STAAR Performance History

This is an overview of Southside's previous STAAR performance through spring of 2019 when we scored a letter grade of a D. It outlines the actions that took place as a result of that D.

For the **2019 - 2020** school year, due to COVID, all campuses state-wide are considered "Not Rated" for state accountability.

For the **2018 - 2019** school year, our campus earned a D (68) for state accountability.
Domain 1 - Student Achievement - C
Domain 2 - School Progress - C
Domain 3 - Closing the Gaps - F

Prior to 2019, from **spring of 2013 to spring of 2018**, we have always "Met Standards" and earned distinction designations. (Several years, we earned the distinction designation in Closing the Gaps - the very area we scored an F in 2019.)

Southside has "Met Standards" each year and has received the following state distinction designations:

__12–13__ Academic Achievement in Reading/ELA;

*__13–14__ Academic Achievement Reading; Academic Achievement Math; Academic Achievement Science; **Top 25% Closing Performance Gaps**; Postsecondary Readiness*

*__14–15__ Academic Achievement Science; **Top 25% Closing Performance Gaps***

__15–16__ Academic Achievement Science

*__16–17__ Academic Achievement Math; Academic Achievement Science; **Top 25% Closing Performance Gaps***

__17–18__ Postsecondary Readiness

> **From 2014 to 2020, our percentage of economically disadvantaged students has increased from 70.3% to 84.21%. The percentage of students receiving special education services has nearly tripled from 4.8% in 2014 to 14.33% in 2020.*

Because our letter grade was a D for 2018 - 2019, we were required to work through a Campus Needs Assessment and Planning Process during the 2019 - 2020 school year.

Campus Needs Assessment and Planning Process Guidance
https://tea.texas.gov/sites/default/files/ACCT_Campus%20Needs%20Assessment%20and%20Planning%20Process%20Guidance_20.pdf

In working through the manual page by page, the first step was to become familiar with the Effective Schools Framework.

Effective Schools Framework
https://texasesf.org/

The next step in the manual was to complete the Campus Needs Assessment. (This was something separate from the needs assessment we used to develop our campus improvement plan.) It included completing two different components: Component 1 - Campus Data Reflection and Component 2 - ESF (Effective Schools Framework) Self-Assessment.

The last step in the manual was to develop a Targeted Improvement Plan (TIP). At that point, the activities identified in the TIP were to be monitored/completed by the cycle deadlines identified in the plan.