

Katy Independent School District
Seven Lakes Junior High
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Seven Lakes Junior High School's Mission Statement

Seven Lakes Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become an independent learner, a responsible citizen, an effective communicator, an innovative thinker, a creative problem solver, and an honorable collaborator as they create the future.

Value Statement

The Spartan Creed we aim to live by is:

- i** - Integrity
- C** - Community
- A** - Accountability
- R** - Respect
- E** - Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes JH is a middle school in an affluent suburb of Katy, Texas that serves 2050 students in grades 6th through 8th. SLJH consists of 11.1% economically disadvantaged students, 3% English language learners, 6.9% special education students, and 16.6% gifted and talented students. The student body consists of 23% Hispanic students, 8% African American students, 42% Caucasian students, and 22% Asian students. Of these students, 14.2% are At Risk, and 17.7% are served in our CTE programs.

Our Campus Advisory Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are further supported by instructional coaches, which exist for every content area, and through feedback, from regular administrative walkthroughs. All teachers participate in Learning Walks, to reinforce the use of best practices.

Our PTA consists of over 900 members and has an annual budget of over \$100,000 which is mostly spent on teacher grants. Our volunteers complete over 20,000 hours of volunteer work last year to support our school. Each year we have several activities that involve the community such as a Community Pep Rally and International Festival.

Demographics Strengths

SLJH was in the top 25% of the Closing Performance Gaps in 2018 with an index score of 100 which was at the top of our comparison group and earned us a distinction in this area.

The following chart displays the percentages of students in sub-populations who met or exceeded progress:

Population	Reading % Met or Exceeded Progress	Math % Met or Exceeded Progress
ELL	80	83
African American	77	78
Hispanic	77	79

White	76	82
Asian	86	90
Two or More Races	79	82
Special Ed	63	73
Econ. Dis.	71	73

We earned seven of the seven areas of distinction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 63% of our students in Special Education met or exceeded progress on the reading test. **Root Cause:** Exposure to on grade level reading and the rigor of the assessment questions.

Student Academic Achievement

Student Academic Achievement Summary

Our STAAR scores for the 2017-2018 school year were as follows:

Subject	Approaches	Meets	Masters
Reading	95	78	55
Math	98	87	57
Writing	97	80	42
Social Studies	94	79	58
Science	97	90	71

Our special education students, African American students, and ESOL students are three areas where we need to improve in all content areas. We have a particular dip in number of ESOL students that met progress in math. The majority of our failures in special education are students who tested on line, which means we need to really exam their comfort level with that mode of testing.

Three fourths of our students achieve either all A or A/B honor roll on their report cards. The majority of our students meet or exceed progress in all state tested contents.

All core content teachers offer before or after school tutorials twice per week from September to May. There is a google doc posted on the campus website that lists dates, time, & room number so that any parent or student can make arrangements to come to a tutorial, no appointment necessary. Students have the option to attend tutorials with their own teacher or a different teacher. This worked because it provides the additional small group instruction necessary for the kids who need it as well as a flexible schedule for parents who have tight schedules.

Extended day tutorials with transportation are provided for all ESOL students for twelve weeks both in math and science. This worked because students receive the additional instruction with the subjects that have challenging vocabulary for them to grasp. It provides a safe environment for students to practice reading, speaking, and writing using the content specific vocabulary.

Advisory period is a 25 minute daily study hall for all students, however, teachers pull students during this time to reteach and/or retest those that need it. During advisory, our students either attend a study hall to complete class assignments/homework or attend a re-teach tutorial with a teacher to reinforce a specific concept. This works because students are provided with the additional instruction and practice they need without having to stay after school or come before school.

We have developed a collaborative culture that calls for all teachers to work on a lesson planning team to plan for instruction, analyze data, create common assessments, and review student work. In addition to meeting once or twice a week, teachers are provided with a full day in the fall and a full day in the spring to analyze the testing data, break down the TEKS, and plan their curriculum calendar. This works because teachers have a clear focus, students are assessed across the campus, and best practices are shared.

In addition to the strategies listed above, we have added small group targeted intervention tutorials twice per week for these special populations during advisory.

Student Academic Achievement Strengths

SLJH earned Distinction Designations in all areas in the State Accountability system.

