

Georgetown Independent School District
Tippit Middle School
2023-2024 Campus Improvement Plan



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Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	24
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tippit Middle School is one of four middle schools in Georgetown ISD. GISD continues to be a growing suburban community with increasing housing development, business and industry. In the 2020 census, Georgetown's population was reported as 67,176 with approximately 14,500 combined staff and students in GISD. In May of 2023, the Austin-American Statesman reported Georgetown as the fastest growing city in the country, adding 19,331 residents since 2020.

Georgetown ISD serves a diverse and growing population in and around Georgetown, TX with a total student population in grades Pre-K - 12th grade of 13,155 students (as reported on the GISD website, July 2023). Students in Georgetown ISD represent diverse backgrounds, ethnicities and cultures.

See addendum - **Tippit Demographics 22-23**

Demographics Strengths

Tippit has become a sought-after campus where many teachers request to transfer to work. Tippit was named a National Showcase School by Capturing Kids Hearts. Students at Tippit Middle School represent diverse backgrounds, ethnicities, and cultures. Jean Snell, clinical professor of teacher education at the University of Maryland, believes cultural diversity enhances the school experience. "There is a richness that comes from students working side by side with others who are not of the same cookie-cutter mold," she notes. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function in a multicultural, multiethnic environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our EL students and SPED students under perform other subpopulations. **Root Cause:** A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.

Student Learning

Student Learning Summary

State - 2023 Preliminary STAAR Data - see addendum **Tippit Spring 2023 Preliminary STAAR Data (Placeholder for state assessment Information)**

Local - 22-23 NWEA Map Data (Math/Reading) - see addendums **Tippit 22-23 NWEA Map Student Growth Summary Report & Tippit 22-23 NWEA Map Student Achievement Report**

EL - 2023 Preliminary TELPAS Data - see addendum **Tippit Spring 2023 Preliminary TELPAS Data**

Student Learning Strengths

Math - 6th grade Math performance exceeded grade level norms projected growth for the year.

RLA - 6th grade RLA performance exceeded grade level norms projected growth for the year. 8th grade RLA more than doubled the grade level norms projected growth for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Inconsistency in assessment practices which causes a breakdown in instruction and intervention. **Root Cause:** Lack of knowledge around creating and analyzing common assessments.

Problem Statement 2 (Prioritized): Our high achieving students are not showing significant growth over time. **Root Cause:** Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

School Processes & Programs

School Processes & Programs Summary

TMS utilizes various systems and processes to support student learning, teacher professional development and campus operations. Those include:

- Teachers meet as Professional Learning Communities (PLC) where they unpack & align student work to standards, design engaging learning experiences, discuss student growth & mastery, disaggregate data and determine needed interventions.
- Learning Design Coaches to lead PLCs & support teacher learning & growth
- Math & RLA Interventionists provide targeted interventions both in & out of the classroom based on formal & informal assessment data.
- Campus action teams support behavior, academics, operations, instruction, SEL & wellness. In most cases these teams are led by staff in order to offer teacher leadership & ownership of the work we do in our learning community.

TMS utilizes a variety of approaches to support student relationship building and behavior management. Those include:

- Capturing Kids' Hearts
- Emergent Tree- MTSS Behavior
- Solution Tree - MTSS Academic
- Attendance Action Team
- SEL Lessons
- Mentors
- Goal Setting

School Processes & Programs Strengths

At Tippit we have implemented PLCs which provides common planning time for grade level contents to unpack & align student work to standards, design engaging learning experiences, discuss student growth & mastery, disaggregate data and determine needed interventions. We are working towards examining common assessment data to inform instructional decision-making. Every staff member is on a work team that meets monthly to work towards goals outlined in our CIP and track ongoing process. We have also implemented Titan homeroom to address a multitude of students needs. (Mentors, goal setting, intervention, sel, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent and low student attendance. **Root Cause:** Lack clear and consistent procedures to deal with absenteeism.

Perceptions

Perceptions Summary

Parent Survey - see addendum **Tippit 2023 Parent Survey**

Student Survey - see addendums **Tippit 2023 Student Experience Survey 1 & 2**

Staff Survey - see addendums **Tippit 2023 Staff Survey**

Perceptions Strengths

Our student population was in line with the district as a whole with regards to their student experience survey. TMS has built in time during the day (Titan Homeroom) to help foster relationships, increase academic and social intelligence, and provide time for goal setting and mentorship.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. **Root Cause:** Lack of consistent communication and community/stakeholder involvement.

Priority Problem Statements

Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention.

Root Cause 1: Lack of knowledge around creating and analyzing common assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our EL students and SPED students under perform other subpopulations.

Root Cause 2: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Inconsistent and low student attendance.

Root Cause 3: Lack clear and consistent procedures to deal with absenteeism.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community.

Root Cause 4: Lack of consistent communication and community/stakeholder involvement.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our high achieving students are not showing significant growth over time.

Root Cause 5: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Strategy 1 Details	Reviews			
Strategy 1: See addendum - Goal 1 Performance Objective 1 Staff Responsible for Monitoring: Campus administrators, Grade Level Team Leads, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Student Learning, Growth and Progress





Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Teacher created PLC Agenda Plans for each unit of instruction will include mastery indicators for the unit.
Teacher created formative and summative assessments entered into Formative will be analyzed to determine needed interventions.
NWEA Map data will show a ____% increase from BOY to EOY in Achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 1: Teachers will work in Professional Learning Communities (PLCs), with their Learning Design Coaches (LDCs) and Content Coordinators to unpack standards and determine student academic mastery indicators for the unit. Teachers will collaborate to align daily activities and assessments to the agreed upon level of academic mastery.</p> <p>Strategy's Expected Result/Impact: Students will experience academic growth over time due to intentionally aligned work and assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Learning Design Coaches, District Content Coordinators, Campus administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>				

Strategy 2 Details	Reviews			
Strategy 2: We will monitor progress of student mastery by implementing formative assessments and deploying prevention strategies to catch struggling students in Tier 1 instruction. Strategy's Expected Result/Impact: The number of students needing Tier 2 intervention will decrease. Staff Responsible for Monitoring: Core content teachers, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: At the end of each instructional unit, PLCs will review multiple data sources to determine which students need additional support in Tier 2 interventions. Strategy's Expected Result/Impact: Providing real-time remediation will be more beneficial for students learning and mastering the content. Staff Responsible for Monitoring: Core content teachers, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: We will continue with Titan homeroom where students will conference with a mentor teacher to set goals related to academic progress, social-emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will engage in lessons & activities to increase awareness and understanding of Learner Profile attributes. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Campus administrators, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: PLCs will meet to develop core essential intervention standards. Strategy's Expected Result/Impact: Teachers will have a greater understanding of their standards and why the selected ones are essential. (Readiness, endurance, leverage, and highly tested) Staff Responsible for Monitoring: LDCs, Content Leads, Teachers, Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	July
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Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments.
Problem Statement 2: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Course Guides and 4-year plans.

Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will offer a bigger selection of CTE (Career and Technical Education) courses including Instructional Technology Application, Principals of Applied Engineering, Foundations of Computer Science, College and Career Readiness, and Investigating Careers. Strategy's Expected Result/Impact: Students will have more exposure to postsecondary opportunities. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet with every 8th-grade student to discuss HS plans and also encourage students to take AP classes when appropriate. Strategy's Expected Result/Impact: We will have more students take appropriate AP courses, CTE courses, and/or prepare for military readiness. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: Student Learning, Growth and Progress

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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: STAAR Data

Teacher-created PLC Agenda Plans for each unit of instruction will include mastery indicators for the unit.





Teacher-created formative and summative assessments entered into Formative will be analyzed to determine needed interventions.

NWEA Map data will show a ___% increase from BOY to EOY in Achievement.

Student Experience Survey results

Math 180 Reports

Strategy 1 Details		Reviews			
Strategy 1: Tippit Middle School will identify, provide instruction, assess, and intervene on essential standards for reading and math. Strategy's Expected Result/Impact: Tippit Middle School will see a ___% increase in student performance on state assessments in math and a ___% increase in student performance in reading. Staff Responsible for Monitoring: Math and reading teachers, Interventionists, Campus administrators, Learning Design Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Tippit Middle School will identify and celebrate students exhibiting Learner Profile attributes utilizing Capturing Kids Hearts (CKH) lessons and character traits. Students will be recognized for exhibiting these traits that support the attainment of the Learner Profile attributes through social media and public recognition. Strategy's Expected Result/Impact: Students will be recognized amongst their peers for displaying Learner Profile attributes on campus. Staff Responsible for Monitoring: Teachers, Campus administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Tippit Middle School will implement Math 180 Flex for students who we identified as needing intervention in Algebraic Readiness. Strategy's Expected Result/Impact: Identified students will grow ____% in Algebraic Readiness. Students will enter Algebra 1 with a stronger foundation in Algebraic Readiness. Staff Responsible for Monitoring: Admin, LDCs, Interventionists, Math teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments. Problem Statement 2: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Student SES survey results, CKH traction visits, Tippit Times, and @Tippittitans

Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will continue to implement Capturing Kids Hearts with fidelity across the campus. Strategy's Expected Result/Impact: Students will feel respected, valued, and connected to adults. Staff will model respectful relationships with students and peers. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: We will focus on the CKH Character trait lessons and explicitly teach them through Titan Homeroom, and communicate them to our parents and community. Strategy's Expected Result/Impact: We will develop more soft skills in our students, this should also help decrease behavior. Staff Responsible for Monitoring: Teachers, LDCs, Counselors, Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community.





Root Cause: Lack of consistent communication and community/stakeholder involvement.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: Professional Learning agendas, Grade Level Leadership Team meeting agendas, Staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: Make connections and provide learning around our district's newly adopted strategic direction. Strategy's Expected Result/Impact: Staff will make connections between the work we are doing on campus and how it fits into GISD's strategic direction. Staff Responsible for Monitoring: Campus administrators, Learning Design Coaches, Interventionists, and Content leads ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: We will create Grade Level/Department Leadership Roles to help MTSS academics and behaviors, attendance, social media representatives, team leaders, content leaders, and specialty club leaders. Strategy's Expected Result/Impact: Teachers will feel empowered and like they have ownership in the work they are doing. We will continue to grow and retain high-quality teachers. Staff Responsible for Monitoring: Admin, LDCs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student SES Survey, master schedules, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will analyze the Student Experience Survey (Learner Profile Survey) data and make adjustments according to student response trends. Strategy's Expected Result/Impact: Survey data will reflect students feeling more safe physically and psychologically at school. Staff Responsible for Monitoring: Counselors, Campus administrators, Learning Design Coaches, Team leads, and Content leads ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: We will prioritize small class sizes in our core classes as we build our master schedule. Strategy's Expected Result/Impact: Teachers will be able to provide a higher quality tier one instruction and intervene more effectively in real-time. Teachers will also be able to make more connections and build stronger relationships with students in their classes. Staff Responsible for Monitoring: Admin, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

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Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Master Schedule, Tippit Belief Book, Interview Panels

Strategy 1 Details	Reviews			
Strategy 1: When Tippit Middle School hires new employees we create a panel of staff and parents that look for individuals that match our vision, mission, and beliefs. Strategy's Expected Result/Impact: To recruit professionals aligned with our mission, vision, and beliefs. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: We will have a comprehensive onboarding for our new hires with our expectations linked to all of our district beliefs in our Tippit Belief Book. Strategy's Expected Result/Impact: Staff will have a clear understanding of our expectations and will understand the why behind what we do. This will help cause less confusion, frustration, and feeling overwhelmed for new staff. Staff Responsible for Monitoring: Admin, LDCs, Content leads, Team leads, and Counselors. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: We will prioritize small class sizes in our core classes as we build our master schedule. Strategy's Expected Result/Impact: Teachers will be able to provide a higher quality tier one instruction and intervene more effectively in real-time. Teachers will also be able to make more connections and build stronger relationships with students in their classes. Staff Responsible for Monitoring: Admin, and Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our EL students and SPED students under perform other subpopulations. Root Cause: A lack of consistency with implementation of best instructional practices aligned to supporting students with these needs.
Student Learning
Problem Statement 1: Inconsistency in assessment practices which causes a breakdown in instruction and intervention. Root Cause: Lack of knowledge around creating and analyzing common assessments. Problem Statement 2: Our high achieving students are not showing significant growth over time. Root Cause: Students are not consistently exposed to appropriate learning challenges or have not been presented with material aligned with their area of high achievement in the classroom. Additionally they might not have been brought into conversations about their growth and learning progress.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Staff and community member surveys

