

Houston Independent School District
192 Lantrip Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. High-quality instructional materials aligned to instructional planning calendars and integrating interim and formative assessments daily are essential for effective teaching and student learning. This approach ensures that instruction is well-structured, coherent, and focused on the learning objectives outlined in the curriculum. It also allows our teachers to continuously monitor student progress, identify areas of improvement, and adjust their teaching strategies accordingly. By aligning instructional materials with assessment tools and planning calendars, our teachers can create a comprehensive, organized approach to tier 1 delivery of instruction to maximize student success. Our campus uses district resources such as Really Great Reading, Amplify, and Eureka in their tier 1 instruction and collects data from their DOL assessments after each lesson for small group instruction or reteaching. During PLC teachers internalize the upcoming lesson and collaborate with peers to implement highly effective instructional strategies to support all populations in their classroom. 2. Effective classroom routines and instructional strategies used: 1. Clear expectations for behavior and academic performances. Our teachers have been trained in Project Class. 2. Active Engagement instructional strategies that promote active student engagement. a. HISD MRS strategies 3. Differentiated Instruction to meet the diverse needs of all students. a. 7 Steps to Language rich interactive classroom (EB/SPED population) 4. Formative Assessments: regularly assessing students' processes to address learning gaps and provide timely feedback to students. a. DOL b. Unit Assessments 5. Questioning Techniques to encourage critical thinking and discussion during instruction a. Open ended questions b. Think Pair Share Activities c. Tiered DOK questions 6. Technology Integration tools embedded in the lesson for students to be engaged a. Summit K12 (EB) b. I-Ready c. Zearn d. Amplify Boost K-2 7. Use of Learning objectives: help students understand what they should achieve. Posting LO and referring to them during the lesson keeps students focused on the lesson's purpose. 3. At Lantrip we use data to drive instruction by: a. Formative Assessments such as quizzes, and exit tickets help the teachers to identify students' current understanding and adjust their instruction accordingly. The teacher revisits and clarifies the misconception during small group or reteaching. b. Student Progress tracking: DOL trackers c. Tier Students for small group and tutorials

Student Achievement Strengths

1. Based on a review of last year's student growth and achievement data the areas of strength identified was the 5th graders performed well on both STAAR Math and Reading state assessments and showed growth in the area of Meets and Masters. In Math, there were 23% at masters, 56% at meets and 91% at approaches. In Reading, there were 29% at masters, 58% at meets, and 87% at approaches. 2. Over previous year, the campus has improved in the area of 5th grade Math and Reading. We attribute this to pulling purposeful small groups based upon exit ticket and assessment trackers and the teachers planning for student misconceptions using the "Know/Show" Chart. Students also had the opportunity to use I-Ready which aligned to STAAR 2.0 question types to ensure students had ample to practice how they would be assessed. 3. 5th grade Math were 23% at masters, 56% at meets and 91% at approaches. 5th grade Reading, there were 29% at masters, 58% at meets, and 87% at approaches. 4th grade Math, 20% masters, 56% meets The campus continues to improve the level of students performing at the meets and masters levels. Both areas showed a 10% increase from the previous year.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Lantrip Elementary, there is not a consistent system for monitoring the implementation of individualized accommodations and designated supports impacting student achievement for out Special Education students. **Root Cause:** 1. Building teacher capacity on implementing individualized accommodations and designated

supports is essential to their effectiveness. 2. There was a shortage of administrative support to monitor the implementation of individualized accommodations and designated supports.

Problem of Practice 2: At Lantrip Elementary standards-aligned instruction is not pervasive school-wide, which is manifested as low-rigor instruction and low-rigor academic task for students. While there is access to high-quality curriculum, teachers have not leveraged it effectively resulting in low academic achievement. **Root Cause:** PLCs and professional development are not structured in a way to allow for understanding and use of new curriculum against new standards.

