

# Houston Independent School District

## 122 Burbank Elementary School

### 2023-2024 Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

Burbank Elementary's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

## Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

## Value Statement

**One Team, One Mission: Operation Excellence**

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

#### ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

#### iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

### Student Achievement Strengths

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

#### Areas of Strength:

**\*\*Reading (2021-2022)\*\*:** In this year, Reading showcased strong performance, with 55% of students meeting the academic standards and 29% mastering them. This indicates that students had a robust foundation in reading skills during this period.

**\*\*Math (2021-2022)\*\*:** Math was another area of strength in the 2021-2022 academic year. 48% of the students met the standards and 29% achieved mastery.

### Academic Improvement:

**\*\*Mathematics\*\*:** Comparing the two academic years, there's an evident improvement in Math. The percentage of students meeting the standards increased from 48% in 2021-2022 to 53% in 2022-2023.

### Attribution for Improvement:

The improvement in Math may be attributed to a multitude of factors, such as enhanced curriculum, effective teaching strategies, targeted interventions, or supplemental resources.

### Areas Where Students Excelled:

- \*\*Reading (2021-2022)\*\*:** Students particularly excelled in Reading during the 2021-2022 academic year, with a notable 55% meeting and 29% mastering the academic benchmarks.
- \*\*Math (2021-2022)\*\*:** Similarly, in Math for the same year, 48% of students met and 29% mastered the standards, showcasing it as another area where students shone.

In conclusion, the 2021-2022 academic year displayed considerable strengths in both Reading and Math. The upward trajectory in Math performance from 2021-2022 to 2022-2023 is encouraging and warrants a closer look to identify and replicate successful strategies.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At Burbank Elementary classroom instruction is not consistently engaging for all learners. There is not a crystal-clear system for lesson internalization; resulting in lack of preparedness to provide high quality instruction, the first time which has led to student boredom, poor engagement, low level learning, and activity without mastery in specific grade level content areas. **Root Cause:** Teachers are not internalizing lessons or completing lesson rehearsals; therefore, teachers are going in cold and falling short on Tier I instruction and the anatomy of a solid lesson delivery inclusive of the elements of best practices.

**Problem of Practice 2:** At Burbank Elementary, there are limited systems being utilized to analyze student data to help teachers drive classroom instruction. Leaders and teachers are not looking at proper quantitative and qualitative data to drive instruction. Therefore, student data is difficult to consistently interpret, and instruction is based on teacher discretion and there is limited prioritization of objectives. **Root Cause:** There were assumptions about Data Driven Analysis systems that resulted in a lack of skillful facilitation of data driven (PLCs) that included job-embedded professional development that will enhance teacher capacity in analyzing data and data driven implementation of high-quality Tier I instruction.

### Problem of Practice 3 (Prioritized):

At Burbank Elementary, instructional leadership capacity among campus leadership is inconsistent. Although there are weekly meetings for A-Team, calibration walks, and PLC's; instructional capacity varies. Student groups are scoring below their potential on unit, state, and national assessments, while teacher performance is being rated in alignment with

instruction rather than student performance. **Root Cause:** The administration team is partially made of new leaders who lack the confidence to lead directly. This results in limited coaching, direct and actionable feedback leading to increased teacher performance.

# School Culture and Climate

## School Culture and Climate Summary

Based on previous survey data, students describe Burbank Elementary School to be a safe place where learning takes place and challenges students to reach their full potential. The staff at Burbank Elementary work collaboratively in their grade level during planning and PLC meetings. Also, there is 100% collaboration amongst all staff members during campus PD training, planning school events for our parents and the community such as Fall Festival, Literacy Night, Math Night, Science Night and Cinco de Mayo.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Based on the data, the culture action committee has focused their skill set on creating appealing visuals such as bulletin boards that communicate campus information. Culture campus committees meet monthly to create classroom roles for our students that align with our Leader In Me initiative.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Burbank Elementary, social/emotional learning was not consistently implemented in the classroom. **Root Cause:** Though teachers were capable of implementing social/emotional learning in the classroom, teachers were not held accountable with a specific time to implement within their block and were not provided with the appropriate professional development in order to execute the Leader In Me process.

**Problem of Practice 2:** At Burbank Elementary, teacher and staff attendance was not meeting the 98% expectations. There is a direct correlation between teacher/staff attendance and student performance. Quality instruction is best implemented by highly qualified teachers. **Root Cause:** At Burbank Elementary, we have not been effective in upholding the attendance expectations outlined in the district's leave request policy. Therefore we have seen a decrease in student performance.

**Problem of Practice 3:** At Burbank Elementary, student attendance was not meeting the 98% expectations. There is a direct correlation between student attendance and student academic performance. **Root Cause:** At Burbank Elementary, we have not been consistent with following through with student attendance contracts, home visits and rewarding students/parents with satisfactory attendance.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The evaluation and student growth and achievement data for Burbank Elementary indicate consistently positive outcomes in teacher quality and instructional effectiveness. In both the 2021-2022 and 2022-2023 academic years, students demonstrated proficiency in Math, Reading, and Science, with a significant portion meeting or exceeding expected standards. These results highlight effective teaching methods and a positive learning environment at Burbank Elementary. While there are areas for improvement, particularly in Science, the overall outcomes suggest a strong foundation in teacher quality and instructional strategies. Continued efforts to enhance instructional techniques, especially in Science, will further support positive student outcomes and foster an environment conducive to ongoing growth and achievement.

### What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Burbank ES, there were 51 teachers as of June 1, 2023. Thirteen teachers left the campus by October 25, 2023, resulting in a turnover rate of 25%. The staff attendance rate was 95%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively organize teacher apprenticeships and participate in job fairs, demonstrating our proactive approach to attracting exceptionally talented educators to our school.

### How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

### What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction. Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes. To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

### What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.



## Staff Quality, Recruitment, and Retention Strengths

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

The data for Burbank Elementary provides information on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

### Strengths:

- **Gender Diversity:** The data indicates that Burbank Elementary has a well-balanced gender distribution among its teaching staff, with 24 female staff members and 4 male staff members. Gender diversity can contribute to a well-rounded and inclusive learning environment.
- **Experience Levels:** The school has a mix of teaching experience levels, with a notable number of teachers (11 out of 28) having 11 or more years of experience. Having experienced teachers on staff can be a strength, as they often bring a wealth of knowledge and expertise to the classroom.
- **Retention of Experienced Teachers:** The presence of teachers with 11 or more years of experience suggests that the school has been successful in retaining experienced educators. Retaining experienced teachers can provide continuity and stability in the school environment.
- **Teachers with Moderate Experience:** The presence of teachers with 6–10 years of experience can contribute to a balanced teaching staff, as they are likely to have a good blend of experience and a relatively recent connection to educational trends.

