River Oaks Elementary was established in 1928 as the River Oaks School. Over time, the school has been a neighborhood only school as well as a Magnet only school. In the late 1990’s, ROE changed to its current model of allowing zoned students to attend. The Vanguard Magnet Program stayed in place and became a school within a school. Eleven years ago, ROE moved to a heterogeneous model integrating the almost 67% identified Gifted and Talented students with the approximate 33% unidentified Gifted and Talented Students. All students receive differentiated instruction through the Vanguard/International Baccalaureate Primary Years Programme.

Our students consist of those residing in the attendance zone and those students across the city that apply and are accepted into our Vanguard Program for the GT. Of the students currently enrolled, 35.2% are Asian, 4.7% are AA, 15.1% are H, 35.4% are W and 9.6% are multi-racial. 7.4% of our students are Economically Disadvantaged, 8.6% are EL and 18.5% are AR. We have a 3.5% mobility rate, and our discipline suspensions are <0.  Approximately 67% of our students are GT. 6.2% of our students qualify for Section 504, 4% have dyslexia and 4.9% qualify for special education services. All teachers hold IB, ESL, GT and elementary certifications and 100% of teachers are Highly Qualified. Our student teacher ratio is 22:1 in grades K-4 and 25:1 in grade 5. With virtual learning as an option last year, our attendance rate was at an all-time high of 99%. A decrease in attendance is anticipated this year, due to Covid and parents not participating in the TOL.

River Oaks Elementary maintained Met Standard in 2020 in Student Achievement (STAAR Performance), School Progress (Academic Growth, Relative Performance), and Closing the Gaps due to the global pandemic. Additionally, ROE qualified for the following distinctions: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The overall scaled score was 97.

Our overall student STAAR participation rate declined in 2019 from 99% to 84% in 2021 due to Covid - 19 and remote learning options. Our sub-populations that count for ROE include Asian, Hispanic, White, Eco Dis and EL. All students in these subpops met Target Goals of 86% when the overall target was 44%. Our English Learners met English Language Proficiency Target Goals of 36% at 70%. All students in these subpops met Student Achievement Goals scoring 79% when the target was set at 47%. When ROE is compared to the state, our students significantly scored above the state. From 2019 to 2021, the state declined in all areas except for 5th grade reading (increase by 1%). ROE students performed above the state in all areas, which resulted in 100% for Closing the Gaps.

 As a result, our goals for the 2021-2022 school year are as follows:

* The percentage of all students performing at or above grade level in reading as measured by the Master’s Grade Level Standard on STAAR will increase 5 percentage points from 69% in spring 2019 to 74% in spring 2024.
* The percentage of all students performing at or above grade level in math as measured by the Master's Grade Level Standard on STAAR will increase 5 percentage points from 67% in spring 2019 to 72% in spring 2024.
* The percentage of all students performing at or above grade level in science as measured by the Master's Grade Level Standard on STAAR will increase 5 percentage points from 37% in spring 2019 to 42% in spring 2024.
* During the 2021-2022 school year, the percentage of all K-5th grade students (Special Education) reading at or above grade level will increase by 5% (BOY as a baseline) as measured by the EOY Ren360 Universal Screener.
* During the 2021-2022 school year, average daily attendance will increase from 1st 6wks attendance rate of 96% to 98% by the EOY (2% as measured by ADA documentation).
* During the 2021-2022 school year, the number of students suspended will maintain less than 0.
* During the 2021-2022 school year, 100% of students will complete the E-Rate Safety Compliance Course no later than December 2021.
* During the 2021-2022 school year, the percentage of all K-5th grade students (Special Education) participating in math at or above grade level will increase by 5% (BOY as a baseline) as measured by the EOY Ren360 Universal Screener.
* During the 2021-2022 school year, the number of GT zoned students will increase by 10% in kindergarten (from 50% to 60%).
* During the 2021-2022 school year, ROE will have 100% participation in the Parent Teacher Organization.
* The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.
* The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Our Ren360 data allows us to place students into Tier I, II, III intervention groups, and provide small groups specifically focused on foundational skills. Our benchmark data is not an accurate prediction of student performance on STAAR as we follow the scope of the TEKS not the sequence of lesson plans on the HUB. However, teachers can use the data to inform their instruction.

In 2005, ROE was authorized as an IB World School. Due to the IB Philosophy, Standards and Practices, most PD monies are spent on IB trainings/certifications. As a Vanguard magnet, all faculty must maintain their GT certifications. Other PD activities are always aligned with the SIP, and our focus mirrors the district focus of math & reading Meets and Master’s improvement as well as safety. All K-5 teachers are committed to ROE’s Literacy Plan which aligns with the districts Literacy by 3 initiatives. The ROE leadership team utilizes the TADS as the monitoring system for instructional practices, professional expectations, and student performance.

For students, the campus utilizes the RtI approach outlined in the Pre-Referral Intervention Manual Third Edition (McCarney and Wunderlich, 2014). ROE parents have high academic and behavioral expectations for faculty and students. The campus has longitudinal data to show growth in students over time, and the campus consistently performs above the district and state performance. The campus uses the IB Learner Profile and incorporates Rethink Ed as a model for Social Emotional Learning and equity among classroom best practices, and all teachers implement these components within the PYP Unit Planners. The campus is dedicated to meeting the E-Rate requirements of cyber safety and internet safety training for all students.