Problem of Practice 3: At Lantrip Elementary classroom instruction is not engaging for all learners. There is not a crystal clear alignment of the target, task, text and talk to the test; resulting in a lack of preparedness to provide high quality instruction the first time which has led to student boredom, poor engagement, and low level learning. **Root Cause:** Teachers are not well versed in implementation of MRS and CFU's and are covering material instead of backwards designing lessons.

School Culture and Climate

School Culture and Climate Summary

1. Lantrip staff feels that the school fosters a positive culture. The positive elements include open communication between teachers and administrators. The positive atmosphere described at Lantrip Elementary School is rooted in a culture of collaboration, support, tradition, and appreciation. An open-door policy for all administrators where staff can approach with their ideas, questions, or concerns, which can lead to improved decision-making and a sense of accessibility and approachability and collaboration. Social activities contribute to a healthy and supportive school climate. Organizing monthly social activities such as potlucks, holiday celebrations, recognizing teacher and staff of the month, and shout-outs in the weekly staff newsletter is one way to build a sense of community among our staff. During faculty meetings staff can give “a “Coke and a Compliment” to a colleague to show their appreciation or to highlight something a colleague is doing. These events promote positive relationships and contribute to a friendly and enjoyable atmosphere within the school. Such a climate is conducive to the well-being and success of our staff. Lantrip Elementary fosters a nurturing environment that goes beyond academics to promote personal growth. At Lantrip Elementary students feel welcome and have access to a variety of opportunities and support systems because it enhances their educational experience and their overall well-being. Providing incentives and awards for attendance and academic excellence can motivate students to perform well. These recognitions acknowledge their efforts and achievements, which boosts their self-esteem and a sense of accomplishment. This year, students earn “Oak Bucks” for the school store for following The Lantrip Way - “Be Kind, Be Responsible, Be a Leader, and Be Your Best.” SEL Guidance lessons are provided to help students identify trusted adults for their emotional well-being. Providing extracurricular clubs and activities allows students to explore their interests, develop new skills, and build friendships outside of the regular classroom setting. These activities contribute to a well-rounded and enriching school experience. Students have the opportunity to participate in Science Club, Theater, Soccer, Art, Band, Drumline, Cheer/Dance. Offering social and emotional support services within the school shows a commitment to addressing the holistic needs of students. 2. Attendance 2022-2023: 94.6% which increased from the previous year when it was 92.4%. Attendance meetings were held with parents as well as attendance incentives for students each grading cycle. 3. Discipline: Minimal discipline issues 2022-2023 - 1 One student out of school suspension 2023-2024 - 0 to date 4. Students and staff both play essential roles in creating a positive school climate. Lantrip staff are flexible and resourceful and are able to collaborate to navigate challenges and continue to provide a high-quality education to students. Teachers are eager to learn to provide the best for students. Students feel they can speak to adults and ask for support when needed. They also have access for both academic support and social and emotional support from teachers, counselor, wrap-a-round and staff. 5. Our data has minimal discipline issues and students feel safe. At Lantrip we practice the safety drills required and explain to students what each drill is for. We encourage our students to speak to an adult if they hear or see something. 6. The data indicates that students learn in classroom with systems and procedures and students are taught the expectations so all students are provided a positive learning environment.

School Culture and Climate Strengths

Staff, students, and parents apply themselves every year to achieve the goal that our mission statement embodies, "we build a solid foundation to grow future leaders by providing all students the opportunity to achieve excellence." Team work, commitment, and dedication are the ingredients our school community consist of that allow us to be successful. Lantrip Elementary does not have severe discipline problems reflected in our one out of school suspension during the 2022-2023 school year.

Yes, our strengths have allowed us to make improvements with parental involvement. During 2022-2023 the campus earned a Platinum level FACE award. We implemented a PTO that was non existent since prior to COVID. We are providing field experiences, after school clubs, after school community activities (like movie night, academic nights) as well as school wide SEL lessons.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Students identified as English language learners have higher absence rate than other sub populations, which results in lower student performance. Root Cause: Though we have dedicated resources to engage students and parents, we have a gap in translation of announcements and notifications. **Root Cause:** Though we have dedicated resources to engage students and parents, we have a gap in translation of announcements and notifications.

