

<b>District Name:</b>	<i>S&amp;S Consolidated</i>
<b>Campus Name:</b>	<i>S&amp;S Middle School</i>

**CAMPUS - Data Analysis Summary**

<b>Instructions:</b>	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
<b>Definition/Purpose:</b>	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
<b>Summary of Findings:</b>	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

**Section I - General Questions**

Is your campus identified as Improvement Required in the state accountability system?	No
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

## Section II - Index Questions

<b>Index 1 - Student Achievement</b>	Did your campus meet standard for Index 1?	Yes, with an index score greater than 5 points above target (Non-AEA 66 or higher; AEA 41 or higher)	
	<p style="text-align: center;">?</p> <p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) <i>* See help box for score details.</i></p>	<b>Student Group</b>	<b>Content Area</b>
		African American	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		Hispanic	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		White	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		American Indian	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		Asian	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		Pacific Islander	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		Two or More Races	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
		Economically Disadvantaged	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
Special Education		<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics		
<Provide any additional information here.>			
<b>Index 2 - Student Progress</b>	Did your campus meet standard for Index 2?	Yes	
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races	
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2014 and failed in 2015 <input type="checkbox"/> Students who passed in 2014 and passed in 2015 <input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015 <input type="checkbox"/> Other	
	<Provide any additional information here.>		

<b>Index 3 - Closing Achievement Gaps</b>	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	?	Yes, with an index score greater than 2 points above target
	<i>If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.</i>		
	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races	
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races	
<Provide any additional information here.>			
<b>Index 4 - Postsecondary Readiness</b>	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	?	Yes, with a non-AEA index score greater than 2 points above target
	<i>If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i>		
	<i>If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i>		
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator	
<Provide any additional information here.>			

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### Section III - PBMAS

*(If your district is not identified in PBMAS, move to section IV)*

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A or Migrant) <input type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	<Enter text>

### Section IV- Priority

*(If your campus is not identified as a priority school, move to section V)*

Which student group(s) contributed to the campus identification as a Priority school?	<input checked="" type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners <input type="checkbox"/> All Students
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## Section V - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

<b>Academic Performance</b>	<p>?</p> <p>STAAR/EOC results, Curriculum-Based assessments, PEIMS six-week principal reports.</p>
<b>Use of Quality Data to Drive Instruction</b>	<p>?</p> <p>STAAR/EOC results, Curriculum-Based Assessments, Eduphoria data tracking, Classroom walk-through data, TEKS -unpacking.</p>
<b>Leadership Effectiveness</b>	<p>?</p> <p>STAAR/EOC results, TAPR, Teacher and Principal evaluation results, Principal/Teacher self-evaluation.</p>
<b>Increased Learning Time</b>	<p>?</p> <p>Master Schedule, Students Engagement Observations, Minutes offered for staff collaboration/PD.</p>
<b>Family and Community Engagement</b>	<p>?</p> <p>Family and Community perception surveys, Number of parent/family conferences held, Number of parent volunteers.</p>
<b>School Climate</b>	<p>?</p> <p>Staff and Student Perception Data, Parent/Community Perception Data, Involvement in Extra-curricular activities, Walk-through observations.</p>
<b>Teacher Quality</b>	<p>?</p> <p>STAAR/EOC results, Teacher evaluation results, Student feedback, Professional development implementation.</p>

### Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

	Students were not able to successfully answer questions relating to Geometry and Measurement (RC 3) on the 2015 STAAR test; the average % of questions correct in 8th grade was 62%, 49% in 7th, and 50% in 6th. This was a factor in less than 20% of all middle school students achieving at Level III Advanced on the 2015 STAAR math test.																																																																																																																							
<b>Problem Statement 1:</b>	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d4edda;">Student Group</th> <th colspan="6" style="background-color: #d4edda;">Content Area</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d4edda;">African American</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Reading</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Writing</td> <td 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<b>Problem Statement 2:</b>	Results on the 2015 STAAR Reading test showed students were not able to successfully analyze and make inferences across genres and with informational text. On RC 3, Understanding/Analyzing Informational Texts students score 66% in th, 71% in 7th grade, and 74% in 8th grade. This was a factor in less than 17% of all students meeting the Level III Advanced score.								
			<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>	<b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input checked="" type="checkbox"/> Index 1: Student Achievement	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input type="checkbox"/> Index 2: Student Progress	White	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Two or More Races	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Special Education	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	

<b>Problem Statement 3:</b>	Results on the 2015 STAAR Writing test showed students were not successful in Editing (RC 3); 68% "All Students", and with writing Personal Narratives; 55% "All Students." This was a factor in only 13% of "All Students" meeting the Level III Advanced score.								
			<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>	<b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
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			<input type="checkbox"/> Index 2: Student Progress	White	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			<input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Two or More Races	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Economically Disadvantaged	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
				Special Education	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	

Student scores on the 2015 STAAR Social Studies test were below the state average. Our students scored at 65% for "All Students" and 55% for "Economically Disadvantaged." This was a factor in only 4% of "All Students" meeting the Level III Advanced score.

		Student Group	Content Area					
<b>Problem Statement 4:</b>  <b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input checked="" type="checkbox"/>	Mathematics <input type="checkbox"/>
		American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input checked="" type="checkbox"/>	Mathematics <input type="checkbox"/>
		Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input checked="" type="checkbox"/>	Mathematics <input type="checkbox"/>
		Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input checked="" type="checkbox"/>	Mathematics <input type="checkbox"/>
		English Language Learners	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>

<Type your problem statement here.>

		Student Group	Content Area					
<b>Problem Statement 5:</b>  <b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
		English Language Learners	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>



<b>Problem Statement 6:</b>	<Type your problem statement here.>								
				<b>Student Group</b>	<b>Content Area</b>				
	<p><b>Which Index(es) does this problem statement address?</b></p> <p><b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b></p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
English Language Learners			<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>	

<b>Problem Statement 7:</b>	<Type your problem statement here.>								
				<b>Student Group</b>	<b>Content Area</b>				
	<p><b>Which Index(es) does this problem statement address?</b></p> <p><b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b></p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
English Language Learners			<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>	

<b>Problem Statement 8:</b>	<Type your problem statement here.>								
			<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	Reading	Writing	Science	Social Studies	Mathematics	
			Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
English Language Learners			<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>	

<b>Problem Statement 9:</b>	<Type your problem statement here.>								
			<b>Student Group</b>	<b>Content Area</b>					
	<b>Which Index(es) does this problem statement address?</b>  <b>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	Reading	Writing	Science	Social Studies	Mathematics	
			Hispanic	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			White	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			American Indian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Asian	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Pacific Islander	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Two or More Races	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Economically Disadvantaged	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
			Special Education	<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>
English Language Learners			<input type="checkbox"/>	Reading <input type="checkbox"/>	Writing <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Mathematics <input type="checkbox"/>	

<Type your problem statement here.>

**Problem Statement 10:**

**Which Index(es) does this problem statement address?**

**Campuses may also connect this problem statement to missed/targeted system safeguard(s).**

- Not Applicable
- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Achievement Gaps
- Index 4: Postsecondary Readiness

Student Group	Content Area					
African American	Reading	Writing	Science	Social Studies	Mathematics	
Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	