Houston Independent School District

220 Pleasantville Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 27, 2023

Student Achievement

Student Achievement Summary

Overall, Pleasantville Elementary shows improved student achievement and growth over the last school year on STAAR Reading and Math Tests. There is still stronger Reading performance than Mathematics on STAAR across all grades. The same trend can be seen in district formative assessments. 70% of all tests, up from 56% of tests reached the Approaches level, and 43%, up from 20% met the grade-level standard on all STAAR subjects. 56% of scholars achieved at the Meets level for Reading STAAR compared to 41% for Mathematics. Kindergarten through Grade 2 showed greater student performance and growth on CIRCLE, Ren360

Universal Screener, and Imagine Learning Benchmarks. Additionally, 80% and 68% of students met the required performance level on High-Frequency Word Evaluation in the second and first grades by the end of the year, respectively. The achievement gap on STAAR between our Hispanic and African American students closed this past year in Reading but still exists in Math and Science with Hispanic students outperforming African American students. especially at third grade. Pleasantville ES students met all but 2 Domain 3 targets including SPED and EB student performance and growth. We also maintained TELPAS progress this past year to add to our Domain 3 performance. In terms of growth, 92% of possible growth points were earned on Math and Reading STAAR. Though there is higher academic achievement related to Reading, Academic Growth on Math STAAR reached 95% of possible points earned compared to 89% on STAAR Reading

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Pleasantville ES students were close to meeting the goals set out at the start of the previous school year. Strengths include vast improvement in Mathematics performance compared to even pre-pandemic performance, especially at the Meets level. Also, Nearly 60% of students performed at the Meets level on STAAR Reading. While our Science performance is lagging behind Reading and Math, there was a 40% increase in students performing at the Approaches level.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Historically lower Mathematics performance on STAAR tests as compared to Reading across grade levels   **Root Cause:** Professional development and intervention have focused on reading instruction with little focus on best practices or interventions for math instruction across all grade levels.

School Culture and Climate

School Culture and Climate Summary

Pleasantville Elementary has had a higher-than-usual turnover for this past school year. Our recruitment and hiring processes involve a hiring team that develops a candidate profile for vacancies that occur. The hiring team includes the administration team and partner teachers for the position available. Candidates are interviewed with a campus-designed rubric of questions selected by and for the hiring team. Our campus leadership is developed through administration and leadership team meetings, role-based professional development provided by the district, and appraisal calibrations with district personnel and our school support officer. Though our team is small, the roles are clearly defined, and expectations are reviewed through goal-setting conferences at the start of the year.

Developing a focused improvement plan began in the Spring semester when we reviewed the 23-24 School Improvement goals and progress on those goals. Grade-level teacher teams and the administrative team identified instructional grows and glows, what worked well, and what needed improvement regarding the items we identified. We reviewed End of Year screener data and preliminary STAAR results to begin crafting our 22-23 School Improvement goals, measurable objectives, and action steps as a school team. In developing the goals, we determined what instruments would measure progress, including district screeners and campus-created formative assessments. With SSO support, once our campus teams determined goals, the administration team created a professional development plan that would drive us toward our goals, particularly in our high-need area, and prepare us to meet our scholars' social and emotional needs.

We are continuing to implement CHAMPS Positive Behavior System from Safe and Civil Schools to ensure a campus-wide classroom management system to provide an orderly, engaging, motivating, and more effective learning environment. Also, we are a recipient of funding for the 21st Century Afterschool program that allows for student enrichment and additional tutorial time. We will continue to provide students with consistent access to blended learning opportunities. Students will engage with Canvas and various digital learning tools to support learning needs and multiple learning modalities. Our IT Representative will deploy class sets of devices to teachers during direct and small group learning settings.