Tippit Times

Bi-weekly grade level newsletters

Social Media posts

Monthly parent/community meetings

Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will have monthly meetings that are open to family and community members. Strategy's Expected Result/Impact: Create a culture of transparency in regards to reporting school progress. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Tippit Middle school will send out weekly community newsletter (Tippit Times), bi-weekly grade-level newsletters to parents/guardians & frequent posts on social media accounts. Strategy's Expected Result/Impact: By having consistent ongoing communication with all stakeholders they will feel more connected to Tippit and will strengthen relationships. Staff Responsible for Monitoring: Campus administrators , Learning Design Coaches, Office Staff	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Staff Survey

Community survey

Skyward Class notes

Social Media Posts

Invites sent out

Strategy 1 Details		Reviews			
Strategy 1: Tippit Middle School will invite community members and GISD staff to events and mentoring opportunities to connect with students. Strategy's Expected Result/Impact: Tippit staff and board trustees will establish relationships with all our stakeholders. Staff Responsible for Monitoring: Campus administrators, Counselors, Learning Design Coaches, and Front office staff ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Tippit staff will make a personal connection with every family by the end of the first full week of school to introduce themselves as that student's teacher mentor and advocate. Teachers will make parent contact for both academic and behavioral celebrations and concerns. Strategy's Expected Result/Impact: Parents will feel a connection to Tippit staff and know that we support their students as a whole. Staff Responsible for Monitoring: Teachers, Team Leaders, MTSS Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	July
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: The story of Tippit Middle School is misunderstood or there has been a lack of information around the positive things happening at Tippit to the community. Root Cause: Lack of consistent communication and community/stakeholder involvement.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: GISD Parent survey
Surveys from Coffee with a Principal meeting
Event feedback surveys (Fall Festival, Fun Run Days, 9 weeks reward days)

Strategy 1 Details	Reviews			
Strategy 1: Tippit Middle School will continue coffee with the principal to give families and community members opportunities to have face to face interaction. Strategy's Expected Result/Impact: Build rapport with parents in the community. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Tippit Middle School will continue having mentors on campus, such as Watch D.O.G.S. and attendance mentors. Strategy's Expected Result/Impact: Increase the safety of our students and average daily attendance. Staff Responsible for Monitoring: Campus administrators, teachers, parents, attendance clerk, and counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Tippit Middle School will host community outreach activities. (Fall Festival, Dia De Los Muertos/Loteria Night, Fall/Spring Family Nights, Turkey Trot, Reindeer Run, etc.) Strategy's Expected Result/Impact: We will have more parental and community involvement leading to all stakeholders feeling more connected to our campus measured by increased attendance & participation as volunteers. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Addendums

246904 : Georgetown ISD

Logged in as Klickman, Brooke

Campus : James Tippit Middle

1601 Leander Rd
Georgetown, TX 78628-8804
(512) 943-5040 Phone
(512) 943-5049 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Jennifer Guidry

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Student Total	<u>628</u>	100%
6th Grade	<u>207</u>	32.96%
7th Grade	<u>197</u>	31.37%
8th Grade	<u>224</u>	35.67%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Gender		
Female	<u>321</u>	51.11%
Male	<u>307</u>	48.89%
Ethnicity		
Hispanic-Latino	<u>307</u>	48.89%
Race		
American Indian - Alaskan Native	<u>4</u>	0.64%
Asian	<u>12</u>	1.91%
Black - African American	<u>62</u>	9.87%
Native Hawaiian - Pacific Islander	<u>1</u>	0.16%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>13</u>	13.54%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>11</u>	11.46%
Emotional disturbance	<u>12</u>	12.50%
Learning disability	<u>49</u>	51.04%

White	219	34.87%
Two-or-More	23	3.66%

Student Programs (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

	Count	Percent
Dyslexia	81	12.90%
Gifted and Talented	60	9.55%
Regional Day School Program for the Deaf	0	0.00%
Section 504	88	14.01%
Special Education (SPED)	96	15.29%

Bilingual/ESL

Emergent Bilingual (EB)	128	20.38%
Bilingual	0	0.00%
English as a Second Language (ESL)	126	20.06%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%

Title I Part A

Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	4	0.64%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

	Count	Percent
At-Risk	306	48.73%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	9	1.43%
Intervention Indicator	40	6.37%
Migrant	0	0.00%
Military Connected	57	9.08%

Speech impairment	3	3.12%
Autism	8	8.33%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy	3	3.12%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	30	31.25%
Resource Room	52	54.17%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	11	11.46%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

	Count	Percent
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/19/2023)

	Count	Percent
Administrative Support	14	16.87%
Teacher	58	69.88%

Transfer In Students	11	1.7516%
Unschooler Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	308	49.04%
Free Meals	259	41.24%
Reduced-Price Meals	49	7.80%
Other Economic Disadvantage	0	0.00%

Homeless and Unaccompanied Youth

Homeless Status Total	4	0.64%
Shelter	0	0.00%
Doubled Up	2	0.32%
Unsheltered	0	0.00%
Hotel/Motel	2	0.32%
Not Unaccompanied Youth	4	0.64%
Is Unaccompanied Youth	0	0.00%

Educational Aide	11	13.25%
Auxiliary	0	0.00%



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Grade 6 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
													1		2	
Number	Percent	Reading											Writing			
Students Tested	208														100	
Students Not Tested																
Absent	0														0	
Other	0	0														
Total Documents Submitted	208	100														
Legend													Points Possible			
--- = No Data Reported For Fewer Than Five Students													28	28		
NSE = No Standards Established			Avg. # of Points / % Achieved													
			#	%	#	%	#	%	#	%						
All Students			208	28	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	13.0	47		
Male			93	28	NSE	NSE	NSE	NSE	NSE	NSE	15.0	53	12.7	45		
Female			115	28	NSE	NSE	NSE	NSE	NSE	NSE	14.7	53	13.4	48		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			96	23	NSE	NSE	NSE	NSE	NSE	NSE	13.1	47	10.2	36		
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---		
Asian			8	35	NSE	NSE	NSE	NSE	NSE	NSE	17.1	61	17.9	64		
Black or African American			23	26	NSE	NSE	NSE	NSE	NSE	NSE	14.0	50	11.7	42		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---		
White			73	33	NSE	NSE	NSE	NSE	NSE	NSE	16.8	60	16.2	58		
Two or More Races			6	37	NSE	NSE	NSE	NSE	NSE	NSE	19.3	69	17.8	64		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged			Yes 101	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	12.5	45	9.7	35	
			No 107	33	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.0	61	16.2	58	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants 208	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	13.0	47	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes 0	---	---	---	---	---	---	---	---	---	---	---	---	
			No 208	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	13.0	47	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner			46	19	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.1	40	8.2	29	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			161	30	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.9	57	14.4	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants 208	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	13.0	47	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants 44	19	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.2	40	8.0	28	
			Nonparticipants 164	30	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.8	57	14.4	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes 29	17	NSE	NSE	NSE	NSE	NSE	NSE	NSE	10.8	39	6.4	23	
			No 179	30	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.5	55	14.1	50	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			Yes 26	27	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.9	53	11.9	42	
			No 182	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	13.2	47	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			Participants 27	43	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.5	77	21.8	78	
			Nonparticipants 181	26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	13.9	49	11.7	42	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			Yes 96	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.6	41	8.5	30	
			No 112	35	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.7	63	17.0	61	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Extended Constructed Responses Summary Report
Grade 6 Reading Language Arts

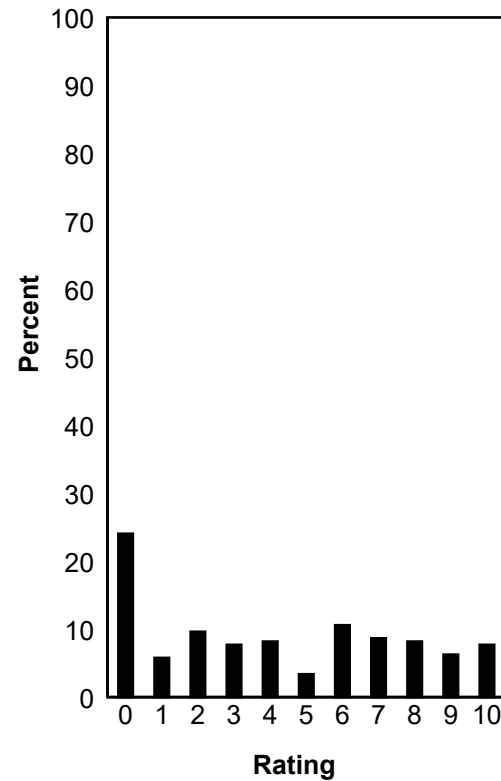
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	50	24
1	12	6
2	20	10
3	16	8
4	17	8
5	7	3
6	22	11
7	18	9
8	17	8
9	13	6
10	16	8
Total	208	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category										
													1		2		3		4				
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy						
Students Tested	184																		99				
Students Not Tested																							
Absent	1																		1				
Other	0	0																					
Total Documents Submitted	185	100																					
Legend													Points Possible										
--- = No Data Reported For Fewer Than Five Students													10		17		7		9				
NSE = No Standards Established													Avg. # of Points / % Achieved										
			#	%	#	%	#	%	#	%	#	%	#	%									
All Students			184	18	NSE	NSE	NSE	NSE	NSE	NSE	4.3	43	6.8	40	2.7	38	4.6	51					
Male			78	19	NSE	NSE	NSE	NSE	NSE	NSE	4.4	44	7.4	43	2.7	38	4.5	50					
Female			106	18	NSE	NSE	NSE	NSE	NSE	NSE	4.2	42	6.4	38	2.7	38	4.6	51					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Hispanic/Latino			92	16	NSE	NSE	NSE	NSE	NSE	NSE	3.7	37	6.0	35	2.4	34	4.0	44					
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Asian			7	26	NSE	NSE	NSE	NSE	NSE	NSE	6.6	66	10.0	59	3.1	45	6.7	75					
Black or African American			22	18	NSE	NSE	NSE	NSE	NSE	NSE	4.5	45	6.8	40	2.5	35	3.8	42					
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
White			56	21	NSE	NSE	NSE	NSE	NSE	NSE	4.8	48	7.6	45	3.1	44	5.4	60					
Two or More Races			5	23	NSE	NSE	NSE	NSE	NSE	NSE	5.2	52	8.8	52	3.2	46	5.8	64					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Economically Disadvantaged	Yes		98	16	NSE	NSE	NSE	NSE	NSE	NSE	3.7	37	5.9	35	2.3	34	3.9	43					
	No		86	21	NSE	NSE	NSE	NSE	NSE	NSE	5.0	50	7.8	46	3.0	43	5.3	59					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants		184	18	NSE	NSE	NSE	NSE	NSE	NSE	4.3	43	6.8	40	2.7	38	4.6	51					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	No		184	18	NSE	NSE	NSE	NSE	NSE	NSE	4.3	43	6.8	40	2.7	38	4.6	51					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Identified as Emergent Bilingual/English Learner			46	15	NSE	NSE	NSE	NSE	NSE	NSE	3.5	35	5.5	32	2.1	30	3.8	43					
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Non-Emergent Bilingual/Non-English Learner			137	19	NSE	NSE	NSE	NSE	NSE	NSE	4.6	46	7.3	43	2.8	41	4.8	54					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants		184	18	NSE	NSE	NSE	NSE	NSE	NSE	4.3	43	6.8	40	2.7	38	4.6	51					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
ESL	Participants		44	15	NSE	NSE	NSE	NSE	NSE	NSE	3.4	34	5.5	33	2.1	30	3.8	42					
	Nonparticipants		140	19	NSE	NSE	NSE	NSE	NSE	NSE	4.6	46	7.2	42	2.8	40	4.8	54					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Special Education	Yes		29	14	NSE	NSE	NSE	NSE	NSE	NSE	3.3	33	5.2	31	2.2	31	2.9	33					
	No		155	19	NSE	NSE	NSE	NSE	NSE	NSE	4.5	45	7.1	42	2.7	39	4.9	54					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Section 504	Yes		24	17	NSE	NSE	NSE	NSE	NSE	NSE	4.0	40	6.5	38	2.3	32	4.6	51					
	No		160	18	NSE	NSE	NSE	NSE	NSE	NSE	4.3	43	6.9	40	2.7	39	4.6	51					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Gifted/Talented	Participants		13	27	NSE	NSE	NSE	NSE	NSE	NSE	6.8	68	10.0	59	3.5	49	6.3	70					
	Nonparticipants		171	18	NSE	NSE	NSE	NSE	NSE	NSE	4.1	41	6.6	39	2.6	37	4.4	49					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
At-Risk	Yes		96	15	NSE	NSE	NSE	NSE	NSE	NSE	3.5	35	5.6	33	2.1	30	3.7	41					
	No		88	22	NSE	NSE	NSE	NSE	NSE	NSE	5.1	51	8.2	48	3.3	46	5.5	61					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Grade 7 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score											Results for Each Reporting Category			
															1		2	
Reading		Writing																
Points Possible																		
28		28																
Legend					Avg. # of Points / % Achieved													
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%		
NSE = No Standards Established					NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	
All Students					199	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	55	13.4	48
Male					102	27	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.7	52	12.0	43
Female			97	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.9	57	14.9	53		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			100	25	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	13.2	47	11.7	42		
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			16	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.6	56	12.8	46		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			71	33	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.6	63	15.6	56		
Two or More Races			9	34	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	19.3	69	14.9	53		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes		102	24	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	13.1	47	10.9	39		
	No		97	34	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.6	63	16.0	57		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants		2	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		197	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	55	13.4	48		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		199	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	55	13.4	48		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Identified as Emergent Bilingual/English Learner			45	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.2	40	9.2	33		
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL			2	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner			149	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.4	59	14.4	52		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		199	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	55	13.4	48		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants		46	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.1	40	9.1	33		
	Nonparticipants		153	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.5	59	14.7	52		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes		31	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	11.6	42	8.6	31		
	No		168	30	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.0	57	14.3	51		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Section 504	Yes		31	27	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	54	11.7	42		
	No		168	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.3	55	13.7	49		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants		16	43	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.2	76	21.9	78		
	Nonparticipants		183	27	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.8	53	12.6	45		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes		98	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	12.1	43	9.0	32		
	No		101	36	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	18.4	66	17.6	63		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Extended Constructed Responses Summary Report
Grade 7 Reading Language Arts