Problem of Practice 2: During 2022 2023 school year at Lantrip, there was a staff attendance problem and our attendance staff rate was 95%. **Root Cause:** Though we have a large number of dedicated teachers, we have some staff members who have chronic attendance problems. There were two teachers out on FMLA throughout the year.

Problem of Practice 3: At Lantrip, the leadership capacity was shorthanded with not having an assistant principal position. **Root Cause:** Due to budget constraints the AP position had been closed out at the end of the 2021-2022 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

1) Lantrip held a dig day on campus to help with the beautification of the garden and outside area. Parents volunteered their time. 2) Volunteer opportunities 3) language barriers, not having enough Spanish support at school functions 4) PTO, volunteer opportunities held during and after school

Parent and Community Engagement Strengths

1. ClassDojo, announcements, call outs, flyers 2. Parents participate in parent engagement opportunities

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Lantrip earned a Platinum status with the FACE department. **Root Cause:** Lack of fully develop.

Problem of Practice 2: 1. Lack of fully developed multi- media presence. 2. Lack of marketing resources for community events. **Root Cause:** At Lantrip, monthly community meetings are not engaging or motivating parental involvement.

Problem of Practice 3: At Lantrip, there are two family nights: Literacy and math family night . **Root Cause:** 1. These events lack motivation and can be more purposeful. 2. There is a misconception that we only have to have two events.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

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

Key Actions

Key Action 1: Improve Special Education Student Achievement in Reading.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: Campus will make sure that feedback is provided to every teacher so they improve in their effectiveness.</p> <p>School Leaders' Actions</p> <p>Facilitate pre-service learning focused on special education campus data, needs assessment, individual students' accommodations, and IEPs (Schwer, Woodson, Williams) .</p> <p>Set, establish, and monitor expectations for implementation of individualized accommodations and designated supports (lesson plans, progress monitoring, Spot observations).</p> <p>Staff Actions</p> <p>Attend Pre-service training focused on special education campus data, needs assessment, individual students' accommodations and IEPs</p> <p>Implement and document the use of individualized accommodations and designated supports (lesson plan, student work, classroom instruction, assessments, etc.)</p> <p>Participate in coaching and feedback regularly on the Purposeful Instruction criteria walk-through forms.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve Special Education Student Achievement in Reading.

Indicator of Success 2: 80% of our special education students will demonstrate .60 annual growth in the NWEA (MAP Assessment) from BOY to MOY. From MOY to EOY 90% of special education students, will demonstrate at least .70 annual growth.

| Specific Action 1 Details | Reviews | | | |
|--|--------------------|-----|-----|-----------|
| <p>Specific Action 1: School leaders will make sure that Special Education students are progressing towards the school goals.</p> <p>School Leaders' Actions</p> <p>Provide professional development opportunities (coaching, peer-observations, labs sites etc.) to build capacity for implementing individualized accommodations and designated supports.</p> <p>Coach and provide feedback to teachers regularly on the Purposeful Instruction criteria on teacher walk-through form.</p> <p>Staff Actions</p> <p>Systematically collect data and progress monitor.</p> <p>Participate in PLCs to gain understandings of accommodations, designated supports, and data decision making.</p> <p>Conduct at minimum two teacher-parent conference to discuss student progress and student expectations</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | Empty review cells | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Key Action 2: To Increase purposeful instruction focusing on Multiple Response Strategies.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

| Specific Action 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Specific Action 1: Campus focus will be about ensuring effective check for understanding strategies are in place in each classroom.</p> <p>School Leaders' Actions</p> <p>Facilitate pre-service learning focused on incorporating MRS within Tier 1 lessons.</p> <p>Set, establish, and monitor expectations for MRS usage across content areas (lesson plans, progress monitoring, Walk throughs).</p> <p>Staff Actions</p> <p>Coach and provide feedback to teachers regularly on the Purposeful Instruction criteria on of the Walk-through forms and the use of MRS.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Key Action 2: To Increase purposeful instruction focusing on Multiple Response Strategies.