Instructionally, we align our instruction to the TEKS using district curriculum documents such as the scope and sequence, pacing calendar, and unit planning guides. Additionally, we utilize Lead4Ward documents such as the Field Guides, Frequency Distribution, and IQ Release to plan instructional priorities. The 22-23 master schedule is strategically designed to protect PLC time weekly, allow for team planning and Intervention Assistance Team meetings, and provide ample time for multiple intervention opportunities during the school day.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The development of an emerging PLC culture, especially around data-driven instruction and instructional planning. This year, the process used to review data in teams and craft goals was especially valuable for the campus as we begin to grow in strategic planning for instruction. Effective technology implementation to support student instruction was also an area of campus pride in the past year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Varying academic performance and classroom management issues across grades and content areas   **Root Cause:** Lack of consistent, campus-wide professional development, classroom management, and instructional systems

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Pleasantville Elementary is a trusted space in the community where area residents have attended school for generations. Teacher longevity has allowed parents and families to become accustomed to the staff and the school's expectations. Students enjoy being here and parents are actively engaged in their child's learning, especially as a result of the pandemic. Our facility's quality is in question to the community and try to compete with the new building of the various charter schools that are located in proximity to the neighborhood.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Pleasantville does not have a positive perception from native Spanish-speaking community members. **Root Cause:** Historically, Spanish communication from the school was non-existent. Few staff members are bilingual. Poor Customer service from "front of house" staff relating to Spanish-speaking visitors. Denial of the changing community demographics.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and community members are involved in a variety of ways on campus. Annually, we hold a Family Literacy Night that encourages and teaches parents about how to support literacy development at home. We also host a STEAM Night for the same purpose around Science, Math, and the Arts. Additionally, we hold a Gold Certification with the district Family and Community Engagement department. To earn this, we had to involve parents via campus walkthroughs that discussed various topics around the campus, from instruction to wraparound services. There are several coffee with Principal events and parent workshops to support learning at home.

Parents who are generally the most reachable for whatever concerns teachers have, are the the most highly in attendance at events. Additionally, if there is no monetary or food incentive to attend, parent turnout is quite low. Also, parent engagement is highest for the primary grades and wanes as students get older.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

We have a majority of positive feedback on the District's Possip parent surveys.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parent involvement decreases and students move up in grades.   **Root Cause:** We are not always able to provide monetary or food incentives for participation.

Priority Problems of Practice

Problem of Practice 1: Historically lower Mathematics performance on STAAR tests as compared to Reading across grade levels

Root Cause 1: Professional development and intervention have focused on reading instruction with little focus on best practices or interventions for math instruction across all grade levels.

Problem of Practice 1 Areas: Student Achievement

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Key Actions

Revised/Approved: October 27, 2023

Key Action 1: Raise the level of purposeful instruction, especially the provision of direct instruction that is engaging, at grade level, and rigorous.

    Strategic Priorities:

    Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will earn 3 or more points on Spot Observation forms for Purposeful Instruction by the end of October 2023. This percentage will increase to 85% by the end of February 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leader will provide Professional Development in the curriculum and then ongoing feedback about it.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Attend and implement leader training for Amplify and Eureka Facilitate Spot form training and conduct weekly classroom visits with post-conference and written feedback around priority T-TESS dimensions. **Staff Actions** Attend the Quality Instruction Conference Refresh and clarify expectations and "look-fors" related to Spot Observation Forms.				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Key Action 1: Raise the level of purposeful instruction, especially the provision of direct instruction that is engaging, at grade level, and rigorous.

Indicator of Success 2: Increase Meets level performance on STAAR Math from 48% to 50% for all grades combined by April 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leader will make sure that lesson internalization happens with every teacher before the delivery of the lesson.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Participate in Children At-Risk (formerly Houston A+ Challenge) TOT PD for Amplify and Eureka curriculum to support teachers in internalizing and personalizing lessons. **Staff Actions** Support teachers in the internalization of Amplify/Eureka lessons and identification of points for CFU/MRS.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: Raise the level of purposeful instruction, especially the provision of direct instruction that is engaging, at grade level, and rigorous.

Indicator of Success 3: Increase Meets level performance on STAAR Reading from 55% to 60% for all grades combined by April 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in developing effective lesson structures.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Plan and Conduct PLCs around campus systems for student discourse, writing across contents, use of Know/Show charts to unpack standards and plan for misconceptions, and purposeful planning for small-group instruction and incorporating supplemental aids. **Staff Actions** Complete assigned Pre-Work pieces for PLCs to engage in a valuable way. Purposefully plan for small group instruction based on multiple points of data.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: Raise the levels of student engagement, especially the use of a variety of multiple-response strategies at 10-minute intervals.

    Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 75% of teachers will earn three or more points on Spot Observation forms for engagement by the end of October 2023. This percentage will increase to 85% by February 2024.

Specific Action 1 Details				Reviews			
Specific Action 1: School leaders will be ensuring that checks for understanding are happening in most of the classrooms.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Engage in PD regarding specified MRS.							
Refresh and refine campus expectations on previously implemented student discourse strategies and systems.							
Staff Actions							
Identify, discuss, and reiterate learning objectives that can be accomplished in one lesson.							
Tightly align all lesson components to the content and rigor of the demonstration of learning.							
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue							

Key Action 2: Raise the levels of student engagement, especially the use of a variety of multiple-response strategies at 10-minute intervals.

Indicator of Success 2: 70% of teachers will be proficient or higher in delivering high-quality instruction as measured by the teacher evaluation rubric.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in high quality instruction.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Identify 3-4 campus-specific strategies to introduce in pre-service, refine and enhance during PLCs through October. Conduct weekly classroom visits with post-conference and written feedback on Spot Forms. **Staff Actions** Apply utilize time stamps to annotated and internalized Amplify/Eureka lesson plans to ensure varied and frequent opportunities to CFU through MRSs Teach students how to engage appropriately during the various types of MRS; reteach expectations for participation regularly.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Raise the levels of student engagement, especially the use of a variety of multiple-response strategies at 10-minute intervals.

Indicator of Success 3: 50% of any given class will show proficiency on Demonstrations of Learning by December of 2023. This percentage will increase to 75% by March 2024.

Specific Action 1 Details		Reviews		
Specific Action 1: Leaders and staff will keep track of proficiency from every student.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Apply classroom timer practices to teacher airtime to ensure that time increments are accurate. Provide in-the-moment coaching on "Aggressive Monitoring" to ensure teachers respond to learning needs based on MRS results. **Staff Actions** Follow-up on misconceptions discovered through aggressive monitoring immediately before proceeding through the lesson. Resume weekly PD from the AIT department on the effective implementation of Canvas and STAAR 2.0 question-types.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Improve the quality of science instruction

    Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: The percentage of fifth grade students performing at the Meets Grade level standard on STAAR Science will increase to 45% for the 23-24 school year.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in Science.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Conduct weekly classroom visits with post-conference and written feedback around priority T-TESS dimensions. Plan and Conduct PLCs around campus systems for student discourse, writing, use of Know/Show charts to unpack standards and plan for misconceptions, and purposeful planning for small-group instruction and incorporation of supplemental aids. **Staff Actions** Increase frequency of hands-on, inquiry-based activities. Provide student discourse opportunities around the science curriculum. Ensure that MRSs teachers incorporate are at the appropriate frequency to CFU.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Improve the quality of science instruction

Indicator of Success 2: 50% of fifth grade students will demonstrate 70% or better proficiency on TEKS assessed December 2024. This percentage will increase to 60% by April of 2024.

Specific Action 1 Details			Reviews		
Specific Action 1: School leaders will monitor 5th grade academic growth.		**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**	
Increase knowledge of TFAR utilization as a means for common assessment and progress monitoring between TEA IAs.					
Build Science intervention block into Master Schedule					
Staff Actions					
Purposefully plan to address high-leverage science TEKS during science intervention block.					
Plan lessons with supplemental aids and organizers in mind to support students with accessing and organizing knowledge.					
Incorporate a science workstation into the math workstation rotation block.					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Key Action 4: Provide effective literacy instruction aligned with the Science of Teaching Reading in grades K through 5.
  Strategic Priorities:
  Transforming Academic Outreach

Indicator of Success 1: 75% of 1st - 5th Grade students will show at least 1.3 year's growth via NWEA MAP Assessment by EOY 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders and staff will take Professional Development about MAP so they can better serve students.	**Formative**			**Summative**
	Feb	Mar	Apr	June
School Leaders' Actions				
Attend and provide PD to teachers on NWEA MAP test and data reporting from Student Assessment Department.				
Attend and provide PD to teachers on effective whole-class implementation of Really Great Reading phonics curriculum.				
Attend and provide PD to teachers on effective implementation of Amplify curriculum, including integration of HB3 Reading Academy strategies.				
Staff Actions				
Transition from word walls to sound walls.				
Internalize and practice lesson delivery from Amplify and RGR.				
Progress monitor students decoding fluency.				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Key Action 4: Provide effective literacy instruction aligned with the Science of Teaching Reading in grades K through 5.