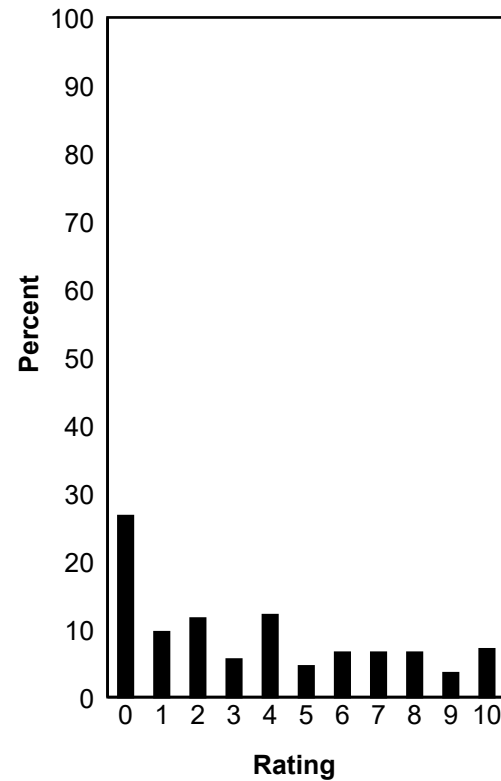
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	53	27
1	19	10
2	23	12
3	11	6
4	24	12
5	9	5
6	13	7
7	13	7
8	13	7
9	7	4
10	14	7
Total	199	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
													1		2		3		4			
Number	Percent	Probability and Numerical Representations											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy					
Students Tested	186																		99			
Students Not Tested																						
Absent	2																		1			
Other	0	0																				
Total Documents Submitted	188	100																				
Legend --- = No Data Reported For Fewer Than Five Students NSE = No Standards Established													Points Possible									
													8		17		12		9			
													Avg. # of Points / % Achieved									
			#	%	#	%	#	%	#	%	#	%										
All Students	186	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	58	7.2	42	4.4	37	4.6	51				
Male	96	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.7	58	7.4	44	4.4	37	4.8	53				
Female	90	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	57	7.0	41	4.3	36	4.4	49				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	94	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.9	49	6.4	37	3.8	31	3.9	43				
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Black or African American	13	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.1	51	6.4	38	3.3	28	4.5	50				
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	65	25	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.6	71	8.5	50	5.4	45	5.4	61				
Two or More Races	10	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.4	68	6.8	40	4.4	37	5.0	56				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	99	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.7	46	6.3	37	3.7	30	4.0	44				
	No	87	24	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.7	71	8.3	49	5.2	44	5.3	58				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	184	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	58	7.2	42	4.4	37	4.6	51				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	186	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	58	7.2	42	4.4	37	4.6	51				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Identified as Emergent Bilingual/English Learner		44	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.4	43	5.7	34	3.2	27	3.5	39				
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 2nd Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 3rd Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 4th Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Non-Emergent Bilingual/Non-English Learner		138	23	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.0	63	7.8	46	4.8	40	4.9	55				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	186	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	58	7.2	42	4.4	37	4.6	51				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL	Participants	45	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.4	42	5.7	34	3.3	27	3.4	38				
	Nonparticipants	141	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.0	63	7.7	45	4.8	40	4.9	55				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education	Yes	31	15	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.2	40	5.5	32	2.7	23	3.4	38				
	No	155	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.9	61	7.6	45	4.7	39	4.8	53				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Section 504	Yes	28	19	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.9	62	6.6	39	3.9	32	4.1	45				
	No	158	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.6	57	7.3	43	4.5	37	4.7	52				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Gifted/Talented	Participants	20	33	NSE	NSE	NSE	NSE	NSE	NSE	NSE	7.1	88	11.8	69	7.6	63	7.1	78				
	Nonparticipants	166	19	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.3	54	6.7	39	4.0	33	4.3	48				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
At-Risk	Yes	93	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.5	44	5.7	34	3.1	26	3.6	41				
	No	93	26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.7	71	8.7	51	5.7	48	5.5	61				
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Grade 8 Reading Language Arts

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
													1		2	
Number	Percent	Reading											Writing			
Students Tested	226														100	
Students Not Tested																
Absent	1														0	
Other	0	0														
Total Documents Submitted	227	100											Points Possible			
Legend													28		28	
--- = No Data Reported For Fewer Than Five Students													Avg. # of Points / % Achieved			
NSE = No Standards Established			#	%	#	%	#	%	#	%	#	%				
All Students	226	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.1	58	13.1	47		
Male	119	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.8	57	12.3	44		
Female	107	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.4	59	14.1	50		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	106	26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.5	52	11.5	41		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	27	27	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.0	54	11.6	41		
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	78	34	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	18.5	66	15.6	56		
Two or More Races	9	34	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	19.1	68	14.6	52		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	114	26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	14.5	52	11.4	41	
	No	112	33	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.7	63	14.9	53	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	226	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.1	58	13.1	47	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	226	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.1	58	13.1	47	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner		36	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	12.4	44	9.9	35	
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner		184	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.9	60	13.8	49	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	226	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.1	58	13.1	47	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	37	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	12.3	44	9.7	35	
	Nonparticipants	189	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.9	60	13.8	49	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	27	17	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	9.8	35	6.8	24	
	No	199	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	17.0	61	14.0	50	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	42	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.4	59	12.2	44	
	No	184	29	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.1	57	13.3	48	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	16	42	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.4	77	20.4	73	
	Nonparticipants	210	28	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	15.7	56	12.6	45	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	117	23	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	13.1	47	10.1	36	
	No	109	36	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	19.3	69	16.3	58	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 8 Reading Language Arts

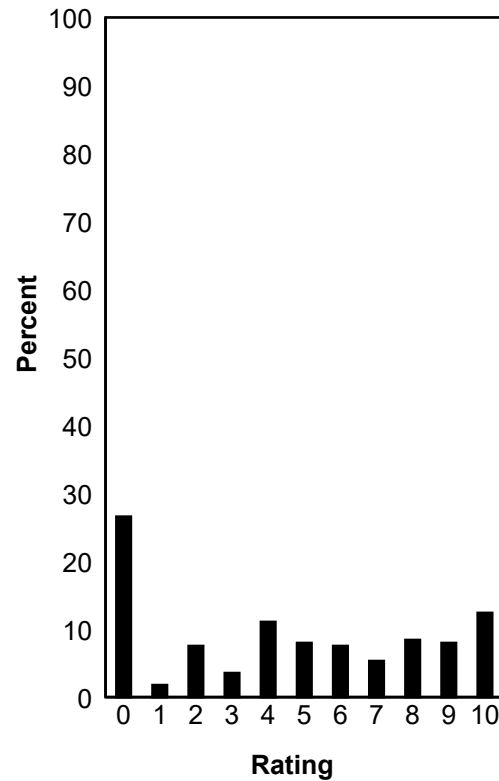
District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	60	27
1	4	2
2	17	8
3	8	4
4	25	11
5	18	8
6	17	8
7	12	5
8	19	8
9	18	8
10	28	12
Total	226	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category											
													1		2		3		4					
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy							
Students Tested	211																		100					
Students Not Tested																								
Absent	1																		0					
Other	0	0																						
Total Documents Submitted	212	100																						
Legend --- = No Data Reported For Fewer Than Five Students NSE = No Standards Established													Points Possible											
													5		18		18		7					
													Avg. # of Points / % Achieved											
			#	%	#	%	#	%	#	%	#	%	#	%										
All Students			211	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	54	6.7	37	8.1	45	3.0	43					
Male			108	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	54	6.9	38	8.2	45	3.1	44					
Female			103	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	53	6.6	37	8.0	44	3.0	43					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Hispanic/Latino			96	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.4	49	5.9	33	7.2	40	2.7	38					
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Asian			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Black or African American			27	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.5	50	5.6	31	6.9	38	2.6	37					
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
White			76	25	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.1	63	8.2	45	9.6	54	3.7	53					
Two or More Races			7	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	1.7	34	6.0	33	7.6	42	2.4	35					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Economically Disadvantaged	Yes		108	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.3	46	5.8	32	7.2	40	2.8	40					
	No		103	23	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.1	62	7.8	43	9.0	50	3.3	47					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants		211	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	54	6.7	37	8.1	45	3.0	43					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	No		211	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	54	6.7	37	8.1	45	3.0	43					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Identified as Emergent Bilingual/English Learner			32	17	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.2	44	4.7	26	7.3	40	2.4	35					
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 3rd Year, reclassified from EB/EL			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 4th Year, reclassified from EB/EL			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Former EB/EL (Post Monitoring)			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Non-Emergent Bilingual/Non-English Learner			172	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.8	55	7.1	39	8.3	46	3.1	45					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants		211	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.7	54	6.7	37	8.1	45	3.0	43					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
ESL	Participants		33	17	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.3	45	4.7	26	7.5	41	2.5	36					
	Nonparticipants		178	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.8	55	7.1	40	8.2	46	3.1	45					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Special Education	Yes		27	13	NSE	NSE	NSE	NSE	NSE	NSE	NSE	1.6	33	4.2	23	5.4	30	1.9	26					
	No		184	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.8	57	7.1	40	8.5	47	3.2	46					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Section 504	Yes		37	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.9	57	6.2	35	7.7	43	2.8	41					
	No		174	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.6	53	6.9	38	8.2	45	3.1	44					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Gifted/Talented	Participants		13	34	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.2	85	11.8	66	12.5	70	4.9	70					
	Nonparticipants		198	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.6	52	6.4	36	7.8	43	2.9	42					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
At-Risk	Yes		115	17	NSE	NSE	NSE	NSE	NSE	NSE	NSE	2.3	45	5.4	30	6.8	38	2.4	35					
	No		96	25	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.2	64	8.4	46	9.6	53	3.8	54					
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					