Our ELL students met or exceeded progress as follows:

- Reading 80% and Math 83%

Our Special education students met or exceeded progress as follows:

- Reading 63%, Math 73%

Our at risk population met or exceeded progress as follows:

- Reading 71%, Math 73%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 45% of our ELL students are achieving the "meets" standard in reading and 66% in math, 56% in science and 50% in social studies. **Root Cause:** These students may not understand all of the academic vocabulary necessary to be successful on the state test.

Problem Statement 2: Only 33% of our special ed students are achieving the "meets" standard in reading and 41% in math, 41% in science and 34% in social studies. **Root Cause:** These students may have difficulty answering higher level questions that require deeper thinking.

School Processes & Programs

School Processes & Programs Summary

We continue to grow each year and work hard to recruit and hire the best teachers and staff who are highly qualified and place extra emphasis on building positive relationships with kids. In the five short years we have been open, 14 of our teachers have been hired by other campuses as instructional coaches, and two of our teachers have been hired as assistant principals, which indicates our teachers have a reputation for being excellent instructional leaders.

We have hired anywhere from 25 to 30 new staff members each year due to growth. We hire by committee and attempt to have members of the team that has the vacancy participate on the hiring committee.

We lose staff every year for a variety of reasons including promotions, transfers, and resignations. The majority of our new hires are for growth reasons.

Our Campus Advisory Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are further supported by instructional coaches, which exist for every content area, and through feedback, from bi-weekly administrative walkthroughs. All teachers participate in Learning Walks, to reinforce the use of best practices.

Instructional

SLJH faculty and staff are focused on student growth and achievement. We are committed to providing students with exceptional learning experiences through hands on instruction and innovative and research based strategies. SLJH faculty and staff monitor progress and achievement data based on the general population and sub-populations on a regular basis to ensure that students meet or exceed growth expectations.

Curricular

SLJH uses unit plans developed by lead teachers and instructional coaches at the district level to ensure that we are covering all of the TEKS at the

appropriate level of rigor.

Personnel

SLJH recruits teachers and staff via word of mouth. Teachers actively participate in all aspects of the hiring process, from screening resumes to actually sitting in on the interviews. This empowers them to seek out candidates they know have the same philosophies regarding how we treat kids, what our expectations are for all kids, and the level of commitment to continuous learning as educators.

SLJH supports new teachers by assigning them a mentor as well as providing them with a collaborative team that meets consistently to review data and plan excellent instruction.

SLJH retains teachers by giving them a voice, training them to become leaders, and maintaining a positive school culture that celebrates successes and views failures as an opportunity to grow.

Organizational

Our staff is organized into small teams of teachers we call professional learning communities that focus on specific content areas as well as departments by content area. Each department is represented on the leadership team and collaborates regularly to problem solve and participate in leading the school.

Administrative

Administrators also meet consistently and are assigned to specific departments to support and assess all areas of school operations.

Budget

Departments submit a proposal for any and all expenditures such as tutorials, supplies, reading materials, and technology needs. This works because it keeps everyone budget focused.

All inventories are carefully documented and monitored. Department chairs and other staff are designated to collect expensive school equipment such as technology, science equipment, etc. This worked because the staff is being held accountable for our resources and everything was neatly labeled and stored for future use.

We carefully monitor the facility to ensure that everything is in good repair and works properly. We keep a binder with all work orders and completion dates.

Teachers conduct a checklist inspection of their rooms and work areas twice a year and report any needs directly to the campus secretary. This worked because each department took care of their individual budget and everyone took care of their specific working area.

Technology

All classrooms have access to a variety of technology for both teacher and student use. This ranges from desk tops to laptops, ipads, chrome books, and SMARTboards. While we do not have one-to-one devices, the majority of our students bring their own devices, so every student always has access to a device. Our Brightbytes survey indicated high levels of comfort with using technology on a daily basis for teaching and learning. Students are allowed to have and use their devices throughout the day in all areas of the building except the bathrooms and locker rooms.

Assessment

Our teachers work collaboratively to create common lesson plans. Part of that process involves them writing common assignments, quizzes, projects, and tests. Data is looked at regularly by teacher and by special populations to plan next steps in the teaching and learning process. We also participate in all district learning assessments and utilize that data as well.

School Processes & Programs Strengths

Student achievement scores continue to rise yearly.