Indicator of Success 2: Achieve a growth rate of 90% for RLA as indicated by STAAR Academic Growth Score calculations.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in data tracking to provide intervention support to students.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Attend and provide PD to teachers on effective implementation of Amplify curriculum, including integration of HB3 Reading Academy strategies.				
Attend PD on the TFAR system in Cambium to support frequent assessment and data tracking.				
Staff Actions				
Progress monitor students decoding fluency.				
Present students with on grade-level text, purposefully annotated lessons, and release them to work independently or in student groups.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 4: Provide effective literacy instruction aligned with the Science of Teaching Reading in grades K through 5.

Indicator of Success 3: 50% of Kindergarten & First Grade students score proficiently on Diebels MOY. That percentage increases to 65% by EOY.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will focus in the best use of the curriculum by teacher so students will show progress.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Refine protocols for intervention planning and progress monitoring, train and monitor specified teachers on implementation of Corrective Reading program. Resume implementation of Corrective Reading as an intervention resource for Tier III students **Staff Actions** Apply and utilize time stamps to annotated and internalized Amplify/Eureka lesson plans to ensure varied and frequent opportunities to CFU through MRSs. Double dose Reading intervention for SPED/504/EB/Tier III students.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 5: Improve the quality of student writing (constructed responses) across all content areas.
    Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 60% of students will receive a score of at least a 3 on STAAR RLA Extended Constructed Response questions.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus efforts will be places in developing a strong structure for writing skills	**Formative**			**Summative**
School Leaders' Actions	Feb	Mar	Apr	June
Revise campus writing plan to include the STAAR constructed and extended constructed response rubric criteria.				
Lead STAAR constructed response rubric deep dive PD for all content & SPED teachers and facilitate student-friendly rubric creation.				
Staff Actions				
Explicit teaching of dictionary skills hardbound and electronic				
Implement student friendly STAAR writing rubric.				
Update, maintain, and review student writing portfolios on a regular interval.				
Provide students feedback on how to improve/revise writing via small group/writing conferences.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 5: Improve the quality of student writing (constructed responses) across all content areas.

Indicator of Success 2: 55% of students in grades 2-5 will demonstrate progress (earning at least half of the rubric points possible) on short and extended constructed response opportunities as evidenced by student writing portfolios by January 2024. This percentage will increase to 70% by April 2024.

Specific Action 1 Details				Reviews			
Specific Action 1: School leaders and staff will monitor writing skills in all the subjects.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Pre-Service.							
Monthly PLC to review student writing portfolios and analyze student work to refine composition practices.							
Staff Actions							
Allocate time during instructional block for typing practice and typing final drafts.							
Scaffold writing constructed responses for students by beginning with paragraph frames and graphic organizers and reducing the scaffolded support progressively through the year.							
Utilize Canvas and other digital applications to integrate written communication via technology.							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

State Compensatory

Budget for 220 Pleasantville Elementary School

Total SCE Funds: $92,600.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

State Compensatory services include the provision of supplemental instruction through tutorials and for required hours of accelerated instruction for HB 4545

Personnel for 220 Pleasantville Elementary School

Name	Position	FTE
Freida Frand	Teaching Assistant-10M	1
Sabrina Adams	Tchr, ESL EC-4	1

Addendums

Texas Education Agency
2022 School Report Card
PLEASANTVILLE EL (101912220) - HOUSTON ISD - HARRIS COUNTY

School Information

District Name:	**HOUSTON ISD**
Campus Type:	**Elementary**
Total Students:	**269**
Grade Span:	**PK - 05**