23060201SS0800



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Raw Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
													Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
Points Possible		14		10		11		11												
Avg. # of Points / % Achieved																				
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
All Students	223	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.3	45	4.0	40	5.3	48	5.1	47		
Male	117	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.4	45	4.3	43	5.5	50	5.4	49		
Female	106	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.2	44	3.7	37	5.0	45	4.8	44		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	104	19	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.5	39	3.6	36	4.8	43	4.7	42		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	27	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.6	40	3.2	32	4.5	41	4.3	39		
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	77	25	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	7.4	53	4.9	49	6.1	56	6.2	56		
Two or More Races	9	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.8	48	4.2	42	6.1	56	4.8	43		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	112	18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.5	39	3.4	34	4.7	43	4.7	43		
	No	111	23	NSE	NSE	NSE	NSE	NSE	NSE	NSE	7.1	51	4.6	46	5.8	53	5.6	51		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	223	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.3	45	4.0	40	5.3	48	5.1	47		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	223	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.3	45	4.0	40	5.3	48	5.1	47		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Identified as Emergent Bilingual/English Learner		34	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.8	34	2.9	29	4.4	40	3.9	36		
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner		183	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.6	47	4.2	42	5.4	49	5.4	49		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	223	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.3	45	4.0	40	5.3	48	5.1	47		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	35	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.9	35	2.9	29	4.4	40	4.0	37		
	Nonparticipants	188	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.5	47	4.2	42	5.4	49	5.4	49		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	27	12	NSE	NSE	NSE	NSE	NSE	NSE	NSE	3.7	26	2.2	22	2.8	25	3.2	29		
	No	196	22	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.6	47	4.3	43	5.6	51	5.4	49		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Section 504	Yes	41	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	5.9	42	3.8	38	5.2	47	5.3	48		
	No	182	21	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.4	46	4.1	41	5.3	48	5.1	47		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants	15	31	NSE	NSE	NSE	NSE	NSE	NSE	NSE	9.1	65	5.7	57	7.8	71	8.0	73		
	Nonparticipants	208	20	NSE	NSE	NSE	NSE	NSE	NSE	NSE	6.1	43	3.9	39	5.1	46	4.9	45		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes	115	16	NSE	NSE	NSE	NSE	NSE	NSE	NSE	4.9	35	3.0	30	4.1	38	4.1	37		
	No	108	26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	7.7	55	5.1	51	6.5	59	6.3	57		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

Listening						Speaking					Reading					Writing								
			Number	Percent					Number	Percent					Number	Percent					Number	Percent		
Number of Students Rated			46	100		Number of Students Rated			46	100		Number of Students Rated			46	100		Number of Students Rated			46	100		
Students Absent			0	0		Students Absent			0	0		Students Absent			0	0		Students Absent			0	0		
Not Rated: EC			0	0		Not Rated: EC			0	0		Not Rated: ARD Decision			0	0		Not Rated: EC			0	0		
Not Rated: ARD Decision			0	0		Not Rated: ARD Decision			0	0		Other Students Not Rated			0	0		Not Rated: ARD Decision			0	0		
Other Students Not Rated			0	0		Other Students Not Rated			0	0								Other Students Not Rated			0	0		
Total Documents Submitted			46	100		Total Documents Submitted			46	100		Total Documents Submitted			46	100		Total Documents Submitted			46	100		
#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
20	0	70	25	5		20	5	65	30	0		20	20	60	15	5		20	15	65	20	0		
26	4	42	27	27		26	23	46	31	0		26	27	19	38	15		26	19	35	46	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
40	3	60	23	15		40	18	53	30	0		40	28	38	28	8		40	20	48	33	0		
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
4	---	---	---	---		4	---	---	---	---		4	---	---	---	---	---		4	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
42	2	52	26	19		42	14	55	31	0		42	24	36	29	12		42	17	48	36	0		
4	---	---	---	---		4	---	---	---	---		4	---	---	---	---	---		4	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
46	2	54	26	17		46	15	54	30	0		46	24	37	28	11		46	17	48	35	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
44	2	55	25	18		44	14	55	32	0		44	25	36	27	11		44	18	48	34	0		
2	---	---	---	---		2	---	---	---	---		2	---	---	---	---	---		2	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
11	0	73	18	9		11	0	64	36	0		11	55	27	18	0		11	36	45	18	0		
35	3	49	29	20		35	20	51	29	0		35	14	40	31	14		35	11	49	40	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
2	---	---	---	---		2	---	---	---	---		2	---	---	---	---	---		2	---	---	---	---	
44	2	57	25	16		44	16	55	30	0		44	25	39	25	11		44	18	48	34	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
2	---	---	---	---		2	---	---	---	---		2	---	---	---	---	---		2	---	---	---	---	
44	2	55	27	16		44	14	55	32	0		44	25	39	27	9		44	18	48	34	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
45	2	53	27	18		45	16	56	29	0		45	24	36	29	11		45	18	49	33	0		
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
3	---	---	---	---		3	---	---	---	---		3	---	---	---	---	---		3	---	---	---	---	
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	---		1	---	---	---	---	
40	0	53	28	20		40	8	58	35	0		40	20	38	30	13		40	10	50	40	0		
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---		0	---	---	---	---	

Summary Report
All StudentsDistrict: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MIReport Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

TELPAS Composite Rating						Average Score	Yearly Progress in TELPAS Composite Rating
				Number	Percent		
Number of Students Receiving a Composite Rating				46	100		
Number of Students Not Receiving a Composite Rating				0	0		
Total Documents Submitted				46	100		
# Std	BEG	INT	ADV	AH			
All Students	46	7	52	37	4	2.3	Progress Not Applicable
Male	20	0	70	30	0	2.2	
Female	26	12	38	42	8	2.4	
No Information Provided	0	---	---	---	---	---	
Hispanic/Latino	40	8	58	30	5	2.3	
Am. Indian or Alaska Native	1	---	---	---	---	---	
Asian	4	---	---	---	---	---	
Black or African American	0	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	
White	1	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Economically Disadvantaged Yes	42	5	55	36	5	2.3	
No	4	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Title I, Part A Participants	0	---	---	---	---	---	
Nonparticipants	46	7	52	37	4	2.3	
No Information Provided	0	---	---	---	---	---	
Migrant Yes	0	---	---	---	---	---	
No	46	7	52	37	4	2.3	
No Information Provided	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner	46	7	52	37	4	2.3	
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Bilingual Participants	0	---	---	---	---	---	
Nonparticipants	46	7	52	37	4	2.3	
No Information Provided	0	---	---	---	---	---	
ESL Participants	44	7	52	36	5	2.3	
Nonparticipants	2	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Special Education Yes	11	0	73	27	0	2.1	
No	35	9	46	40	6	2.4	
No Information Provided	0	---	---	---	---	---	
Section 504 Yes	2	---	---	---	---	---	
No	44	7	55	34	5	2.3	
No Information Provided	0	---	---	---	---	---	
Gifted/Talented Participants	2	---	---	---	---	---	
Nonparticipants	44	7	52	36	5	2.3	
No Information Provided	0	---	---	---	---	---	
At-Risk Yes	45	7	53	36	4	2.3	
No	1	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Years in U.S. One	3	---	---	---	---	---	
Two	1	---	---	---	---	---	
Three	0	---	---	---	---	---	
Four	1	---	---	---	---	---	
Five	1	---	---	---	---	---	
Six or More	40	0	55	40	5	2.4	
No Information Provided	0	---	---	---	---	---	

Progress Not Applicable

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

Listening						Speaking					Reading					Writing							
			Number	Percent				Number	Percent				Number	Percent				Number	Percent				
Number of Students Rated			44	100	Number of Students Rated			44	100	Number of Students Rated			44	100	Number of Students Rated			44	100				
Students Absent			0	0	Students Absent			0	0	Students Absent			0	0	Students Absent			0	0				
Not Rated: EC			0	0	Not Rated: EC			0	0	Not Rated: EC			0	0	Not Rated: EC			0	0				
Not Rated: ARD Decision			0	0	Not Rated: ARD Decision			0	0	Not Rated: ARD Decision			0	0	Not Rated: ARD Decision			0	0				
Other Students Not Rated			0	0	Other Students Not Rated			0	0	Other Students Not Rated			0	0	Other Students Not Rated			0	0				
Total Documents Submitted			44	100	Total Documents Submitted			44	100	Total Documents Submitted			44	100	Total Documents Submitted			44	100				
#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
19	5	68	16	11	19	37	16	42	5	19	0	42	47	11	19	11	68	21	0				
25	0	28	60	12	25	8	52	28	12	25	12	40	28	20	25	8	36	52	4				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
38	3	42	47	8	38	24	34	32	11	38	5	45	34	16	38	11	47	39	3				
1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---				
1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
36	3	44	42	11	36	25	31	36	8	36	8	44	33	14	36	11	56	31	3				
8	0	50	38	13	8	0	63	25	13	8	0	25	50	25	8	0	25	75	0				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
7	0	57	29	14	7	14	43	43	0	7	14	57	29	0	7	14	71	14	0				
37	3	43	43	11	37	22	35	32	11	37	5	38	38	19	37	8	46	43	3				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
6	0	50	33	17	6	33	33	17	17	6	0	67	17	17	6	17	50	17	17				
38	3	45	42	11	38	18	37	37	8	38	8	37	39	16	38	8	50	42	0				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
44	2	45	41	11	44	20	36	34	9	44	7	41	36	16	44	9	50	39	2				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---				
2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---				
1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
37	3	38	46	14	37	19	38	35	8	37	3	41	41	16	37	5	49	43	3				
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				

Summary Report
All StudentsDistrict: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MIReport Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

