35
10	Eng II Writing*	64	53	57	35	0
10	Geometry**	100	86	86	57	36

10	Physics**	79	82	64	64	14
10	World History**	71	70	57	35	0

*Reading and Writing will be combined into one test for both Eng I and Eng II beginning in Spring 2014

**Test no longer required after 2013