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.
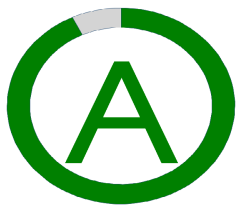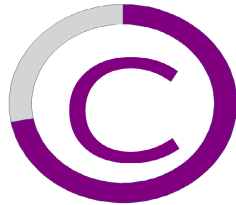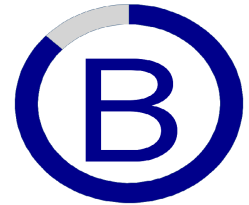
Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
A	C	A	B
93 of 100	72 of 100	96 of 100	87 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading ✓

Academic Achievement in Mathematics ✓

Academic Achievement in Science ✗

Top 25%: Comparative Academic Growth ✓

Top 25%: Comparative Closing the Gaps ✓

Postsecondary Readiness ✓

Student Information

This section provides demographic information about PLEASANTVILLE EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	90.8%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	56.1%	22.1%	12.8%
Hispanic	41.3%	61.9%	52.8%
White	0.7%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.9%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	95.5%	79.2%	60.7%
Special Education	5.9%	8.4%	11.6%
Emergent Bilingual/EL	20.4%	35.1%	21.7%
Mobility Rate (2020-21)			
	20.5%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.0	18.2	18.7
Grade 1	20.0	15.7	18.7
Grade 2	7.8	15.4	18.6
Grade 3	16.4	14.4	18.7
Grade 4	19.5	13.7	18.8
Grade 5	12.2	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see:
http://tea.texas.gov/financialstandardreports/

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$10,745	$10,524	$11,106
Instruction	$7,330	$5,989	$6,358
Instructional Leadership	$116	$185	$186
School Leadership	$1,302	$749	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	**70%**	66%	74%	*	-	-	-	*	70%
	2021	67%	57%	**39%**	38%	42%	*	-	-	-	-	37%
ELA/Reading	2022	75%	70%	**75%**	75%	74%	*	-	-	-	*	74%
	2021	68%	60%	**58%**	58%	59%	*	-	-	-	-	56%
Mathematics	2022	72%	67%	**70%**	64%	76%	*	-	-	-	*	72%
	2021	66%	53%	**32%**	28%	38%	*	-	-	-	-	30%
Science	2022	76%	68%	**57%**	45%	71%	-	-	-	-	-	56%
	2021	71%	59%	**19%**	20%	15%	-	-	-	-	-	15%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**43%**	40%	45%	*	-	-	-	*	43%
	2021	41%	33%	**12%**	12%	13%	*	-	-	-	-	10%
ELA/Reading	2022	53%	49%	**56%**	54%	58%	*	-	-	-	*	56%
	2021	45%	38%	**20%**	20%	21%	*	-	-	-	-	18%
Mathematics	2022	42%	38%	**41%**	39%	40%	*	-	-	-	*	40%
	2021	37%	27%	**7%**	8%	6%	*	-	-	-	-	5%
Science	2022	47%	39%	**14%**	5%	24%	-	-	-	-	-	14%
	2021	44%	33%	**5%**	3%	8%	-	-	-	-	-	3%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**19%**	20%	19%	*	-	-	-	*	19%
	2021	18%	15%	**5%**	5%	7%	*	-	-	-	-	4%
ELA/Reading	2022	25%	24%	**28%**	30%	24%	*	-	-	-	*	27%
	2021	18%	16%	**8%**	8%	9%	*	-	-	-	-	8%
Mathematics	2022	20%	19%	**16%**	14%	18%	*	-	-	-	*	15%
	2021	18%	13%	**6%**	6%	6%	*	-	-	-	-	4%
Science	2022	21%	17%	**5%**	5%	6%	-	-	-	-	-	6%
	2021	20%	14%	**0%**	0%	0%	-	-	-	-	-	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**92**	90	93	-	-	-	-	-	92
	2019	69	68	**82**	80	86	-	-	-	-	-	82
ELA/Reading	2022	78	81	**89**	89	88	-	-	-	-	-	89
	2019	68	68	**85**	80	92	-	-	-	-	-	85
Mathematics	2022	69	75	**95**	91	98	-	-	-	-	-	95
	2019	70	68	**80**	80	80	-	-	-	-	-	79

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.