### Professional Development Practices:

**Effective Professional Development and Support:** The presence of experienced teachers, teachers with moderate experience, and gender diversity among the teaching staff suggests that Burbank Elementary likely invests in effective professional development and support programs. These programs are likely designed to help teachers continuously improve their skills, share best practices, and create an inclusive learning environment.

Experienced teachers may serve as mentors and contribute to the development of their colleagues, while teachers with moderate experience can bring fresh insights and up-to-date teaching methods. Gender diversity may indicate a commitment to inclusive and equitable teaching practices.

It's important to note that while these strengths are promising, a more detailed assessment of the specific professional development programs, their content, and their impact on teacher growth and student outcomes would provide a more comprehensive understanding of the school's professional development practices.

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

**Problem of Practice 1:** While Burbank Elementary School has shown consistent positive outcomes in student performance across various subjects, there's a need for further improvement in Science. The data suggests that instructional approaches in Science may require enhancement to align with the effectiveness demonstrated in Math and Reading.

**Root Cause:** The root cause could be variations in curriculum and instructional approaches, where specialized subjects like Science may differ from others. This discrepancy leads to differences in student outcomes. Addressing this requires aligning curriculum and instructional methods across subjects for a consistent teaching approach.

**Problem of Practice 2:** Although staff attendance rates at Burbank Elementary School are generally high, there is a persistent issue with staff turnover. A turnover rate of 25% raises concerns about the continuity of instruction and staff morale. **Root Cause:** Inadequate mechanisms for managing and addressing staff turnover may be contributing to the issue. This could result from a lack of clear policies or incentives to retain staff. Addressing this problem necessitates developing more robust strategies for staff retention and creating a

supportive work environment.

**Problem of Practice 3:** While professional development efforts at Burbank Elementary have shown positive impact on teacher performance and student outcomes, there is room for enhancing follow-up and support for teachers. This will ensure sustained growth and improvement. **Root Cause:** The root cause could be a lack of comprehensive follow-up mechanisms and support systems after initial professional development. To address this, it's essential to develop structured post-training support and continuous growth strategies for teachers to maintain and build on their progress.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At Burbank Elementary, we have established monthly parent workshops. We have also partnered with the Houston Food Bank to implement the Backpack Buddies program. Hazel Heath has partnered with Burbank to provide mental health services to students in need. Lastly, we have monthly community events such as Coffee with the Principal, Fall Festival, Trunk or Treat, etc.

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Due to an increase in community and parent involvement, a functioning PTO has been established at Burbank Elementary that increases parental involvement during our school events. PTO supports the school with funds to purchase attendance prizes to motivate students to attend school daily, receive high quality instruction, and improve student academic performance.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Although for the 2023-2024 school year we have improved our parent involvement, the 2022-2023 school year lacked parent involvement which in turn, impacted the support for establishing a well organized PTO. **Root Cause:** PTO elections were not held until the end of the school year.

**Problem of Practice 2:** At Burbank Elementary, there was a lack of community business partnerships in the 2022-2023 school year. **Root Cause:** Lack of utilizing the Wrap Around Services Department when campus liaison resigned mid year.

**Problem of Practice 3:** At Burbank Elementary during the 2022-2023 school year, there were no clear and defined modes of communication to parents and community. **Root Cause:** Teachers were not required to establish a Class Dojo to communicate classroom and campus events/activities. Burbank did not have an established TA in the copy room tasked with printing needed flyers in a timely manner.

# Priority Problems of Practice

**Problem of Practice 1:** At Burbank Elementary, instructional leadership capacity among campus leadership is inconsistent. Although there are weekly meetings for A-Team, calibration walks, and PLC's; instructional capacity varies. Student groups are scoring below their potential on unit, state, and national assessments, while teacher performance is being rated in alignment with instruction rather than student performance.

**Root Cause 1:** The administration team is partially made of new leaders who lack the confidence to lead directly. This results in limited coaching, direct and actionable feedback leading to increased teacher performance.

**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

- Campus goals

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

## Parent/Community Data

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

# Key Actions

Revised/Approved: October 23, 2023

**Key Action 1:** Increase student engagement during instruction in all content areas using multiple response strategies in each lesson.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Increased academic outcomes across multiple assessments

**Indicator 1:** Out of 45 Spot observations conducted by Nov. 2023, 80% of teachers will score 2 or higher on the use of Multiple response strategies and will increase to 90% of teachers proficient by Feb. 2024.

**Indicator 2:** 70% English Language Learners (Beginner, Intermediate or Advanced) will increase one proficiency level in the speaking and writing domains compared to TELPAS 2023. All English Language Learners scoring Advance High on TELPAS 2023 will maintain proficiency levels on TELPAS 2024?

**Indicator 3:** 75% of students students taking NWEA MAP Testing will demonstrate growth from BOY to MOY and 90% BOY to EOY.



**Key Action 2:** Implement differentiated instruction through data driven small group instruction that yields student growth in academic outcomes.

**Strategic Priorities:**  
Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Growth across multiple academic outcomes

**Indicator 1:** 90% of students in Literacy, Math and Science STAAR 2.0 will increase one performance level from STAAR 2023 to TEA Interim Assessment 2.