TELPAS Composite Rating						Average Score	Yearly Progress in TELPAS Composite Rating
				Number	Percent		
Number of Students Receiving a Composite Rating				44	100		
Number of Students Not Receiving a Composite Rating				0	0		
Total Documents Submitted				44	100		
# Stdt	BEG	INT	ADV	AH			
All Students	44	2	45	48	5	2.5	Progress Not Applicable
Male	19	0	58	37	5	2.3	
Female	25	4	36	56	4	2.6	
No Information Provided	0	---	---	---	---	---	
Hispanic/Latino	38	3	45	47	5	2.5	
Am. Indian or Alaska Native	1	---	---	---	---	---	
Asian	1	---	---	---	---	---	
Black or African American	0	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	
White	4	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	
Economically Disadvantaged Yes	36	3	50	44	3	2.4	
Economically Disadvantaged No	8	0	25	63	13	2.7	
Economically Disadvantaged No Information Provided	0	---	---	---	---	---	
Title I, Part A Participants	0	---	---	---	---	---	
Title I, Part A Nonparticipants	44	2	45	48	5	2.5	
Title I, Part A No Information Provided	0	---	---	---	---	---	
Migrant Yes	0	---	---	---	---	---	
Migrant No	44	2	45	48	5	2.5	
Migrant No Information Provided	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner Monitored 1st Year, reclassified from EB/EL	44	2	45	48	5	2.5	
Identified as Emergent Bilingual/English Learner Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner Former EB/EL (Post Monitoring)	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner No Information Provided	0	---	---	---	---	---	
Bilingual Participants	0	---	---	---	---	---	
Bilingual Nonparticipants	44	2	45	48	5	2.5	
Bilingual No Information Provided	0	---	---	---	---	---	
ESL Participants	44	2	45	48	5	2.5	
ESL Nonparticipants	0	---	---	---	---	---	
ESL No Information Provided	0	---	---	---	---	---	
Special Education Yes	7	0	71	29	0	2.3	
Special Education No	37	3	41	51	5	2.5	
Special Education No Information Provided	0	---	---	---	---	---	
Section 504 Yes	6	0	50	33	17	2.4	
Section 504 No	38	3	45	50	3	2.5	
Section 504 No Information Provided	0	---	---	---	---	---	
Gifted/Talented Participants	0	---	---	---	---	---	
Gifted/Talented Nonparticipants	44	2	45	48	5	2.5	
Gifted/Talented No Information Provided	0	---	---	---	---	---	
At-Risk Yes	44	2	45	48	5	2.5	
At-Risk No	0	---	---	---	---	---	
At-Risk No Information Provided	0	---	---	---	---	---	
Years in U.S. One	4	---	---	---	---	---	
Years in U.S. Two	2	---	---	---	---	---	
Years in U.S. Three	1	---	---	---	---	---	
Years in U.S. Four	0	---	---	---	---	---	
Years in U.S. Five	0	---	---	---	---	---	
Years in U.S. Six or More	37	0	41	57	3	2.6	
Years in U.S. No Information Provided	0	---	---	---	---	---	

Progress Not Applicable

Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

Listening					Speaking					Reading					Writing								
	Number	Percent				Number	Percent				Number	Percent				Number	Percent						
Number of Students Rated	36	100				Number of Students Rated	36	100			Number of Students Rated	36	100			Number of Students Rated	36	100					
Students Absent	0	0				Students Absent	0	0			Students Absent	0	0			Students Absent	0	0					
Not Rated: EC	0	0				Not Rated: EC	0	0			Not Rated: ARD Decision	0	0			Not Rated: EC	0	0					
Not Rated: ARD Decision	0	0				Not Rated: ARD Decision	0	0			Other Students Not Rated	0	0			Not Rated: ARD Decision	0	0					
Other Students Not Rated	0	0				Other Students Not Rated	0	0								Other Students Not Rated	0	0					
Total Documents Submitted	36	100				Total Documents Submitted	36	100			Total Documents Submitted	36	100			Total Documents Submitted	36	100					
#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH	#	Std	BEG	INT	ADV	AH
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
22	5	36	41	18		22	14	45	27	14		22	9	59	23	9		22	18	64	18	0	
14	7	14	14	64		14	0	7	43	50		14	7	21	29	43		14	14	29	57	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
33	6	27	30	36		33	6	33	33	27		33	9	48	21	21		33	18	52	30	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
3	---	---	---	---		3	---	---	---	---		3	---	---	---	---		3	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
29	7	31	28	34		29	7	31	34	28		29	7	45	28	21		29	17	59	24	0	
7	0	14	43	43		7	14	29	29	29		7	14	43	14	29		7	14	14	71	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
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0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
5	0	100	0	0		5	20	80	0	0		5	40	60	0	0		5	80	20	0	0	
31	6	16	35	42		31	6	23	39	32		31	3	42	29	26		31	6	55	39	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
5	0	0	40	60		5	0	20	60	20		5	0	60	20	20		5	0	80	20	0	
31	6	32	29	32		31	10	32	29	29		31	10	42	26	23		31	19	45	35	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
2	---	---	---	---		2	---	---	---	---		2	---	---	---	---		2	---	---	---	---	---
34	6	29	29	35		34	9	32	32	26		34	9	44	26	21		34	18	50	32	0	
0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	---
36	6	28	31	36		36	8	31	33	28		36	8	44	25	22		36	17	50	33	0	
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32	0	31	34	34		32	6	34	34	25		32	6	50	25	19		32	16	53	31	0	
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Summary Report
All Students

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

TELPAS Composite Rating						Average Score	Yearly Progress in TELPAS Composite Rating
			Number	Percent			
Number of Students Receiving a Composite Rating			36	100			
Number of Students Not Receiving a Composite Rating			0	0			
Total Documents Submitted			36	100			
# Std	BEG	INT	ADV	AH			
36	6	31	47	17	2.7		
22	5	45	45	5	2.4		
14	7	7	50	36	3.1		
0	---	---	---	---	---		
33	6	30	48	15	2.6		
0	---	---	---	---	---		
3	---	---	---	---	---		
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0	---	---	---	---	---		
29	3	38	45	14	2.6		
7	14	0	57	29	2.8		
0	---	---	---	---	---		
0	---	---	---	---	---		
36	6	31	47	17	2.7		
0	---	---	---	---	---		
0	---	---	---	---	---		
36	6	31	47	17	2.7		
0	---	---	---	---	---		
36	6	31	47	17	2.7		
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36	6	31	47	17	2.7		
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0	---	---	---	---	---		
36	6	31	47	17	2.7		
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0	---	---	---	---	---		
36	6	31	47	17	2.7		
0	---	---	---	---	---		
0	---	---	---	---	---		
5	20	80	0	0	1.7		
31	3	23	55	19	2.8		
0	---	---	---	---	---		
5	0	20	80	0	2.9		
31	6	32	42	19	2.6		
0	---	---	---	---	---		
2	---	---	---	---	---		
34	6	32	47	15	2.6		
0	---	---	---	---	---		
36	6	31	47	17	2.7		
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1	---	---	---	---	---		
1	---	---	---	---	---		
32	3	31	53	13	2.7		
0	---	---	---	---	---		

Progress Not Applicable



Grades 3 through 12 Texas English Language Proficiency Assessment System

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Summary Report All Students

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

Listening					Speaking					Reading					Writing					
	Number	Percent				Number	Percent				Number	Percent				Number	Percent			
Number of Students Rated	126	100	Number of Students Rated	126	100	Number of Students Rated	126	100	Number of Students Rated	126	100	Number of Students Rated	126	100	Number of Students Rated	126	100	Number of Students Rated	126	100
Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0
Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: EC	0	0
Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0	Not Rated: ARD Decision	0	0
Other Students Not Rated	0	0	Other Students Not Rated	0	0	Other Students Not Rated	0	0	Other Students Not Rated	0	0	Other Students Not Rated	0	0	Other Students Not Rated	0	0	Other Students Not Rated	0	0
Total Documents Submitted	126	100	Total Documents Submitted	126	100	Total Documents Submitted	126	100	Total Documents Submitted	126	100	Total Documents Submitted	126	100	Total Documents Submitted	126	100	Total Documents Submitted	126	100
# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH	# Std	BEG	INT	ADV	AH	
126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
61	3	57	28	11	61	18	43	33	7	61	10	54	28	8	61	15	66	20	0	
65	3	31	37	29	65	12	40	32	15	65	17	28	32	23	65	14	34	51	2	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
111	4	44	33	19	111	16	41	32	12	111	14	43	28	14	111	16	49	34	1	
2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	
8	0	38	25	38	8	13	25	50	13	8	13	25	38	25	8	0	50	50	0	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
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5	0	40	20	40	5	0	60	40	0	5	0	0	80	20	5	0	60	40	0	
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107	4	44	32	21	107	16	40	34	10	107	14	41	30	15	107	15	53	31	1	
19	0	42	37	21	19	11	47	26	16	19	11	37	32	21	19	11	26	63	0	
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126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
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126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
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126	3	44	33	21	126	15	41	33	11	126	13	40	30	16	126	14	49	36	1	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
124	3	44	32	21	124	15	41	33	11	124	14	40	30	16	124	15	49	35	1	
2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	
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23	0	74	17	9	23	9	61	30	0	23	39	43	17	0	23	39	48	13	0	
103	4	37	36	23	103	17	37	33	14	103	8	40	33	19	103	9	50	41	1	
0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
13	0	23	38	38	13	15	31	38	15	13	0	54	31	15	13	8	62	23	8	
113	4	46	32	19	113	15	42	32	11	113	15	39	30	16	113	15	48	37	0	
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122	3	44	33	20	122	15	42	33	11	122	14	41	30	15	122	15	49	35	1	
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125	3	43	33	21	125	15	42	32	11	125	14	40	30	16	125	14	50	35	1	
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8	25	63	13	0	8	63	0	25	13	8	63	13	13	13	8	50	38	13	0	
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109	1	41	36	22	109	11	44	35	10	109	10	42	32	16	109	10	50	39	1	
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Grades 3 through 12 **Texas English Language Proficiency Assessment System**
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 041 JAMES TIPPIT MI

Report Date: JUNE 2023
Date of Testing: SPRING 2023

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

TELPAS Composite Rating						Average Score	Yearly Progress in TELPAS Composite Rating
			Number	Percent			
Number of Students Receiving a Composite Rating			126	100			
Number of Students Not Receiving a Composite Rating			0	0			
Total Documents Submitted			126	100			
# Std	BEG	INT	ADV	AH			
126	5	44	44	8	2.5		
61	2	57	38	3	2.3		
65	8	31	49	12	2.6		
0	---	---	---	---	---		
111	5	45	41	8	2.4		
2	---	---	---	---	---		
8	0	38	50	13	2.7		
0	---	---	---	---	---		
0	---	---	---	---	---		
5	0	20	80	0	2.8		
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0	---	---	---	---	---		
107	4	49	41	7	2.5		
19	11	16	58	16	2.6		
0	---	---	---	---	---		
0	---	---	---	---	---		
126	5	44	44	8	2.5		
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0	---	---	---	---	---		
126	5	44	44	8	2.5		
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126	5	44	44	8	2.5		
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Progress Not Applicable

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Georgetown ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 27 (Spring 2023)
Grouping: None
Small Group Display: No

Tippit Middle School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	195	212.6	15.3	39	219.1	16.2	39	7	0.5	6.7	-0.10	46	195	101	52	51	
7	179	217.5	16.1	38	220.8	16.3	30	3	0.6	5.3	-1.20	11	179	71	40	40	
8	202	225.2	17.9	51	226.6	18.8	39	1	0.7	4.5	-1.56	6	202	77	38	36	

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Georgetown ISD

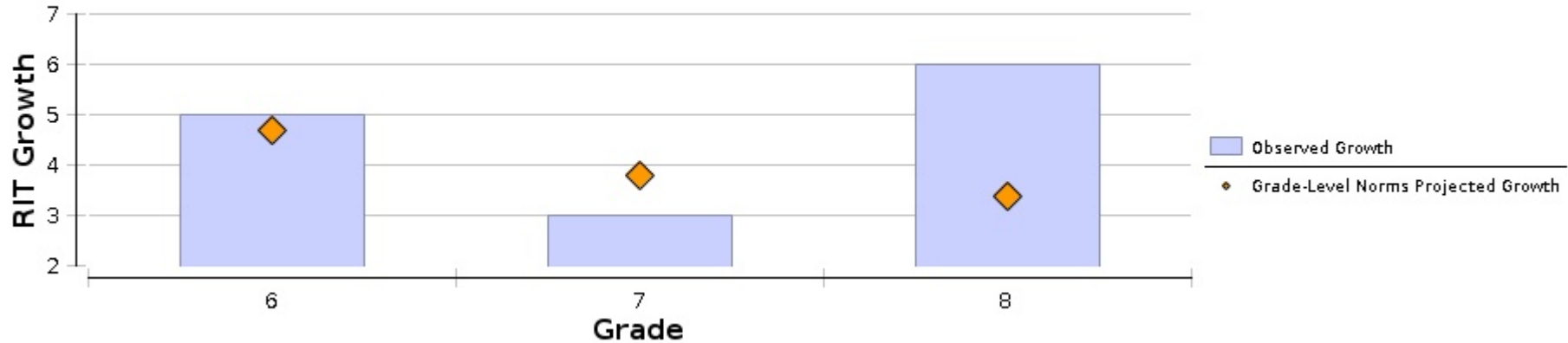
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 27 (Spring 2023)
Grouping: None
Small Group Display: No