Staff surveys continue to be overwhelmingly positive.

The majority of teachers and staff choose to stay with us.

Teachers who request permission to attend additional staff development opportunities outside of what the campus and district provide are generally granted that permission and financial support.

A team of teachers from each content area attend state and/or national conferences each year to stay abreast of best practices.

We administered a survey from Safe and Civil Schools to all students and teachers and the response was overwhelmingly positive in all categories, which included, but were not limited to school climate, leadership opportunities, voice, and safety.

Perceptions

Perceptions Summary

Our parents and community members will be informed and involved in the teaching and learning that takes place in our school.

Our PTA membership is more than 80% of our 2000 Spartan families and almost 100% of the campus staff. The PTA is very active with 18 executive board members and various committee chairpersons. Their mission is student driven and they successfully raise close to \$200,000 yearly for campus initiatives. This works because parents are eager to support a PTA that is student focused.

We have a PALS program with our neighboring high schools that allows for 12 high school students from each of our two feeder high schools to come and mentor 25 of our students once a week. This works because our mentees look up to the high school students and listen to their positive guidance and feel more confidence due to that relationship.

We Keys Mentors that come to our school and mentor our students. This positive adult relationship works to build the self-esteem of our students. We have various business partnerships that help to support a variety of initiatives at our school such as Starbucks providing coffee for our teachers. CiCi's Pizza, McDonalds, and Chic-fil-A provide incentive coupons and spirit nights for our students throughout the year. Medina Orthodontics provides free pictures for our Multicultural Fair and Katy Orthodontics provided the entire student body and staff with shirts for the Dude Be Nice campaign sponsored by our Teen Leadership students. This works because our families then spend their dollars at these businesses making it a mutually beneficial endeavor.

We have a Community Pep Rally in the fall during which we invite all parents, students, and local business to come enjoy hot dogs and celebrate our athletes. The cheer squad and band members keep the energy high during whole evening. Spartans Chance to Dance also performs as well our Security Officer leading staff members performing popular songs. Our student groups also sponsored different booths such as face painting, games, etc. This works because it allows fellowship among the entire community.

PTA sponsors three parent nights per year including Cyber bullying awareness, Rachel's Challenge, and a new comers networking social. This works because it helps to keep the parents informed regarding our school systems.

SLJH also has a Diversity Club whose membership consists of students and staff members. One of the major events that the Diversity Club supports is a Multi Cultural Fair in the Spring. Students, families, community members and local businesses represented 20 countries from around the world. Each country has a booth to share their native food, dress, games, and cultural traditions. It has been a very successful night of learning from each other and making connections across cultures.

SLJH has a positive and solution oriented school culture and climate as measured by the annual student, parent, and staff climate survey, student and teacher attendance rate, and parent involvement rate. Our student attendance rate was 97.5% putting us in Q1 for attendance purposes in all indexes. Our parental involvement hours were the top in the district with over 17,000 volunteer hours for the school year. The level of engagement and satisfaction of our teaching staff is very high with 75% of the staff involved in extra-curricular activities an overwhelmingly positive response to the staff survey. 20% of the staff has

volunteered to participate in our first ever Teacher Leader Cohort with the intent of strengthening our teacher leader base. Anonymous parent survey indicates an overwhelmingly satisfied parent clientel.

Student surveys indicate students feel safe and cared for on our campus. Student achievement indicates a safe and positive learning environment is being provided and is supporting student success. Our student discipline data is the lowest in the district, which indicates positive relationships and clear expectations are proving to be successful.

Perceptions Strengths

The PTA is meeting the instructional needs of the campus by awarding grants to teachers who submit a request for instructional materials. Almost every grant request submitted has been funded ranging from frogs to dissect for science teachers to technology for various classrooms.

The 20 different cultures respresented at SLJH Multi Cultural fair brought together and celebrated our students, staff, and community members.