**Indicator 2:** Meets and Masters Students taking 2024 Math & Science STAAR 2.0 will grow 3-6 raw score points from 2023 Math STAAR 2.0. Approaches or Unsatisfactory students taking 2024 Math and Science STAAR 2.0 and will grow 6-8 raw score points from 2023 Math STAAR 2.0

**Indicator 3:** 75% of students students taking NWEA MAP Testing will demonstrate growth from BOY to MOY and 90% BOY to EOY.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: Leaders and staff will work collaboratively to improve professional development and workflows				
School Leaders' Actions				



<p>Instructional Leaders (Coaches, AP's and P's) will train teachers through PLC process and Campus/External Professional Development in the differentiation framework &amp; systems that support data driven small group instruction for literacy and math classrooms.</p> <p>Instructional Leaders will use data systems to help teachers identify target students for small group, RTI and extended day learning opportunities.</p> <p>Instructional Coaches will analyze data with teachers to identify target skills and lessons for small group and extended day learning.</p> <p><b>Staff Actions</b></p> <p>Teachers and Interventionists will participate in professional development that will strengthen capacity to implement the differentiation framework &amp; systems framework for data driven small group for their content area evidenced by teacher PD attendance, small group schedule and lesson plans.</p> <p>Teachers use the data tracking systems with fidelity after each assessment event in order to identify students needing additional support through small group, RTI, and extended day tutorials.</p> <p>Teachers will implement the instruction and lessons aligned with target skills for small group and extended day learning evidenced through RTI service log.</p>		
<div> <div>0%</div> <div>No Progress</div> </div>	<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>Continue/Modify</div> <div>Continue/Modify</div> </div> <div> <div>Discontinue</div> <div>Discontinue</div> </div>

**Key Action 3:** Grow teacher capacity in providing high quality writing instruction across all content areas.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Improved literacy STAAR scores

**Indicator 1:** 70 % of student in grades 2-5 will achieve Meets or Masters on the January Writing Mock STAAR assessment.

**Indicator 2:** Out of 45 Spot Observations conducted by Nov. 2023, 80% of teachers will score proficient or higher by March & April Spot Observations.

**Indicator 3:** 70% of students taking 2024 Literacy STAAR 2.0 will achieve a 7/10 or higher on the constructed response sections of the assessment.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<b>School Leaders' Actions</b>  Instructional Leaders (Coaches, AP's and Principal) will provide content area writing training for non-literacy teachers through PLC process, instructional planning support and campus. District After School Training.  Instructional Leaders will train Literacy Teachers in all components of Writing Workshop Systems and Framework to ensure student growth in writing assessments throughout the year through PLC and After School PD sessions.  Instructional Leaders will provide On the Spot Coaching Daily, according to the campus coaching calendar for each teacher using the Content Area Spot Observation Form to increase student achievement.				
<b>Staff Actions</b>  Teachers and Interventionists will participate in weekly team planning, Campus and District PD when offered to increase capacity to provide high quality instruction.  Literacy Teachers and Interventionists will implement the Writing Instructional Framework and systems using RBIS, SOR and Balanced Literacy Strategies in alignment with Instructional Framework and Systems evidenced through Spot Observation Form.  Content Area Teachers and Literacy teachers will imbed writing into multiple response systems in each lesson as evidenced on the Content Area Spot Observation Form.				
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>Continue/Modify</div></div>				<div>✗ Discontinue</div>

# State Compensatory

## Budget for 122 Burbank Elementary School

**Total SCE Funds:** \$198,019.00

**Total FTEs Funded by SCE:** 3.6

### Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Burbank Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

### Personnel for 122 Burbank Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christiano Hernandez	Tchr, Hrly	1
Gabriela Boquin	Tchr, Multi-Grade	1
Jesus Moreno	Teaching Assistant-10M	0.6
Julie Sanchez	Lecturer, Hrly - Degreed	1

# Addendums

# Burbank Elementary

## Campus Profile

**Non-NES**  
NES Status

**A2**  
Unit

**A**

2022 Rating

**Shana Perry**  
Senior ED

**Leigh Curry**  
ED

**Leon Scott**  
Support ED

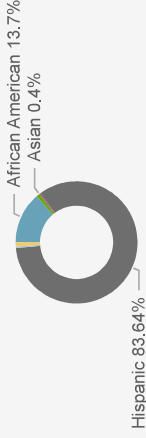
### SCHOOL LEADERSHIP

**Heather Luebb...**  
Principal

**No Match**  
Years of Experience

**No Match**  
Years on Campus

### DEMOGRAPHICS



### 2022 ACCOUNTABILITY INFO

STAAR: Raw Score 56 STAAR: Scaled Score 85

CCMR: Raw Score N/A CCMR: Scaled Score N/A

Grad Rate: Raw Score N/A Grad Rate: Scaled Score N/A

Action Plan URL [🔗](#)

### QUICK COUNTS

**74**  
Total Staff

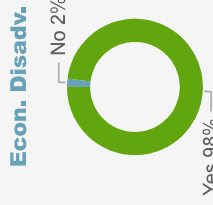
**752**  
Count of Student Id

**53**  
Full-Time Teachers

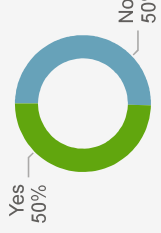
**10**  
Av. Years Tchr. Exp.

Campus	01	02	03	04	5	K	PE	PK
Burbank ES	135	121	130	91	105	77	5	88

**95%**  
Average Staff Attendance

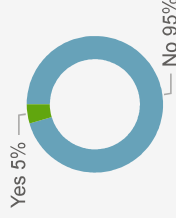


**ELs**

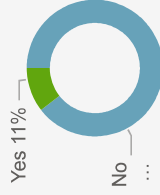


**94%**  
Average Student Attendance

**GT**



**Special Education**



## Burbank ES

**CSO:** Shana Perry  
**SSO:** Pablo Resendiz

**TEA Level:** ES  
**School Office:** ESO2

Overall		
	Scaled Score	Rating
2022 ACTUAL	92	A
"What-If"	93	A
Projected Change	1	No Change

Domain 1: Student Achievement		
	Scaled Score	Rating
2022 ACTUAL	85	B
"What-If"	85	B
Projected Change	0	No Change

Domain 2: School Progress			
	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Stu Gwth	94	A
"What-If"	Stu Gwth	93	A
Projected Change	No Change	-1	No Change

Domain 3: Closing the Gaps		
	Scaled Score	Rating
2022 ACTUAL	88	B
"What-If"	92	A
Projected Change	4	Change

Domain 1 Components		
STAAR	Raw Score	Scaled Score
2022 ACTUAL	56	85
"What-If"	56	85
Projected Change	0	0
CCMR		
	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A
Graduation Rate		
	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Domain 2 Components		
Student Growth	Raw Score	Scaled Score
2022 ACTUAL	89	94
"What-If"	89	93
Projected Change	0	-1
Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	56.0	91
"What-If"	56.0	91
Projected Change	0.0	0