Tippit Middle School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	191	210.0	17.2	49	214.5	15.7	48	5	0.6	4.7	-0.13	45	191	103	54	53	
7	177	212.4	16.2	40	215.2	15.2	35	3	0.7	3.8	-0.68	25	177	78	44	40	
8	202	214.8	17.9	34	220.7	14.4	47	6	0.7	3.4	1.52	94	202	119	59	56	

Language Arts: Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Math

Tippit Middle School

	FALL 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 6	48th	24%	19%	18%	24%	15%	49th	25%	18%	23%	20%	14%	195
Grade 7	45th	22%	21%	24%	22%	11%	44th	23%	25%	25%	19%	8%	179
Grade 8	56th	18%	20%	15%	28%	19%	46th	22%	22%	20%	19%	17%	202

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

Reading

Tippit Middle School

	FALL 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 6	54th	21%	16%	20%	22%	21%	55th	19%	15%	25%	24%	17%	191
Grade 7	47th	20%	20%	22%	23%	15%	45th	20%	25%	26%	16%	13%	177
Grade 8	48th	22%	20%	20%	24%	14%	53rd	14%	23%	21%	31%	11%	202

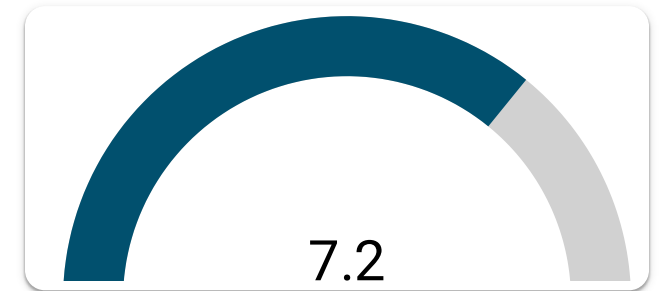
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th



Georgetown ISD Parent Survey 2023

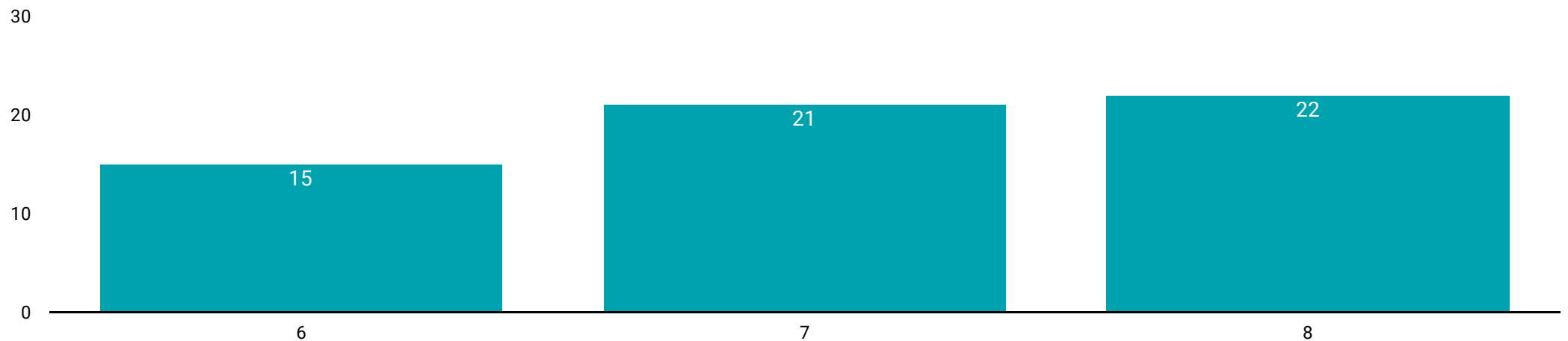
Tippit Middle School

Completed Surveys
58



How likely is it that you would recommend your student's school to a friend or colleague? (On a scale of 1-10)

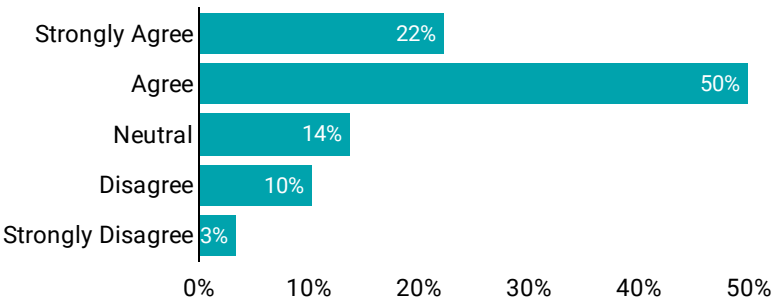
Completed Surveys by Grade Level



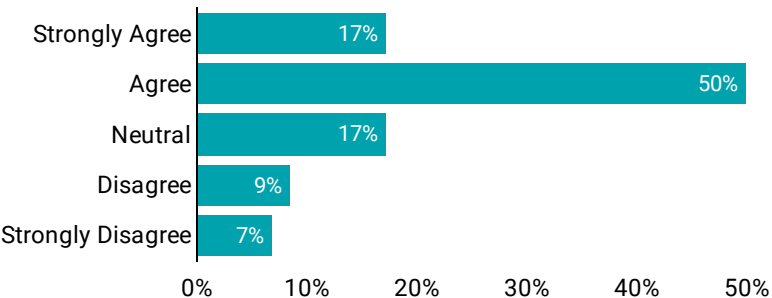
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

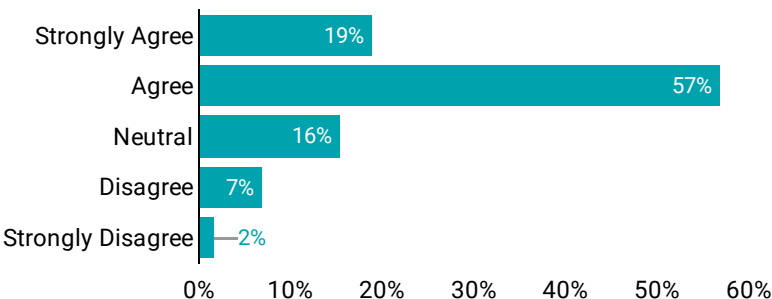
My child is appropriately challenged by the school academic curriculum.



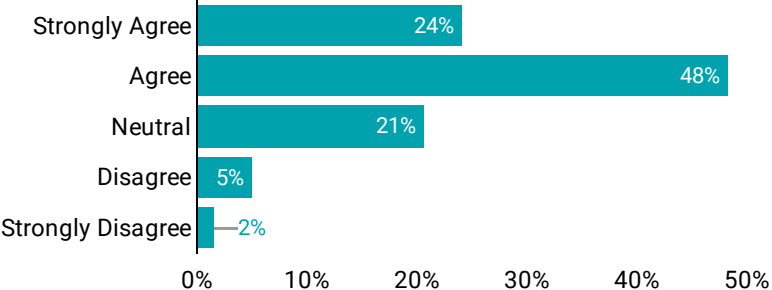
My child is being adequately prepared for future success (including college/career/life ready).



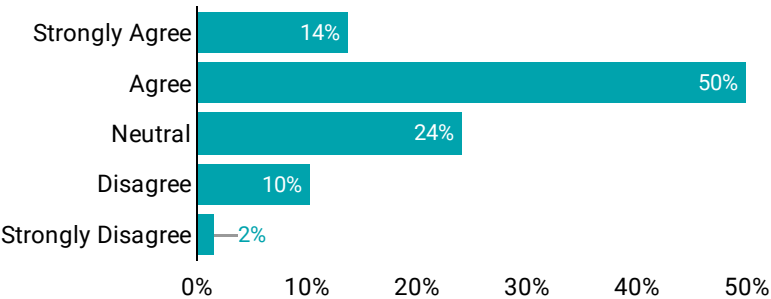
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



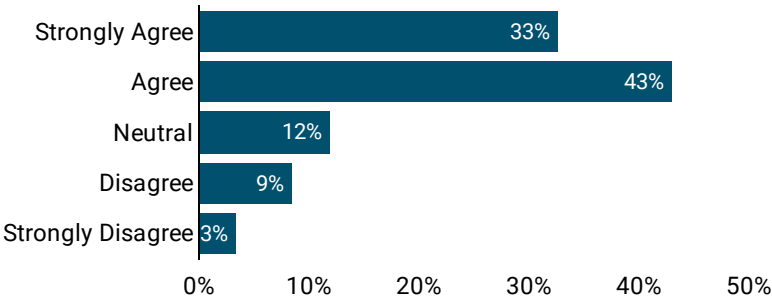
My child receives useful feedback about their work.



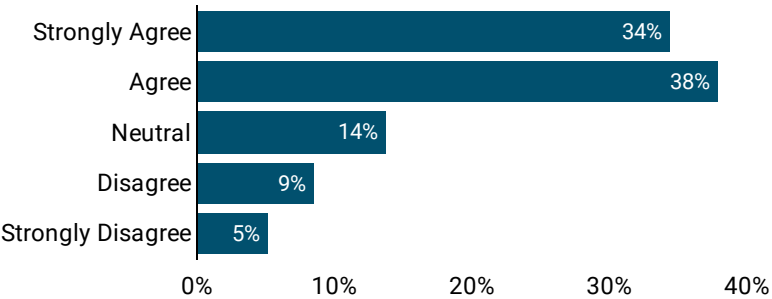
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

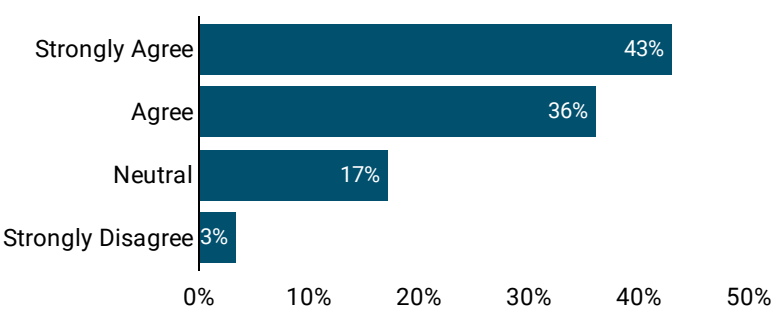
My child has a sense of belonging at their school.



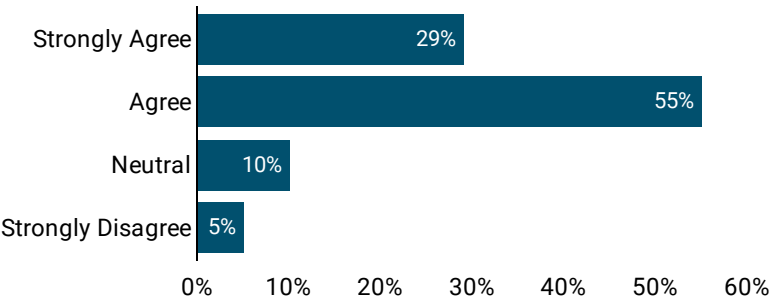
My child looks forward to going to school.



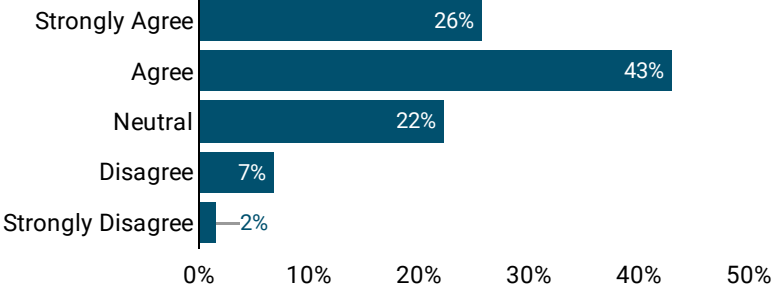
Adults at my child's school treat my child with respect.



