

District Name:	<i>School of Excellence in Education</i>
Campus Name:	<i>Dr. Paul S. Saenz JHS</i>

CAMPUS - Data Analysis Summary

Instructions:	<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/TCDS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	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.
Summary of Findings:	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?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	No						
	<div style="text-align: right; margin-bottom: 5px;">?</div> <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.) * See help box for score details.</p>	Student Group	Content Area					
		African American	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Hispanic	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" 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 checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Economically Disadvantaged	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" 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 checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
-<Provide any additional information here.>								
Index 2 - Student Progress	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.>							

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	?	Yes, with an index score equal to target or less than/equal to 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 checked="" 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.>									
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	?	No						
	<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 checked="" 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.>									

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 checked="" type="checkbox"/> NCLB (Title I, Part A or Migrant) <input checked="" 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?	Special Education students attending Saenz Junior High School are experiencing difficulties in writing, science, and social studies. All students, many of those who are economically disadvantaged, are experiencing difficulties with writing, science, and social studies. Math continues to be an area of concern for all students.

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"/> Not Applicable <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education
---	--

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)

Academic Performance	Attendance, Discipline, 6 - week checkpoints, Benchmarks, Data Analysis of prior year STAAR Assessments will used to assess academic performance.
Use of Quality Data to Drive Instruction	Use data analysis to establish criteria for weekly walk-throughs to direct change, Use of attendance/discipline to determine needs assessment for intervention, Data Analysis of prior year STAAR Assessments
Leadership Effectiveness	Reflective questioning and discussion with teachers based upon walk through analysis; Provide critical feedback and individual professional development, and whole staff professional development; Increased student achievement, attendance, and parent and student feedback; Decrease in discipline referrals
Increased Learning Time	Increased instructional time through targeted tutorials; Established Professional Learning Communities (PLC's) during the school da;, Implementation of targeted teacher established tutorial time; Implementation of Student Personal Learning Communities to include extra-curricular activities such as math & science clubs, Intramurals, Robotics, college and career readiness, and character education
Family and Community Engagement	Principal Weekly Parent Newsletter (hardcopy/web), Individual teacher web-pages, teacher-parent communication logs, Parent Informational Nights - College, Career, Academics, Math and Science Nights, 6-week parent/student surveys, and Community Service Projects.
School Climate	Student pride and positive behavior will be focused through character education, teacher and student advisory councils and establishment of an active PTO organization.
Teacher Quality	Professional Development activities will be targeted to meet the individual needs of teachers. Consistent monitoring of teachers in teacher-certification programs and development of an evaluation process to monitor the teacher effectiveness/retention program. Retain Highly Qualified and Certified teachers for each school year.

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.

Only 55% of ELL and Special Education students met standards in Writing on the 2015 STAAR Writing Test.										
Problem Statement 1:	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area						
			African American	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
			Hispanic	<input type="checkbox"/> Reading	<input checked="" 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 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 checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics					

Only 39% of all students met standards in science on the 2015 STAAR Science Test.										
Problem Statement 2:	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area						
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" 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 checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics					

Problem Statement 3:	Only 30% of all students met standards in social studies on the 2015 STAAR Social Studies Test.							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" 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 checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 4:	While mathematics was not counted on the 2015 STAAR Assessment, in past years, at least 50% of students did not meet standards on the STAAR Math Test.							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" 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 checked="" type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			

Problem Statement 5:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area				
			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			

Problem Statement 6:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area				
			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			

Problem Statement 7:	<Type your problem statement here.>								
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area					
			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				

Problem Statement 8:	<Type your problem statement here.>								
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area					
			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				

Problem Statement 9:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area				
			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			

Problem Statement 10:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	Student Group	Content Area				
			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			