Our attendance rate is 97.5 for students. All surveys indicate satisfied constituents. Discipline rates are among the lowest in the district with minimal amounts, less than 10, of out of school suspension. Students indicate they feel safe and respected in our school according to the annual student survey. Staff indicate they feel supported and valued. Parents indicate they are happy with the level of communication and overall service of campus staff.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals





Revised/Approved: July 24, 2017

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percent of ELL students and students in Special Education scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase by 10% over the previous year.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) SLJH is participating in the Collaborative Teaching Model for the current school year which calls for special education teachers to be content specialists and have common planning times with general education teachers weekly. 2) The instructional coach will participate in planning sessions using both the curriculum and suggestions for appropriate modifications as well as how to differentiate lessons.	Special Education Teachers Administration Instructional Coaches	Special education students will receive high quality targeted instruction resulting in improved student performance on STAAR tests, DLAs, and CBAs in math and reading. Instructional staff will grow in their ability to plan and implement instruction that meets the needs of special education students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The percent of students in Special Education meeting or exceeding progress will increase by 10% over the previous year in reading.

Evaluation Data Source(s) 2: End of year STAAR report and accountability report.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will track data and plan differentiated lessons based on the data.	Instructional Coaches Special Ed Case Managers	Students will be working on targeted skills on their current instructional level.				


Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percentage of 7th grade students scoring "masters" on the writing STAAR test will increase by 10% over the previous year.


Evaluation Data Source(s) 3: STAAR Results

Summative Evaluation 3:

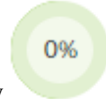
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will use pre-assessments to drive instruction and target areas needing additional instruction.	Instructional Coaches Teachers	Students will be working on and master skills not previously mastered.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.


Performance Objective 1: Department and grade level teams with assistance from Instructional Coaches will utilize data in various formats to improve instruction.

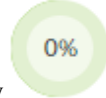
Evaluation Data Source(s) 1: PLC Minutes, Data discussions, planning sessions


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff will participate in training to interpret student data. 2) Instructional coaches will provide on going training to staff members on gathering data and how to use it to plan effective lessons. 3) Instructional coaches and administrators will attend planning sessions to ensure teams are utilizing data to guide instruction.	Instructional Coaches Administrators	Data will frequently be used when planning to target specific objectives needing attention.				
2) Teams will create Student Learning Objectives to target an area needing additional instruction. This will include a proficiency scale used to track student progress.	Administrators Instructional Coaches Department Chairs	Students will master skills that were previously difficult to master.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Seven Lakes Junior High will establish systems for teachers to feel connected to one another and to feel supported by administration and support personnel in order to retain teachers.

Evaluation Data Source(s) 1: Teacher retention rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff will engage in team building activities at all staff meetings. Instructional Coaches and Administration will provide support during planning sessions. Administrators will visit classrooms and give positive feedback weekly. Social events will be planned monthly.	Administrators Instructional Coaches	Staff members will know each other and feel connected. Staff members will know their strengths. Staff members will feel supported.				
2) The administrative team will develop an exit survey to teachers who resign or transfer from SLJH.	Administration	The SLJH Administrative Team will have a clear understanding of what obstacles keep us from retaining quality teaching staff.				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Seven Lakes Junior High will identify existing parent and community engagement programs and continue to look for ways to engage all stakeholders throughout the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:



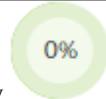

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Review existing ways the parents and community are involved. Implement practices to engage families from diverse backgrounds.	Administration PTA	Stakeholders from all of the demographics represented on the campus will be involved in the school community.				

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Seven Lakes Junior High will establish a system that proactively supports emotional well-being of our students.

Evaluation Data Source(s) 1: Student Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will implement the "Character Strong" program campus-wide during advisory once a week. The Spartan Roundtable (students) will develop ways to help students feel connected. Students will participate in team building activities weekly in advisory.	Administrators Counselors Spartan Roundtable Teachers	Students will feel connected and included and learn how to be a good citizen.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) SLJH is participating in the Collaborative Teaching Model for the current school year which calls for special education teachers to be content specialists and have common planning times with general education teachers weekly. 2) The instructional coach will participate in planning sessions using both the curriculum and suggestions for appropriate modifications as well as how to differentiate lessons.
1	2	1	Teachers will track data and plan differentiated lessons based on the data.