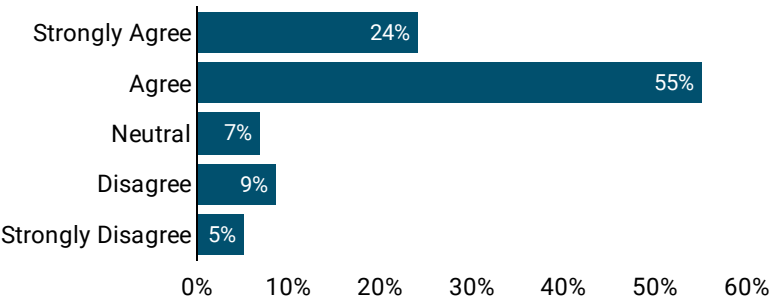
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



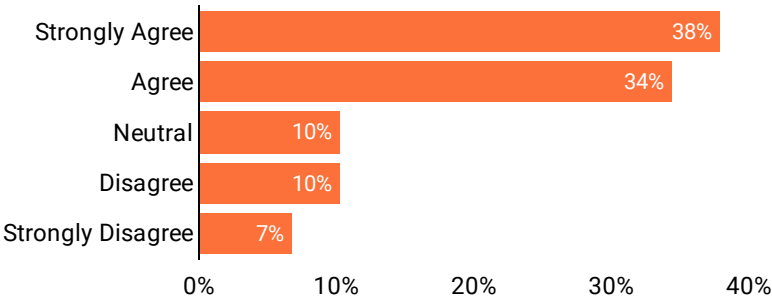
My child's school is a safe place to learn.



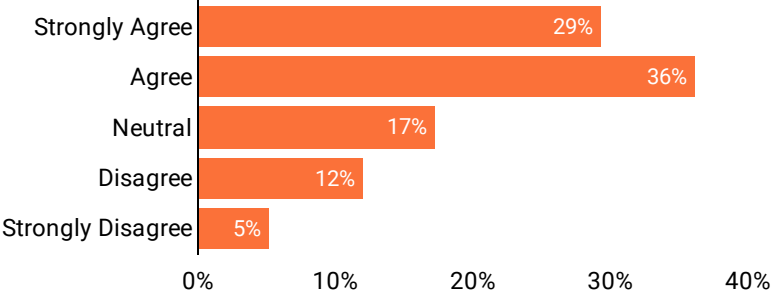
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

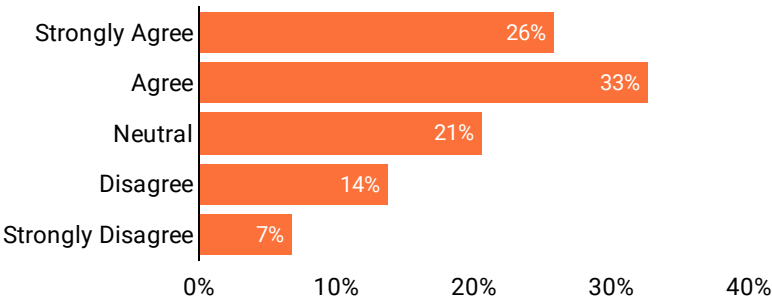
The school keeps me well-informed about my child's progress in school.



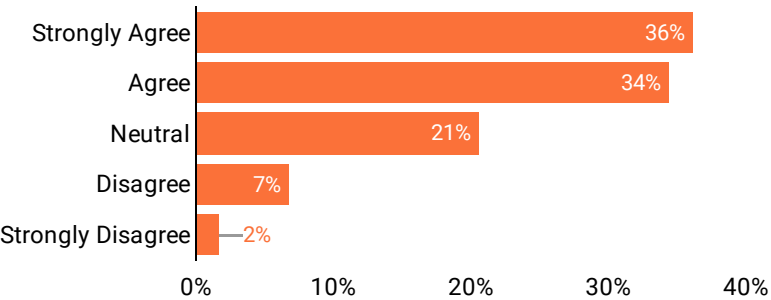
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.



I feel welcomed and invited in my child's school.



Feedback ▾

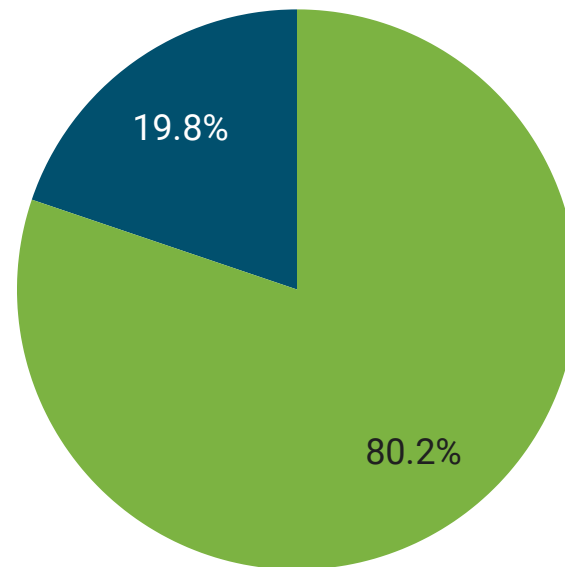
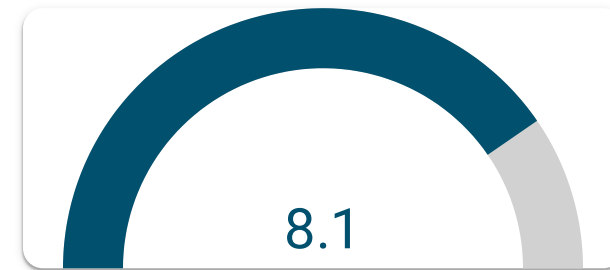
1. keep up the great work
2. Website is not user friendly and rarely updated. Seems to be difficult to find basic information. Lack of response when contacting teachers is disheartening. There was one teacher this year who was great about emailing and keeping parents informed. Attendance seems to be the only area where there's consistent communication, and that is complete overkill. I know your funding is based on attendance, but the emphasis is ridiculous. I shouldn't have to take my child to the doctor every single time they're too sick for school just to provide a dr excuse. If I didn't have insurance I couldn't keep up with that demand. Your emphasis on attendance encourages sick kids to come to school, and that's no good for anyone.
3. Translated: Thank you very much to the teachers and administrative staff Tippit Middle School for their excellent work and love.
4. Tippit has so much potential. However there is a very bad climate of abusive language among the kids and some teachers are disrespectful. I truly fear that there will be a tragedy at this school if nothing happens to improve these conditions. Some sort of intervention needs to happen.
5. There is too much racism in the school district.
6. The teachers are doing what they can with the overcrowding at our schools. The teachers have been communicative and I know what is usually going on with the activities and such. The principal has been a GREAT change.
7. The staff at Tippit have handled two cases of mild bullying of our child very well, and in both cases the situation was resolved immediately. I appreciate their efforts in this regard.
8. The staff at Tippit are severely misplaced. Excluding Mr Deluna whom is very responsive and understanding....there is a severe lack of communication and care. My daughter has been exposed to most unfair treatment I've ever encountered. She is a straight A honors student and was wrongfully reprimanded and lost her opportunity at something as important as the NJHS. My daughter has been bullied, sexually harassed, and been victim shamed. All of this has been brought to the schools attention and has only continued to get worse.
9. The school security is appallingly lax. I emailed the principal, superintendent and no one cares. Shame on you!
10. The cheer coaches at Tippit do not treat the girls fairly. They threatened to kick girls off the squad if late or if missed a practice due to being sick. They are not fair especially Ms. Hunt!
11. The teachers should treat the students with respect and all the students the same way (even though they are: black, Mexican, or white .. or any other). Not to be racist or have favorites.
12. Teachers don't seem to have the same importance they once did. Kids are taught primarily with computers and Absorb nothing
13. School is amazing - no issues Bus Transportation is a nightmare, constant issues with them and how they handle situations. They have lost children, they do not communicate to parents when the bus goes back to the school when they were already on the way to take kids home. I feel like the transportation department needs to reevaluate how they communicate, how they are addressing issues on the bus and how they are going to do better about keeping our children safe.
14. Rough couple of years with Covid however I feel like the teachers and staff at Tippit did a great job
15. Overall I have been pleased with the support from the school, teachers and administration. On occasion, we have received emails about our student and their behavior or the general behavior in the class room. I appreciate the teachers informing us and being prompt with replies when we have questions. Two opportunities: 1. Communications around athletics was a challenge, our student participated in Boys BBall and Track. BBall was better than track, but both often had unclear or no comms on subjects, or often they were shared out last minute. 2. I was not please to hear that this last week of school my student ha been at school, but not really active in any classes and even allowed to roam to other class rooms where his friends are. If this is the case, I would almost rather he not be at school if he is able to free



GISD Staff Survey 2023

Completed Surveys
25

How likely is it that you would recommend GISD to a friend or colleague? (On a scale of 1-10)

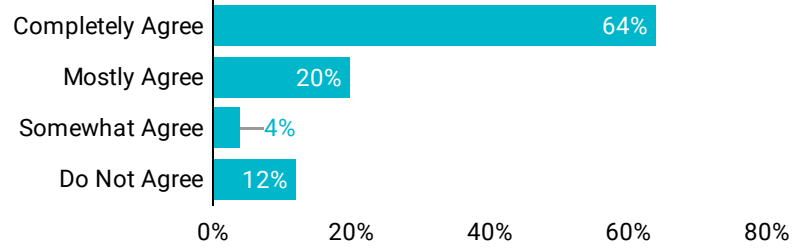


- Instructional staff
- Non-teaching staff

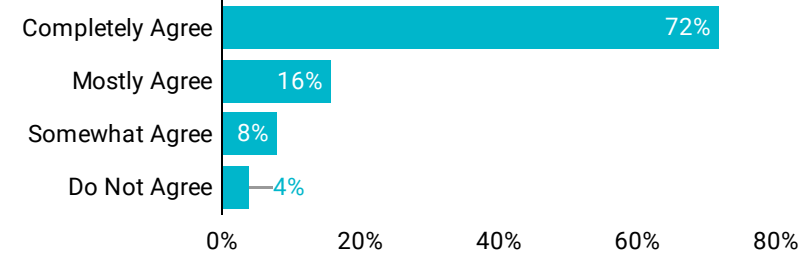


GISD Staff Survey 2023

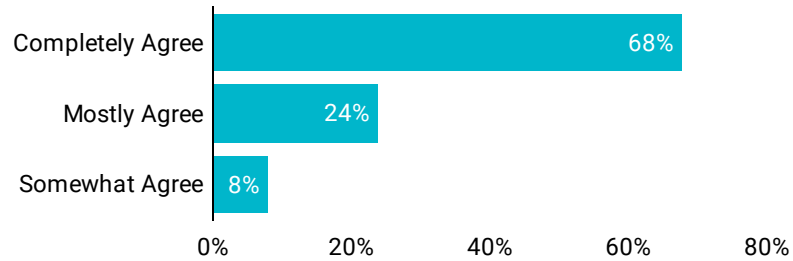
In general, I am satisfied with my current job.



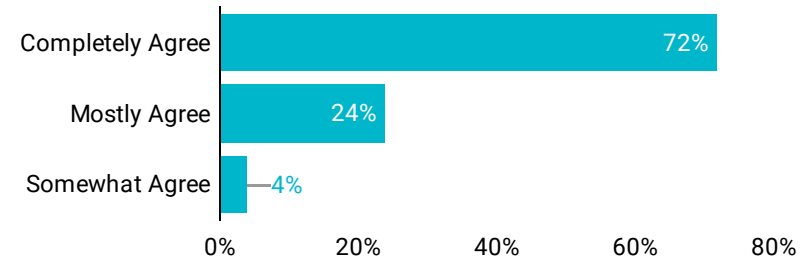
My work is valued by my supervisor.



