SRHS Model PLC Evidence of Effectiveness

Data Catdgory	Sam Rayburn High School	2016	2017	2018	2019	**Growth from 16 to 19**
College Readiness	CTE Coherent Sequence Graduates[1]	30.8%	23.7%	24.2%	53.8%	23.0%
	College, Career, and Military Ready Graduates	*	*	42%	57%	13%
	ACT Performance: English	16.8	16.7	17.4	18.9	11.11%
	College Ready Graduates	22%	19.9%	26.1%	32.2%	10.2%
	SAT Performance: Mathematics	446	439	478	492	9.35%
	ACT Performance: Science	18.1	18.2	18.9	19.9	9.05%
	Advanced/Dual-Credit Completion Rate: Science	5.5%	5.4%	5.1%	13.5%	8.0%
	AP/IB Examination Performance: Social Studies	16%	15.4%	20.6%	20.2%	4.2%
	ACT Performance: Mathematics	18.6	18.5	18.7	19.4	4.12%
	SRHS Postsecondary Distinction Earned[2]	0	0	0	1	1

This is a sample of our College Readiness growth evidence based on years 2016-2019, during our school's transition to the PLC model.

1. CTE Coherent Sequence Graduates: graduates who have completed and received credit for at least one CTE course aligned with an industry-based certification.
2. SRHS Postsecondary Distinction Earned: To earn a distinction for postsecondary readiness, a high school and K–12 campus must have at least 33 percent of their indicators in the top quartile of their campus comparison group (a group of campuses with similar demographics and size), and districts must have at least 55 percent of all their campuses' postsecondary indicators in the top quartile of that comparison group.

Data Catdgory	Sam Rayburn High School	2016	2017	2018	2019	**Growth from 16 to 19**
State Assessment	Accelerated Growth in Mathematics[1]	10%	12%	16%	41%	31%
	Distinction Designation Summary: Comparative Academic Growth Ranking[2]	34	17	20	2	94%
	EOC (*End of Course)* Algebra I Performance (Masters Grade Level)[3]	10%	12%	19%	37%	27%
	EOC U.S. History Performance (Masters Grade Level)	21%	25%	30%	34%	13%
	EOC Biology Performance (Masters Grade Level)	14%	13%	19%	17%	3%
	SRHS Comparative Academic Growth State Distinction Earned[4]	0	0	0	1	1
	SRHS English State Distinction Earned[5]	0	0	0	1	1
	SRHS Math State Distinction Earned	0	1	1	1	1
	SRHS Science State Distinction Earned	0	0	0	1	1
	SRHS State Distinctions Earned out of 7 available[6]	0	1	1	5	5

This is a sample of our State Assessment growth evidence based on years 2016-2019, during our school's transition into a PLC.

1. Accelerated Growth in Mathematics: percentage of students who show accelerated growth from their 8th grade math EOC to their Algebra I EOC.
2. Comparative Academic Growth Ranking: SRHS ranked 34th out of 40 schools in their comparison group based on Academic Growth in 2016 and ranked 2nd in 2019.
3. Masters Grade Level: percentage of students that scored Advanced on their EOC.
4. Academic Growth State Distinction: a distinction designation for outstanding academic growth is awarded to campuses whose School Progress, Part A domain scaled score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.
5. Subject-based State Distinctions: awarded to campuses for outstanding achievement in each subject based on outcomes of several performance indicators.
6. State Distinctions: SRHS earned 5 out of 7 total.

SRHS Model PLC Evidence of Effectiveness

Data Catorgory	Sam Rayburn High School	2016	2017	2018	2019	Growth from 16 to 19
Sub Population	EOC Algebra I Performance (SPED[1] first time testers: Approaches Grade Level[2])	43%	54%	61%	81%	38%
	EOC Algebra I Performance (SPED first time testers: Meets Grade Level[3])	*	9%	19%	47%	38%
	EOC Algebra I Performance (LEP[4]: Meets Grade Level)	*	19%	23%	57%	38%
	EOC Algebra I Performance (SPED: Meets Grade Level)	*	5%	12%	38%	33%
	EOC Algebra I Performance (SPED: Approaches Grade Level)	41%	44%	51%	71%	30%
	EOC U.S. History Performance (LEP: Approaches Grade Level)	52%	67%	63%	74%	22%
	EOC Algebra I Performance (LEP: Masters Grade Level)	7%	5%	7%	24%	17%
	EOC Biology Performance (SPED first time testers: Approaches Grade Level)	50%	48%	62%	66%	16%
	EOC U.S. History Performance (SPED first time testers: Meets Grade Level)	*	21%	31%	36%	15%
	EOC U.S. History Performance (SPED first time testers: Approaches Grade Level)	63%	63%	63%	76%	13%
	EOC Biology Performance (LEP: Meets Grade Level)	*	10%	17%	22%	12%
	EOC Biology Performance (SPED first time testers: Meets Grade Level)	*	18%	22%	24%	6%

This is a sample of our Sub-Population growth evidence on state assessments based on years 2016-2019, during our school's transition into a PLC.

1. SPED: students receiving special education services.
2. Approaches grade level: Minimum score needed to pass the assessment.
3. Meets gradel level: Score used for campus accountability by the state, higher than the "approaches grade level" standard.
4. LEP: A student labeled as Limited English Proficient.

* Data was not available for given year

Data obtained from TEA School Accountability Ratings: https://rptsvr1.tea.texas.gov/perfreport/account/index.html