State Compensatory

Personnel for Seven Lakes Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Vela	Reading Lab Teacher	Read 180	
Haley Weir	Math Lab .33		
Jennifer McConnell	Math Lab .33		
Shared Unit	Academic Support	State Compensatory Ed	1
Shelia Balash	Math Lab .33		

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Classroom Teacher	Brandon Autrey	Teacher
Administrator	Kristin Harper	Principal
Business Representative	Kami Huyse	Business Partner
Parent	Holly Kaiser	Parent
Administrator	Genevieve Lopardo	Administrator
Classroom Teacher	Laura Marx	Teacher
Classroom Teacher	Amy Mayers	Teacher
Parent	Lyndy Olinger	Parent
Counselor	Rebecca Parker	Counselor
Parent	Shelley Rajagopalan	Parent
Counselor	Tatiana Salvo	Counselor
Classroom Teacher	Drue Sieloff	Teacher
Classroom Teacher	Ruth Wrubel	Teacher

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

SEVEN LAKES J H (101914053) - KATY ISD

Accountability Rating

Met Standard

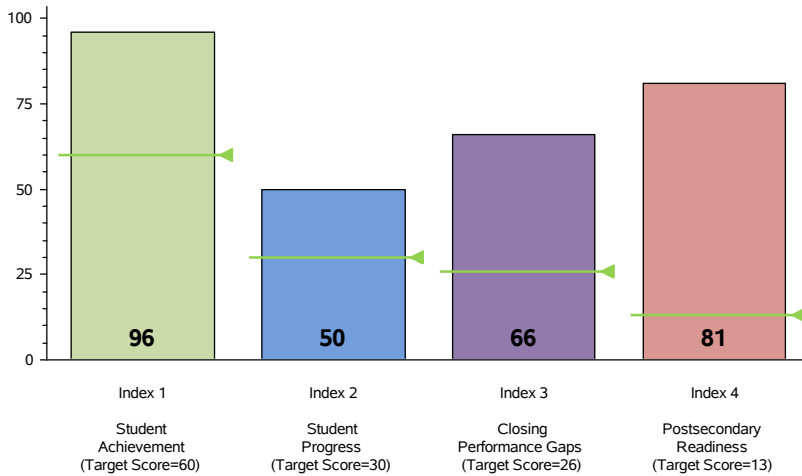
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	1,771 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	5.6
Percent English Language Learners	3.6
Mobility Rate	4.9
Percent Served by Special Education	5.9
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,995	5,209	96
2 - Student Progress	800	1,600	50
3 - Closing Performance Gaps	1,990	3,000	66
4 - Postsecondary Readiness			
STAAR Score	80.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		81

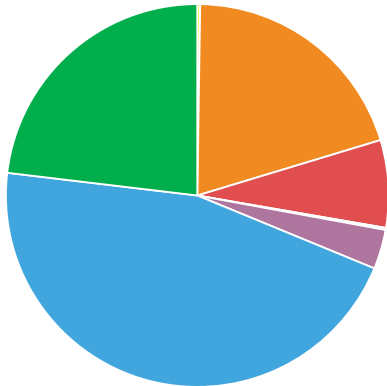
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	37 out of 39 = 95%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
Total	55 out of 57 = 96%

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

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Student Profile



Student Statistics

Total Enrollment	1,771
At-Risk	14.23%
Low Income	5.65%
Limited English Proficient	3.61%
Special Education	5.87%
Career Technology Educat..	22.64%
Bilingual	0.00%
ESL	3.50%
Gifted/Talented	14.79%
Title I	0.23%
Attendance Rate	97.28%

Race/Ethnicity	#	%
White	809	45.68%
Hispanic	409	23.09%
Asian	356	20.10%
Black/African American	131	7.40%
Two or More Races	59	3.33%
Am Indian/Alaskan Native	4	0.23%
Native Hawaiian Pacific Islander	3	0.17%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

TEXAS EDUCATION AGENCY

2017 Accountability Summary

SEVEN LAKES J H (101914053) - KATY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