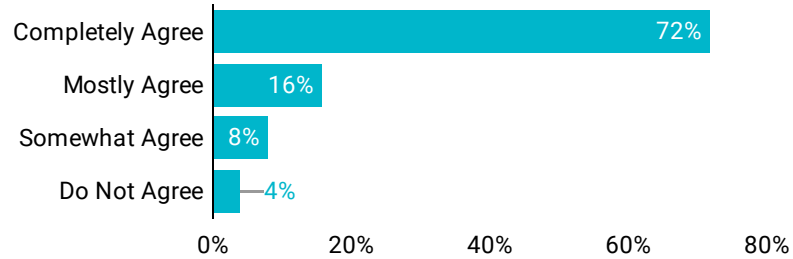
I have the resources I need to get my work done.



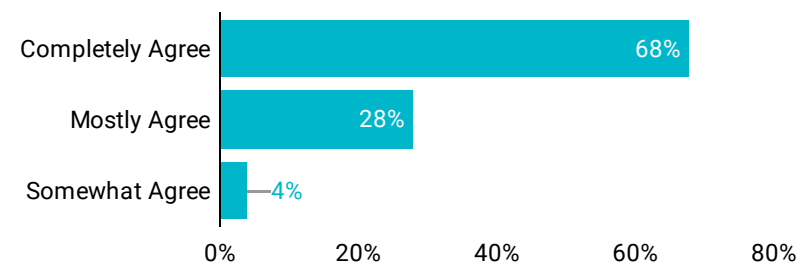
I find my work interesting.



I find my work satisfying.



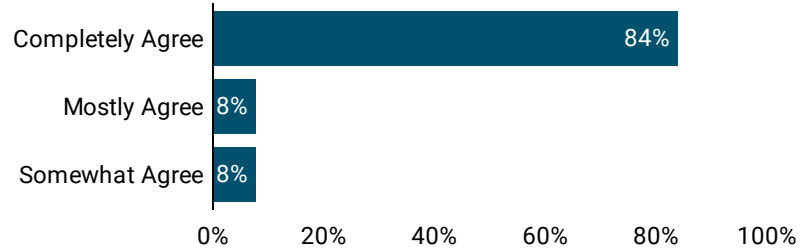
I find my work challenging.



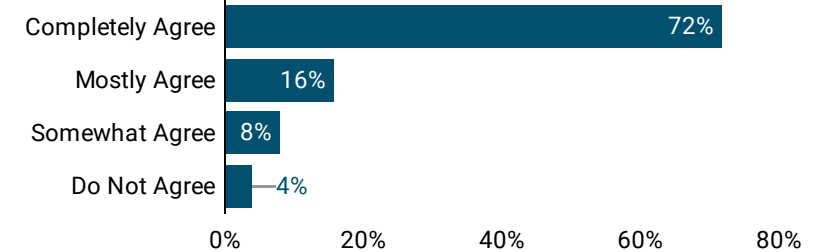


GISD Staff Survey 2023

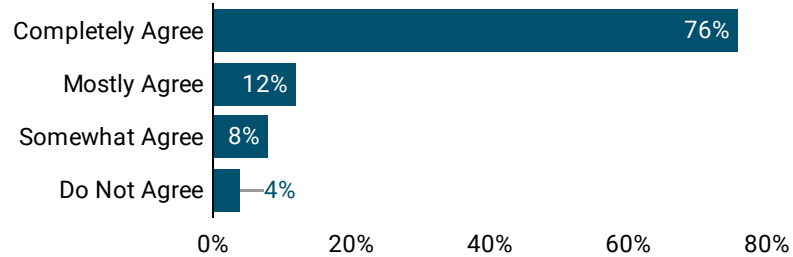
I enjoy collaborating with my colleagues.



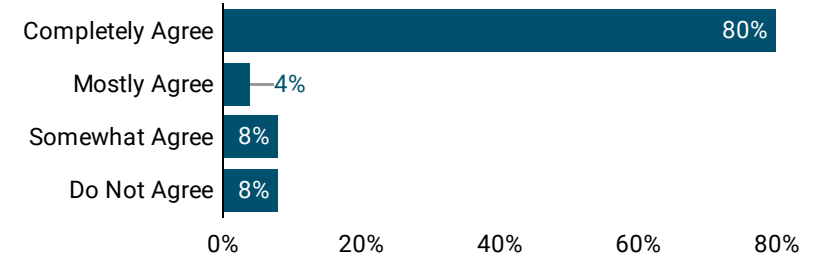
My supervisor trusts me.



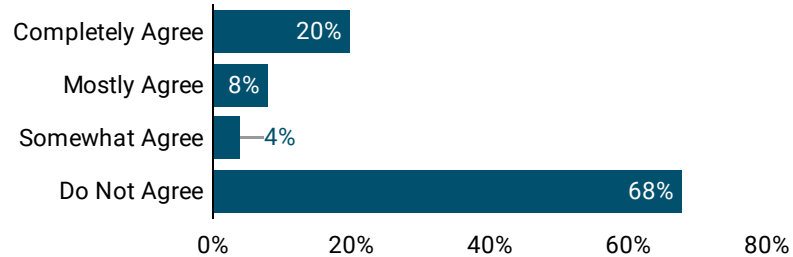
I trust my supervisor.



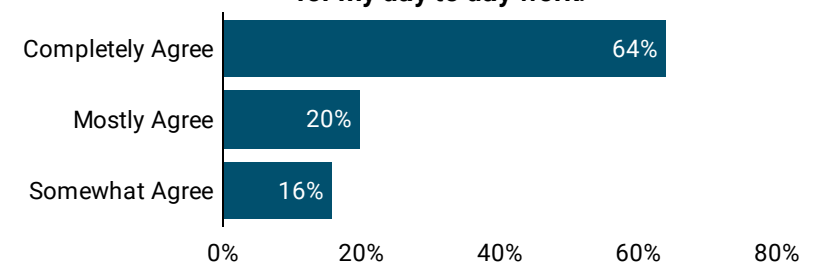
I am encouraged to express my concerns openly.



I am hesitant to speak up because of fear of retaliation.



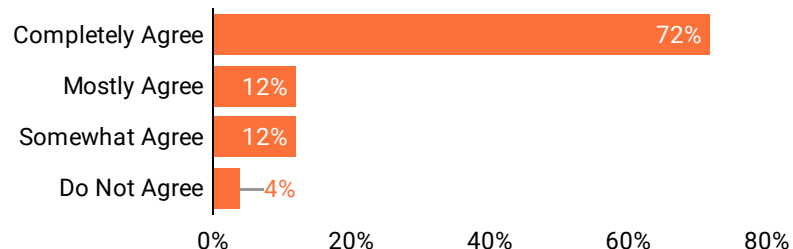
I have the authority to make decisions necessary for my day to day work.



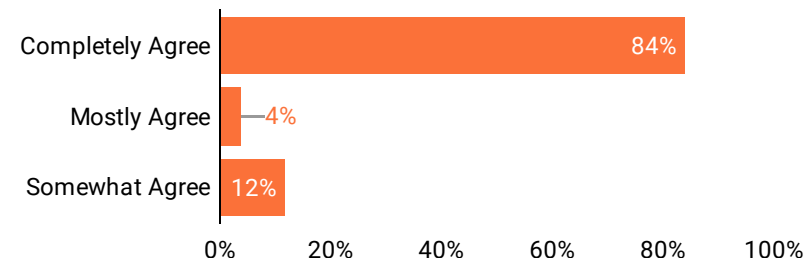


GISD Staff Survey 2023

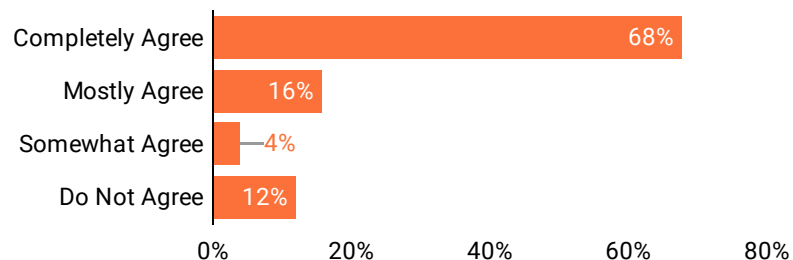
I feel safe at work.



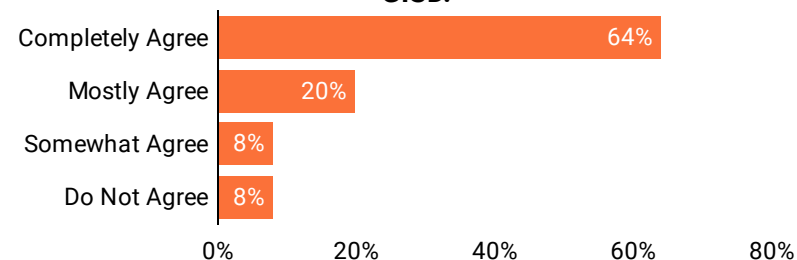
I feel welcomed at work.



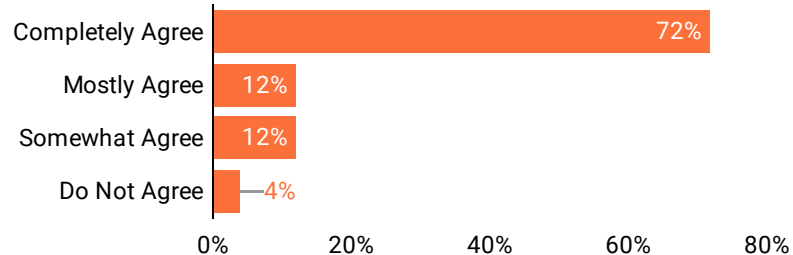
Good work is recognized in my campus/department.



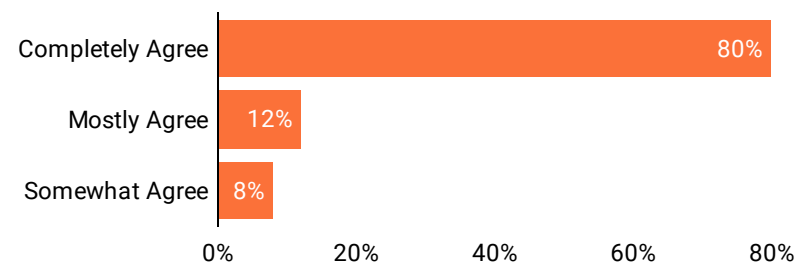
There are opportunities for me to grow professionally in GISD.



I am encouraged to share my ideas openly.



I am committed to GISD's vision, mission and beliefs.



We are interested in any additional feedback you want to provide about your experience working in GISD. ▾

Working with Principal Guidry this year has been a gift. She is an wonderful leader, who I truly believe is bringing positive change both to Tippit and our district.

We need more safety in front of the front doors (metal or concrete poles) to keep someone from driving into the building. We need "DO NOT ENTER" signs at Leander Road.

The student here are not held accountable for their actions. The principal has spent more time finding fault with teachers' actions than correcting student behavior. The expectations for students keep getting lower and lower. Many teachers here feel like we have to walk on eggshells.

Ms. Guidry is a wonderful principal and I love our administration. I feel highly disrespected by students in my class. I feel that they feel entitled. Parents talk down to me. Ms. Guidry does not support behavior like that. I know she backs me 100%, but there is only so much we can do. The parents are the problem. There has to be a way to reign them in and protect teachers from this disrespect.

I love our new administration at Tippit .

I just wish we could sign up for insurance whenever we need it and for better pay.

Had my best year in GISD this year due to our incredibly supportive admin and coordinators and my amazing colleagues!!!

Great staff

Everyone is very welcoming, I truly feel like I found my home away from home.

Alot of the teachers wave at me every morning and afternoon, parents also wave and bring me treats sometimes.

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