Domain 3 Components			
	Total # Groups/Points	Percent Met	Points
<b>Academic Achievement</b>			
2022 ACTUAL	16	75	22.5
"What-If"	32	69	20.6
Projected Change	16	-6	
<b>Growth or Grad Rate</b>			
2022 ACTUAL	13	100	50.0
"What-If"	32	75	37.5
Projected Change	19	-25	
<b>D1 STAAR or CCMR</b>			
2022 ACTUAL	8	100	10.0
"What-If"	16	75	7.5
Projected Change	8	-25	
<b>English Language Proficiency (ELP)</b>			
		% Met ELP	ELP Points
2022 ACTUAL		100	10
"What-If"		75	7.5
Projected Change		-25	

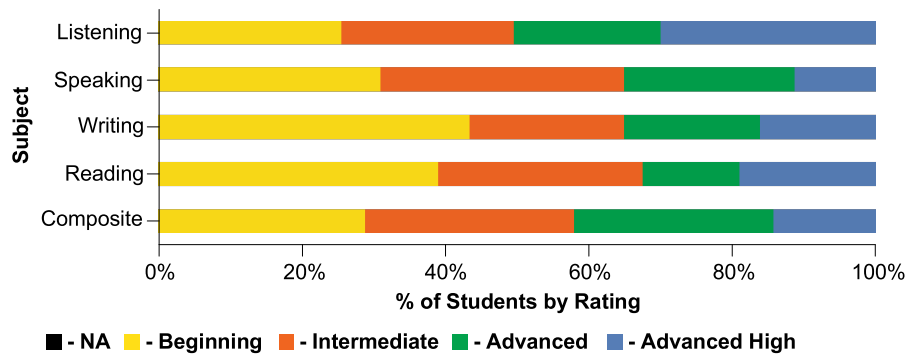
**A note on Domain 3:** While weighted scores are higher in Domain 3 in the "What-If" ratings, Domain 3 scaling and methodology is significantly different than it was in prior years. For Domain 3, Points in 2022 were calculated after scaling, and Points in "What-If" were calculated prior to scaling. Therefore, the Points column is not comparable across analyses.

Sources: 2022 CAF; "What-If" Data File published 5/31/2023

Note: "What-If" ratings use 2022 student outcomes and the currently proposed 2022–2023 accountability cycle rules. These are not official ratings. 2022–2023 accountability ratings will be released in September 2023.

## TELPAS Rating

Student's Current Grade Level:  
All Grades





School	NWEA FALL Math (K-2) 23-24											
	Overall											
	# Tested		Avg SS		Not Assigned		Low		LoAverage		Average	
	#	%	#	%	#	%	#	%	#	%	#	%
Houston ISD	18088	149.45	0	0%	3992	22.07%	3203	17.71%	3227	17.84%		
Burbank Elementary (122)	112	149.48	0	0%	30	26.79%	20	17.86%	22	19.64%		
School	NWEA FALL Math (K-2) 23-24				NWEA FALL Spanish Math (K-2) 23-24							
	Overall				Overall							
	HiAverage		High		# Tested	Avg SS		Not Assigned		Low		
	#	%	#	%		#	%	#	%			
Houston ISD	3546	19.6%	4120	22.78%	8553	146.02	1	0.01%	2056	24.04%		
Burbank Elementary (122)	26	23.21%	14	12.5%	112	150.88	0	0%	22	19.64%		
School	NWEA FALL Spanish Math (K-2) 23-24						NWEA FALL Math (2-5) 23-24					
	Overall						Overall					
	LoAverage		Average		HiAverage		High		# Tested	Avg SS		
	#	%	#	%	#	%	#	%				
Houston ISD	1937	22.65%	1871	21.88%	1735	20.29%	953	11.14%	48022	189.45		
Burbank Elementary (122)	16	14.29%	21	18.75%	32	28.57%	21	18.75%	436	188.32		

School	NWEA FALL Math (2-5) 23-24											
	Overall											
	Not Assigned		Low		LoAverage		Average		HiAverage			
	#	%	#	%	#	%	#	%	#	%		

Burbank Elementary (122)	0	0%	93	21.33%	89	20.41%	97	22.25%	112	25.69%			
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School	NWEA FALL Math (2-5) 23-24		NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%

Burbank Elementary (122)	45	10.32%	2	169.5	0	0%	0	0%	1	50%				
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School	NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)						NWEA FALL Spanish Math (2-5) 23-24					
	Overall						Overall					
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned			
	#	%	#	%	#	%			#	%		

Burbank Elementary (122)	1	50%	0	0%	0	0%	1	151	0	0%						
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School	NWEA FALL Spanish Math (2-5) 23-24											
	Overall											
	Low			LoAverage			Average			HiAverage		
	#	%	#	#	%	#	#	%	#	%	#	%
Houston ISD	1940	29.27%	1503	22.68%	1411	21.29%	1190	17.96%	583	8.8%		
Burbank Elementary (122)	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)											
	Overall											
	# Tested			Avg SS			Not Assigned			Low		
	#	%	#	#	%	#	#	%	#	%	#	%
Houston ISD	47		179.72	0	0%	11	23.4%	10	21.28%	15	31.91%	
Burbank Elementary (122)	0		0	0	0%	0	0%	0	0%	0	0%	

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)											
	Overall											
	HiAverage			High			# Tested			Avg SS		
	#	%	#	#	%	#	#	%	#	%	#	%
Houston ISD	9	19.15%	2	4.26%	52490	184.56	0	0%	17559	33.45%		
Burbank Elementary (122)	0		0	0%	427	184.2	0	0%	119	27.87%		

School	NWEA FALL Reading (2-5) 23-24										NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)				
	Overall										Overall				
	LoAverage		Average		HiAverage		High				# Tested		Avg SS		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Houston ISD	8129	15.49%	8348	15.9%	8811	16.79%	9643	18.37%			337		174.5		
Burbank Elementary (122)	79	18.5%	84	19.67%	91	21.31%	54	12.65%			0		0		
School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)														
	Overall														
	Not Assigned			Low			LoAverage			Average			HiAverage		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Houston ISD	0	0%	146	43.32%	63	18.69%	45	13.35%	38	11.28%					
Burbank Elementary (122)	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)										NWEA FALL Spanish Reading (2-5) 23-24				
	Overall										Overall				
	High		# Tested		Avg SS		Not Assigned		Low		LoAverage				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Houston ISD	45	13.35%	13471	181.33	0	0%	2552	18.94%	3013	22.37%					
Burbank Elementary (122)	0	0%	203	185.49	0	0%	22	10.84%	42	20.69%					