Indicator of Success 2: 90% of our students will demonstrate growth on the following assessments: NWEA, TXKEA, TELPAS/Summit K-12, Circle. At 95% EOY, 95% of our students will meet expected growth.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: Teacher with the support of Professional Development will increase student growth.</p> <p>School Leaders' Actions</p> <p>Provide professional development opportunities (coaching, peer-observations, labs sites, cross-curricular and vertical collaborations.) to build capacity for implementing purposeful instruction.</p> <p>Staff Actions</p> <p>Facilitate PLCs that focus on data and evaluate the effectiveness of instructional strategies.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Key Action 3: To increase the % of students achieving approaches to meets and from meets to masters by the use of Quality Tier 1 instruction by incorporating lesson internalization.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 70% of teacher walk-throughs will score at least 12 out of 15 points or above by November. This percentage will increase to 85% by the end of May 2024.

| Specific Action 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Specific Action 1: School leaders will ensure that teachers implement effective instruction in their classrooms.</p> <p>School Leaders' Actions</p> <p>Facilitate pre-service learning focused on lesson internalization.</p> <p>Set, establish, and monitor expectations for academic achievement across content areas (lesson plans, progress monitoring).</p> <p>Staff Actions</p> <p>Use the "Know-Show-Chart"; have it completed prior to PLCs</p> <p>Participate in PLCs to gain understandings of effectiveness of instructional strategies, and data decision making and participate in "At-Bats" for lesson internalization.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Key Action 3: To increase the % of students achieving approaches to meets and from meets to masters by the use of Quality Tier 1 instruction by incorporating lesson internalization.

Indicator of Success 2: 80% of all students will demonstrate .60 annual growth in the NWEA (MAP Assessment) from BOY to MOY. From MOY to EOY 90% of all students, will demonstrate at least .70 annual growth.

| Specific Action 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Specific Action 1: School leaders will support teacher to internalize lessons and track data.</p> <p>School Leaders' Actions</p> <p>Conduct "At-Bats" to assist with lesson internalization with the use of the "know-show-chart".</p> <p>Create a system for collecting and progress monitoring.</p> <p>Staff Actions</p> <p>Participate in coaching and feedback regularly on the Purposeful Instruction criteria of the Walk-Through.</p> | Formative | | | Summative |
| | Feb | Mar | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for 192 Lantrip Elementary School

Total SCE Funds: \$208,100.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for 192 Lantrip Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------|-------------------------|------------|
| Dora Avila | Tchr, Bilingual | 1 |
| Pilar Lopez | Tchr, Spclst | 1 |
| Rene Rodriguez | Tchr, Music, Elementary | 1 |

Addendums

School Information

| | |
|------------------------|--------------------|
| District Name: | HOUSTON ISD |
| Campus Type: | Elementary |
| Total Students: | 530 |
| 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



95 of 100



78 of 100



96 of 100



92 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 |
|---|---|---|---|--|---|

Texas Education Agency
2022 School Report Card
 LANTRIP EL (101912192) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about LANTRIP 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) | | | |
| | 94.4% | 93.7% | 95.0% |
| Enrollment by Race/Ethnicity | | | |
| African American | 8.5% | 22.1% | 12.8% |
| Hispanic | 86.2% | 61.9% | 52.8% |
| White | 3.8% | 9.7% | 26.3% |
| American Indian | 0.4% | 0.2% | 0.3% |
| Asian | 0.6% | 4.5% | 4.8% |
| Pacific Islander | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0.6% | 1.6% | 2.9% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 85.5% | 79.2% | 60.7% |
| Special Education | 10.0% | 8.4% | 11.6% |
| Emergent Bilingual/EL | 30.9% | 35.1% | 21.7% |
| Mobility Rate (2020-21) | | | |
| | 10.2% | 14.0% | 13.6% |

| | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade or Subject | | | |
| Elementary | | | |
| Kindergarten | 23.1 | 18.2 | 18.7 |
| Grade 1 | 19.7 | 15.7 | 18.7 |
| Grade 2 | 20.9 | 15.4 | 18.6 |
| Grade 3 | 19.2 | 14.4 | 18.7 |
| Grade 4 | 18.3 | 13.7 | 18.8 |
| Grade 5 | 18.3 | 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 | \$7,245 | \$10,524 | \$11,106 |
| Instruction | \$5,460 | \$5,989 | \$6,358 |
| Instructional Leadership | \$82 | \$185 | \$186 |
| School Leadership | \$651 | \$749 | \$654 |