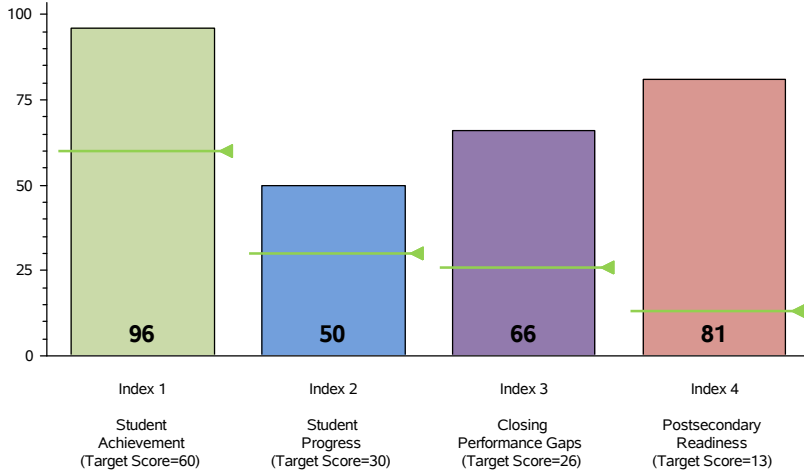
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	1,771 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	5.6
Percent English Language Learners	3.6
Mobility Rate	4.9
Percent Served by Special Education	5.9
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,995	5,209	96
2 - Student Progress	800	1,600	50
3 - Closing Performance Gaps	1,990	3,000	66
4 - Postsecondary Readiness			
STAAR Score	80.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		81

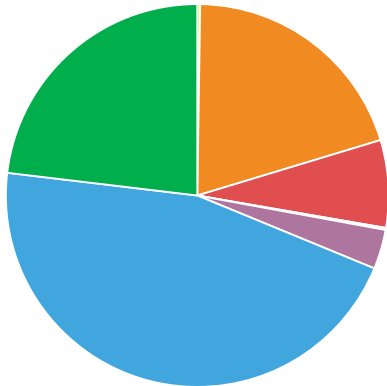
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	37 out of 39 = 95%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
Total	55 out of 57 = 96%

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

53 - Seven Lakes Junior High

Student Profile



Student Statistics

Total Enrollment	1,771
At-Risk	14.23%
Low Income	5.65%
Limited English Proficient	3.61%
Special Education	5.87%
Career Technology Educat..	22.64%
Bilingual	0.00%
ESL	3.50%
Gifted/Talented	14.79%
Title I	0.23%
Attendance Rate	97.28%

Race/Ethnicity	#	%
White	809	45.68%
Hispanic	409	23.09%
Asian	356	20.10%
Black/African American	131	7.40%
Two or More Races	59	3.33%
Am Indian/Alaskan Native	4	0.23%
Native Hawaiian Pacific Islander	3	0.17%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

TEXAS EDUCATION AGENCY

2017 Accountability Summary

SEVEN LAKES J H (101914053) - KATY ISD

Accountability Rating

Met Standard

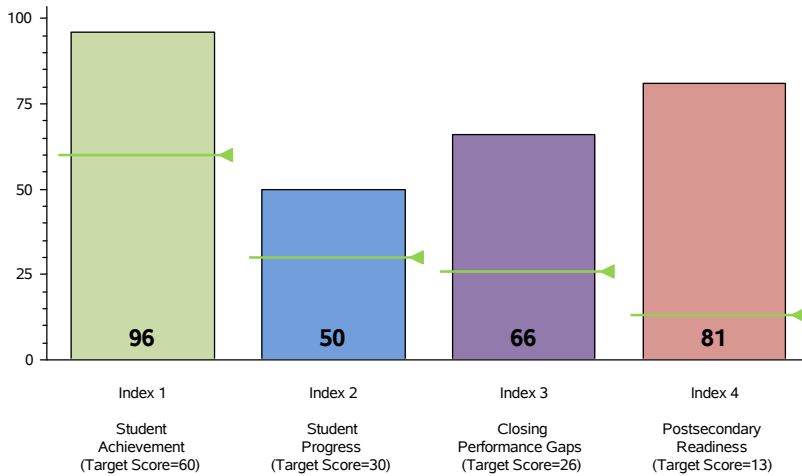
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Performance Index Report



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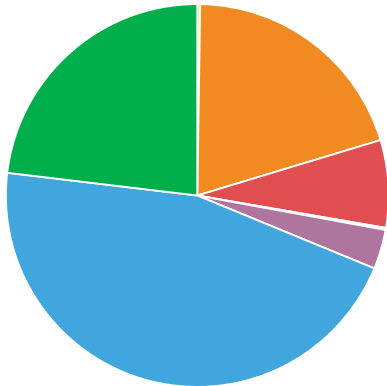
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