School	NWEA FALL Spanish Reading (2-5) 23-24						NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)					
	Overall						Overall					
	Average		HiAverage		High		# Tested	Avg SS		Not Assigned		%
	#	%	#	%	#	%		#	%	#	%	
Houston ISD	2443	18.14%	2799	20.78%	2664	19.78%	94	183.56	0	0	0%	0%

Burbank Elementary (122)	40	19.7%	52	25.62%	47	23.15%	0	0	0	0	0%	0%
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School	NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)											
	Overall											
	Low			LoAverage			Average			HiAverage		
	#	%	#	#	%	#	#	%	#	%	#	%
Houston ISD	20	21.28%	9	9.57%	13	13.83%	25	26.6%	27	28.72%	27	28.72%

Burbank Elementary (122)	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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School	NWEA FALL Science (2-5) 23-24											
	Overall											
	# Tested			Avg SS			Not Assigned			Low		
	#	%	#	#	%	#	#	%	#	%	#	%
Houston ISD	53079	186.91	2	0%	16005	30.15%	8752	16.49%	8388	15.8%	8388	15.8%

Burbank Elementary (122)	434	187.25	0	0%	99	22.81%	72	16.59%	94	21.66%	94	21.66%
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School	NWEA FALL Science (2-5) 23-24				NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS		Not Assigned		Low
	#	%	#	%		#	%	#	%	
Houston ISD	9016	16.99%	10916	20.57%	449	177.45	0	0%	187	41.65%
Burbank Elementary (122)	107	24.65%	62	14.29%	0	0	0	0%	0	0%
School	NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)				23-24 HISD Current Students					
	Overall				Overall					
	LoAverage		Average		HiAverage		High		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	84	18.71%	60	13.36%	52	11.58%	66	14.7%	183130	1
Burbank Elementary (122)	0	0%	0	0%	0	0%	0	0%	748	1

### Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
	#	%	#	%	#	%	#	%	#	%
<b>Houston ISD</b>	<b>10787</b>	<b>303.52</b>	<b>0</b>	<b>0%</b>	<b>4612</b>	<b>42.76%</b>	<b>1711</b>	<b>15.86%</b>	<b>1638</b>	<b>15.18%</b>
Burbank Elementary (122)	35	300.83	0	0%	9	25.71%	8	22.86%	12	34.29%

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF									
	Composite		# Tested		Avg SS		Not Determined		Well Below Benchmark	
	#	%	#	%	#	%	#	%	#	%
<b>Houston ISD</b>	<b>2826</b>	<b>26.2%</b>	<b>53</b>	<b>10784</b>	<b>21.46</b>	<b>0%</b>	<b>0</b>	<b>44.88%</b>	<b>4840</b>	<b>1575</b>
Burbank Elementary (122)	6	17.14%	58	35	21.94	0%	0	25.71%	9	8

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF									
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	
	%	#	%	#	%	#	%	#	Avg SS	Not Determined
<b>Houston ISD</b>	<b>14.6%</b>	<b>4369</b>	<b>40.51%</b>	<b>0</b>	<b>0%</b>	<b>51</b>	<b>0%</b>	<b>10785</b>	<b>6.48</b>	<b>0%</b>
Burbank Elementary	22.86%	18	51.43%	0	0%	58	0%	35	3.63	0%

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF					Phonemic Awareness - PSF				
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS
	%	#	%	#	%	#	%	#		
(122)										

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF					Letter Sounds NWF-CLS				
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%		
Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45	7173

Burbank Elementary (122)	10	28.57%	9	25.71%	16	45.71%	0	0%	43	25
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School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	Avg SS	#	%	#	%	#	%	#	%	#
Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796

Burbank Elementary (122)	13.68	0	0%	13	52%	8	32%	12	48%	2
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School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS			Decoding NWF-WRC						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	%	#	#			#	%	#	%	#
Houston ISD	25.04%	56	7173	1.95	0	0%	0	0%	0	8951
Burbank Elementary (122)	8%	59	25	0.6	0	0%	0	0%	0	31
										124%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC			Word Reading - WRF						
	At Benchmark		Above Benchmark	Avg Percentile	# Tested	Avg SS		Not Determined		Well Below Benchmark
	#	%	#	%		#	%	#	%	#
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0
Burbank Elementary (122)	4	16%	0	0%	14	25	2.56	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Vocabulary	
	Well Below Benchmark		Below Benchmark	At Benchmark	Above Benchmark		Avg Percentile		# Tested	Avg SS
	%	#	%	#	#	%	#	%		
Houston ISD	0%	7780	108.64%	3004	41.95%	0	0%	36	372	13.21
Burbank Elementary (122)	0%	22	88%	13	52%	0	0%	42	0	0

School	mCLASS DIBELS BOY 23-24										
	Vocabulary						RAN				
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		
	#	%	#	%	#	%			#		%
Houston ISD	155	41.67%	78	20.97%	139	37.37%	312	97.91	67	21.47%	
Burbank Elementary (122)	0	0%	0	0%	0	0%	0	0	0	0%	0%

School	mCLASS DIBELS BOY 23-24										
	RAN						Lexile	Risk Indicator Level			
	Below Benchmark		At or Above Benchmark		# Tested		# Tested	At Risk		Low Risk	
	#	%	#	%	#	%		#	%	#	%
Houston ISD	33	10.58%	212	67.95%	10787	298	33	11.07%	265	88.93%	
Burbank Elementary (122)	0	0%	0	0%	35	0	0	0%	0	0%	0%

Grade 1

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
Houston ISD	11895	332.39	0	0%	5389	45.3%	1664	13.99%	2549	21.43%
Burbank Elementary (122)	60	322.85	0	0%	26	43.33%	16	26.67%	15	25%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
Houston ISD	2296	19.3%	45	11896	33.19	0	0%	5599	47.07%	1861
Burbank Elementary (122)	3	5%	38	60	33.13	0	0%	25	41.67%	20