Texas Education Agency
2022 School Report Card
 LANTRIP EL (101912192) - HOUSTON ISD - HARRIS COUNTY

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% | 80% | 75% | 80% | 79% | - | 100% | - | - | 77% |
| | 2021 | 67% | 57% | 50% | 47% | 50% | 20% | - | * | - | - | 48% |
| ELA/Reading | 2022 | 75% | 70% | 82% | 74% | 82% | 88% | - | * | - | - | 79% |
| | 2021 | 68% | 60% | 56% | 54% | 56% | * | - | * | - | - | 53% |
| Mathematics | 2022 | 72% | 67% | 79% | 74% | 80% | 75% | - | * | - | - | 76% |
| | 2021 | 66% | 53% | 50% | 50% | 49% | * | - | * | - | - | 48% |
| Science | 2022 | 76% | 68% | 78% | 83% | 78% | * | - | - | - | - | 75% |
| | 2021 | 71% | 59% | 53% | * | 54% | - | - | - | - | - | 50% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2022 | 48% | 43% | 49% | 59% | 47% | 63% | - | 67% | - | - | 46% |
| | 2021 | 41% | 33% | 22% | 29% | 22% | 0% | - | * | - | - | 20% |
| ELA/Reading | 2022 | 53% | 49% | 54% | 63% | 52% | 75% | - | * | - | - | 50% |
| | 2021 | 45% | 38% | 29% | 46% | 28% | * | - | * | - | - | 27% |
| Mathematics | 2022 | 42% | 38% | 47% | 58% | 45% | 63% | - | * | - | - | 46% |
| | 2021 | 37% | 27% | 20% | 29% | 20% | * | - | * | - | - | 18% |
| Science | 2022 | 47% | 39% | 38% | 50% | 38% | * | - | - | - | - | 34% |
| | 2021 | 44% | 33% | 23% | * | 24% | - | - | - | - | - | 22% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2022 | 23% | 21% | 24% | 30% | 23% | 37% | - | 50% | - | - | 22% |
| | 2021 | 18% | 15% | 12% | 15% | 12% | 0% | - | * | - | - | 10% |
| ELA/Reading | 2022 | 25% | 24% | 31% | 37% | 30% | 50% | - | * | - | - | 27% |
| | 2021 | 18% | 16% | 17% | 23% | 16% | * | - | * | - | - | 14% |
| Mathematics | 2022 | 20% | 19% | 20% | 32% | 18% | 38% | - | * | - | - | 19% |
| | 2021 | 18% | 13% | 10% | 14% | 10% | * | - | * | - | - | 9% |
| Science | 2022 | 21% | 17% | 14% | 0% | 15% | * | - | - | - | - | 15% |
| | 2021 | 20% | 14% | 13% | * | 13% | - | - | - | - | - | 11% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | |
| Both Subjects | 2022 | 74 | 78 | 92 | 87 | 92 | - | - | - | - | - | 91 |
| | 2019 | 69 | 68 | 65 | 66 | 64 | - | - | 65 | - | - | 62 |
| ELA/Reading | 2022 | 78 | 81 | 91 | 83 | 91 | - | - | - | - | - | 89 |
| | 2019 | 68 | 68 | 61 | 55 | 61 | - | - | 70 | - | - | 59 |
| Mathematics | 2022 | 69 | 75 | 93 | 90 | 93 | - | - | - | - | - | 92 |
| | 2019 | 70 | 68 | 68 | 77 | 67 | - | - | 60 | - | - | 65 |
| - 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. | | | | | | | | | | | | |