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF					Phonemic Awareness - PSF				
	Below Benchmark		At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg SS		Not Determined
Houston ISD	15.64%	4438	37.31%	0	0%	42	11897	18.51	0	0%
Burbank Elementary (122)	33.33%	15	25%	0	0%	40	60	11.12	0	0%

School	mCLASS DIBELS BOY 23-24											
	Letter Names - LNF						Phonemic Awareness - PSF					
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#	%	#			%	#

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF					Letter Sounds NWF-CLS				
	Well Below Benchmark		Below Benchmark		At Benchmark	Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#	

Houston ISD	6376	53.59%	2793	23.48%	2246	18.88%	483	4.06%	35	11895
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Burbank Elementary (122)	47	78.33%	7	11.67%	6	10%	0	0%	23	60
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School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	Avg SS	#	%	#	%	#	%	#	%	#

Houston ISD	29.91	0	0%	6314	53.08%	1007	8.47%	2430	20.43%	2147
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Burbank Elementary (122)	18.1	0	0%	39	65%	7	11.67%	12	20%	2
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School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS			Decoding NWF-WRC							
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#	#			%	#	%	#	%	
Houston ISD	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%	

School	mCLASS DIBELS BOY 23-24										
	Decoding NWF-WRC			Word Reading - WRF							
	At Benchmark		Above Benchmark	Avg Percentile	# Tested	Avg SS		Not Determined		Well Below Benchmark	
	#	%	#	%		#	%	#	%	#	%
Houston ISD	2882	24.23%	1626	13.67%	36	11896	14.75	0	0%	5338	
Burbank Elementary (122)	17	28.33%	0	0%	27	60	10.95	0	0%	24	

School	mCLASS DIBELS BOY 23-24										
	Word Reading - WRF							Reading Accuracy ORF-Accu			
	Well Below Benchmark		Below Benchmark	At Benchmark	Above Benchmark		Avg Percentile	# Tested		Avg SS	
	%	#	%	#	%	#	%	#	%	#	%
Houston ISD	44.87%	1370	11.52%	2251	18.92%	2939	24.71%	47	10326	52.54	
Burbank Elementary (122)	40%	9	15%	21	35%	6	10%	43	49	46.12	

School	mCLASS DIBELS BOY 23-24												
	Reading Accuracy ORF-Accu												
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark				
	#	%	#	%	#	%	#	%	#	%			
Houston ISD	0	0%	5782	55.99%	1545	14.96%	4246	41.12%	325	3.15%			

School	mCLASS DIBELS BOY 23-24														
	Reading Accuracy ORF-Accu			Reading Fluency - ORF											
	Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark				
	#	%			#	%	#	%	#	%	#	%			
Houston ISD	50		10326	23.15	0	0%	5331	51.63%	1351	13.08%	2727				
Burbank Elementary (122)	43		49	15.14	0	0%	29	59.18%	4	8.16%	21				

School	mCLASS DIBELS BOY 23-24													
	Reading Fluency - ORF					Error Rate - ORF		Vocabulary						
	At Benchmark	Above Benchmark		Avg Percentile		# Tested	Avg SS	# Tested	Avg SS	#	%			
	%	#	%	#										
Houston ISD	26.41%	2489	24.1%	48	10326	7.02	1001	17.18	433	43.26%				
Burbank Elementary (122)	42.86%	6	12.24%	43	49	8	0	0	0	0%				

School	mCLASS DIBELS BOY 23-24									
	Vocabulary					RAN				
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	165	16.48%	403	40.26%	773	67.23	238	30.79%	129	16.69%
Burbank Elementary (122)	0	0%	0	0%	0	0	0	0%	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile		Spelling					
	At or Above Benchmark		# Tested	# Tested	Avg SS	Well Below Benchmark		Below Benchmark	At or Above Benchmark	
	#	%				#	%		#	%
Houston ISD	406	52.52%	11898	906	25.6	407	44.92%	91	10.04%	408
Burbank Elementary (122)	0	0%	60	0	0	0	0%	0	0%	0

School	mCLASS DIBELS BOY 23-24						
	Spelling		Risk Indicator Level				
	At or Above Benchmark		# Tested	At Risk		Low Risk	
	%			#	%	#	%
Houston ISD	45.03%		846	287	33.92%	559	66.08%
Burbank Elementary (122)	0%		0	0	0%	0	0%

Grade 2

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested			Avg SS			Not Determined			
							#		%	
Houston ISD	2760	318.43	0	0%						
Burbank Elementary (122)	1	323	0	0%						

School	mCLASS DIBELS BOY 23-24											
	Composite											
	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
Houston ISD	1486	53.84%	418	15.14%	565	20.47%	291	10.54%	37	2549		
Burbank Elementary (122)	0	0%	1	100%	0	0%	0	0%	46	1		

School	mCLASS DIBELS BOY 23-24											
	Letter Sounds NWF-CLS											
	Avg SS			Not Determined			Well Below Benchmark			Below Benchmark		
Houston ISD	21.29	0	0%	1778	69.75%	245	9.61%	570	22.36%	167		
Burbank Elementary (122)	30	0	0%	1	100%	0	0%	0	0%	0		



School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
Avg SS		#	%	#	%	#	%	#	%	#

School	mCLASS DIBELS BOY 23-24											
	Letter Sounds NWF-CLS			Decoding NWF-WRC								
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	%		#			%	#	%	#	%		

Houston ISD	6.55%	32	2549	9.12	0	0%	1569	61.55%	409	16.05%
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Burbank Elementary (122)	0%	28	1	8	0	0%	1	100%	0	0%
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School	mCLASS DIBELS BOY 23-24											
	Decoding NWF-WRC						Word Reading - WRF					
	At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#	%			#	%	#	%

Houston ISD	587	23.03%	195	7.65%	35	2549	19.48	0	0%	1337
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Burbank Elementary (122)	0	0%	0	0%	36	1	23	0	0%	0
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School	mCLASS DIBELS BOY 23-24										
	Word Reading - WRF								Reading Accuracy ORF-Accu		
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		Avg SS
	%	#	%	#	%	#	%	#	%	#	
Houston ISD	52.45%	344	13.5%	931	36.52%	148	5.81%	40	2760	72.13	
Burbank Elementary (122)	0%	1	100%	0	0%	0	0%	49	1	93	
School	mCLASS DIBELS BOY 23-24										
	Reading Accuracy ORF-Accu										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		
	#	%	#	%	#	%	#	%	#	%	#
Houston ISD	0	0%	1569	56.85%	287	10.4%	843	30.54%	61	2.21%	
Burbank Elementary (122)	0	0%	0	0%	0	0%	1	100%	0	0%	
School	mCLASS DIBELS BOY 23-24										
	Reading Fluency - ORF										
	Reading Accuracy ORF-Accu		Avg SS		Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	Avg Percentile	#	# Tested	%	#	%	#	%	#	%	
Houston ISD	41	2760	36.8	0%	0	0%	1373	49.75%	457	16.56%	708
Burbank Elementary (122)	54	1	56	0	0%	0	0%	0	0	0%	1

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF				Error Rate - ORF		Reading Comprehension - Maze			
	At Benchmark	Above Benchmark	Avg Percentile		# Tested	Avg SS	# Tested	Avg SS	Not Determined	
	%	#	%	#					#	%

**Houston ISD**    **25.65%**    **222**    **8.04%**    **39**    **2760**    **5.54**    **2760**    **3.43**    **0**    **0%**

Burbank Elementary (122)    100%    0    0%    58    1    4    1    3    0    0%

School	mCLASS DIBELS BOY 23-24									
	Reading Comprehension - Maze									
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	

**Houston ISD**    **1653**    **59.89%**    **424**    **15.36%**    **456**    **16.52%**    **227**    **8.22%**    **32**    **990**

Burbank Elementary (122)    0    0%    1    100%    0    0%    0    0%    49    0

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						Spelling			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	Avg SS	#	%	#	%	#			#	%

**Houston ISD**    **18.69**    **622**    **62.83%**    **94**    **9.49%**    **274**    **27.68%**    **542**    **30.94**    **304**

Burbank Elementary (122)    0    0    0%    0    0%    0    0%    0    0    0

School	mCLASS DIBELS BOY 23-24									
	Spelling					RAN				
	Well Below Benchmark		Below Benchmark		At or Above Benchmark	# Tested	Avg SS	Well Below Benchmark		Below Benchmark
	%	#	%	#	%			#	%	#
Houston ISD	56.09%	71	13.1%	167	30.81%	532	59.53	232	43.61%	67
Burbank Elementary (122)	0%	0	0%	0	0%	0	0	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile	Correct Responses - Maze		Incorrect Responses - Maze		Risk Indicator Level		
	Below Benchmark	At or Above Benchmark	# Tested	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk	#
	%	#	%							
Houston ISD	12.59%	233	43.8%	2760	2760	9.37	17.95	2760	541	283
Burbank Elementary (122)	0%	0	0%	1	1	5	4	1	0	0

School	mCLASS DIBELS BOY 23-24									
	Risk Indicator Level									
	At Risk		Low Risk							
	%	#								
Houston ISD	52.31%	258	47.69%							
Burbank Elementary	0%	0	0%							

School	mCLASS DIBELS BOY 23-24			
	Risk Indicator Level			
	At Risk		Low Risk	
	%	#	%	#
(122)				

Kindergarten

School	mCLASS Lectura BOY 23-24			
	Composite			
	Not Determined		Well Below Benchmark	
	# Tested	Avg SS	#	%
Houston ISD	4366	299.33	0	0%
Burbank Elementary (122)	42	312.64	0	0%
			4	9.52%

School	mCLASS Lectura BOY 23-24							
	Composite				Nombrar letras - FNL			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	
	#	%	#	%	#	%	#	%
Houston ISD	500	11.45%	1823	41.75%	1203	27.55%	51	19.24%
Burbank Elementary (122)	1	2.38%	21	50%	16	38.1%	62	9.52%

School	mCLASS Lectura BOY 23-24										
	Nombrar letras - FNL										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#	#
Houston ISD	0%	925	21.19%	467	10.7%	1633	37.4%	1341	30.71%	51	

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark			
	# Tested	Avg SS	#	%	#	%	#	%	#	%
Houston ISD	4366	19.63	0	0%	1600	36.65%	902	20.66%	1340	30.69%
Burbank Elementary (122)	42	20.52	0	0%	9	21.43%	13	30.95%	20	47.62%

School	mCLASS Lectura BOY 23-24											
	Conciencia fonologica - FSS				Conciencia fonologica - QQ							
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	#	%	#			%	#	%	#	%		
Houston ISD	524	12%	53	779	2.46	779	100%	0	0%	0	0	
Burbank Elementary (122)	0	0%	56	42	1.95	42	100%	0	0%	0	0	

School	mCLASS Lectura BOY 23-24											
	Conciencia fonologica - QQ						Sonidos de letras - FSL					
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#	%	#			%	
Houston ISD	0%	0	0%	0	0%	0	65	4366	12.05	0	0%	

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras - FSL								Sonidos de letras FSL K-Inicio	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	
	#	%	#	%	#	%	#	%	#	# Tested
Houston ISD	1248	28.58%	381	8.73%	1784	40.86%	953	21.83%	53	761
Burbank Elementary (122)	4	9.52%	2	4.76%	23	54.76%	13	30.95%	64	42

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras FSL K-Inicio						Decodificacion - LSS			
	Avg Percentile		No Pass		Pass		# Tested	Avg SS		Not Determined
	Avg SS	#	#	%	#	%		#	%	
Houston ISD	16.14	164	21.55%	597	78.45%	58	4366	3.55	0	0%
Burbank Elementary (122)	19.76	2	4.76%	40	95.24%	75	42	3.69	0	0%

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS										Lectura de palabras - FEP
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#	%	
Houston ISD	0	0%	2930	67.11%	554	12.69%	882	20.2%	68		1562
Burbank Elementary (122)	0	0%	25	59.52%	7	16.67%	10	23.81%	70		18

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	%
Houston ISD	6.04	0	0%	0	0%	3327	213%	302	19.33%		737
Burbank Elementary (122)	5.28	0	0%	0	0%	32	177.78%	2	11.11%		8

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP				Risk Indicator Level						
	Above Benchmark		Avg Percentile		# Tested	At Risk		Low Risk			
			#	%		#	%				
	%	#						#	%	#	%
Houston ISD	47.18%		52		4366	547	12.53%	3819	87.47%		
Burbank Elementary (122)	44.44%		49		42	2	4.76%	40	95.24%		



Grade 1

School	mCLASS Lectura BOY 23-24					
	Composite					
	# Tested	Avg SS		Not Determined		
				#		
Houston ISD	4744	358.52		0		
Burbank Elementary (122)	69	382.84		0		

School	mCLASS Lectura BOY 23-24										
	Composite										
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	
		#	%	#	%	#	%	#	%		
Houston ISD	0%	2004	42.24%	331	6.98%	1503	31.68%	906	19.1%	48	
Burbank Elementary (122)	0%	16	23.19%	2	2.9%	23	33.33%	28	40.58%	63	

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
Houston ISD	4744	27.12	0	0%	1771	37.33%	372	7.84%	1723	36.32%
Burbank Elementary (122)	69	29.99	0	0%	17	24.64%	3	4.35%	37	53.62%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark			
			#	%	#	%	#	%	#	%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL		Conciencia fonologica - FSS							
			Above Benchmark		Avg Percentile		# Tested		Avg SS	
	#	%	#	%	#	%	#	%	#	%

Houston ISD	878	18.51%	48	4744	28.05	0	0%	1951	41.13%	609
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Burbank Elementary (122)	12	17.39%	54	69	38.41	0	0%	7	10.14%	8
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School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS				Conciencia fonologica - QQ					
					Below Benchmark		At Benchmark		Above Benchmark	
	%	#	%	#	%	#	%	#	Avg Percentile	#

Houston ISD	12.84%	1660	34.99%	524	11.05%	50	702	2.12	702	100%
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Burbank Elementary (122)	11.59%	38	55.07%	16	23.19%	72	4	2.25	4	100%
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School	mCLASS Lectura BOY 23-24										
	Conciencia fonologica - QQ										Sonidos de letras - FSL
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#	%	
Houston ISD	0	0%	0	0%	0	0%	0	0%	68	4744	
Burbank Elementary (122)	0	0%	0	0%	0	0%	0	0%	72	69	

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		
	Avg SS	#	%	#	%	#	%	#	%	#	
Houston ISD	23.31	0	0%	2114	44.56%	547	11.53%	1482	31.24%	601	
Burbank Elementary (122)	30.32	0	0%	18	26.09%	3	4.35%	28	40.58%	20	

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL					Sonidos de letras FSL K-Inicio					Decodificacion - LSS
	Above Benchmark		Avg Percentile		# Tested	Avg SS		No Pass		Pass	# Tested
	%	#	#	%		#	%	#	%	#	%
Houston ISD	12.67%	49	477	18.75	151	31.66%	326	68.34%	61	4744	
Burbank Elementary (122)	28.99%	65	0	0	0	0%	0	0%	0	69	

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS										
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		
Avg SS		#	%	#	%	#	%	#	%	#	#
Houston ISD	16.64	0	0%	2086	43.97%	299	6.3%	1448	30.52%	911	
Burbank Elementary (122)	24.54	0	0%	19	27.54%	1	1.45%	21	30.43%	28	

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS			Lectura de palabras - FEP							
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
					#	%	#	%	#	%	
	%	#			#	%	#	%	#	%	
Houston ISD	19.2%	50	4744	12.81	0	0%	2093	44.12%	234	4.93%	
Burbank Elementary (122)	40.58%	63	69	20.67	0	0%	17	24.64%	2	2.9%	

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP					Fluidez en la lectura - FLO					
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			%	#	%	
	#	%	#	%	#						
Houston ISD	1367	28.82%	1050	22.13%	51	2600	26.86	0	0%	2369	
Burbank Elementary (122)	20	28.99%	30	43.48%	64	50	32.1	0	0%	19	

School	mCLASS Lectura BOY 23-24											
	Fluidez en la lectura - FLO								Precision en la lectura FLO-Prec			
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS
%	#	%	#	%	#	%	#	%	#			
Houston ISD	91.12%	127	4.88%	1102	42.38%	1146	44.08%	49	2600	82.56		

School	mCLASS Lectura BOY 23-24											
	Precision en la lectura FLO-Prec											
	Not Determined		Well Below Benchmark			Below Benchmark			At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	2312	88.92%	171	6.58%	2261	86.96%	0	0%		
Burbank Elementary (122)	0	0%	19	38%	2	4%	48	96%	0	0%		

School	mCLASS Lectura BOY 23-24													
	Precision en la lectura FLO-Prec			Comprension basica - CP										
	Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark			
	#				#	%	#	%	#	%	#	%		
Houston ISD	52		547	0.87	547	100%	0	0%	0	0%	0	0%	0	0
Burbank Elementary (122)	52		0	0	0	0%	0	0%	0	0%	0	0%	0	0

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP			Correct Responses - CP		Incorrect Responses - CP		Risk Indicator Level		
	At Benchmark	Above Benchmark	Avg Percentile	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk	#
	%	#	%							
Houston ISD	0%	0	0%	72	547	547	4.2	11.48	4744	1335
Burbank Elementary (122)	0%	0	0%	0	0	0	0	0	69	10

School	mCLASS Lectura BOY 23-24									
	Risk Indicator Level									
	At Risk			Low Risk						
	%			#			%			
Houston ISD	28.14%			3409			71.86%			
Burbank Elementary (122)	14.49%			59			85.51%			

## Incident Management

Incident Counts by Behavior		Date Range	Prior School Year	8/22/2022 to 5/31/2023
		Incident Element	Behavior	
3	05 - Alcoholic Beverage^	1	35 - False Alarm/False Report^	
1	AS21 - Assault by contact student	1	CLDL - Derogatory/abusive lang or gest to student	
1	DL21 - Derogatory/Abusive Student	1	PS05 - Possession of alcohol	
1	SC21 - Inappropriate physical contact (student)	1	WP21 - Weaponizing objects	

# STAAR 2-Year Comparison

## Performance Results by Subject

\*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Burbank Elementary	122	2021-2022	Math	354	18%	82%	48%	29%
Burbank Elementary	122	2021-2022	Reading	354	18%	82%	55%	29%
Burbank Elementary	122	2021-2022	Science	108	20%	80%	52%	24%
Burbank Elementary	122	2022-2023	Math	329	20%	80%	53%	19%
Burbank Elementary	122	2022-2023	Reading	329	21%	79%	44%	15%
Burbank Elementary	122	2022-2023	Science	130	30%	70%	31%	15%