

Houston Independent School District
256 Wharton K-8
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

We expect high quality instruction from all teachers and grade level at Wharton Dual Language Academy. Grade level teams plan together on a weekly basis to ensure alignment between all classrooms. We use district and state formative assessments to monitor student progress throughout the school year. Data is analyzed and used to create targeted small group instruction in the classroom. We also use district and state assessments to determine specific tutorial groups to help close instructional gaps created during the pandemic. Each week, teachers meet with the administrative team during PLC to discuss instructional practices and strategies to best support student achievement. Our campus utilizes strategies from Lead4Ward, the district, and sheltered instruction practices to support the diverse learning needs of our students.

Student Achievement Strengths

In reviewing the STAAR data from the 2022 - 2023 school year, our areas of strength in the elementary school are 5th grade English Math and Reading, as well as 4th grade Spanish math. Domain 3, closing the gaps, data shows that 100% of our students met the state standard of improvement. Our middle school students showed strengths in Math and Reading in all 3 grade levels. Over 25% of students mastered the Math and Reading STAAR in 6th, 7th, and 8th grade. Approximately half of Wharton's 1st – 5th grade students are Emergent Bilingual students and participated in the TELPAS exam. In 2023, the 72 students in Kindergarten - 2nd grade who participated in TELPAS, scored a composite score of 2.4. In grades 3 - 8th, 166 students participated in TELPAS. Our average composite score was 3.2. Students will continue to take the Summit K12 interim assessments and practice using the headphones with microphones to practice their speaking skills. As part of Wharton's middle school dual language program, all 8th grade students participate in an Advanced Placement Course: Spanish Language and Culture. They are all given the opportunity to take the AP College Board Exam at the end of the course in May to earn college credit. In 2023, thirty-six 8th grade students took the AP course and the AP Exam earning an average score of 2.6 points out of 5 total points with 22 students scoring a 3 or a 4. 181% of Wharton students earned college credit with a score of 3 or higher on their AP Spanish Language and Culture Exam. In 2023, Wharton showed an increase in the total number of students participating in the exam.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Wharton K-8 Dual Language Academy, there is not a consistent system being utilized to analyze NWEA MAP student data to help teachers drive Tier 1 classroom instruction. **Root Cause:** Limited time to analyze student data and create effective action steps to target low scoring TEKS prior to Tier 1 instruction.

Problem of Practice 2: At Wharton K-8 Dual Language academy, we have new teachers who have not been trained in dual language instructional strategies that support emergent bilingual students. In middle school, we have had an increase in new arrival students and teachers do not have the proper professional development for sheltered instruction strategies.

Root Cause: Limited PLC opportunities to discuss instructional strategies that best support emergent bilingual students. Teachers are lacking the training and skills to effectively differentiate instruction based on student needs.

Problem of Practice 3: At Wharton K-8 Dual Language Academy, there is not a consistent system in place to ensure special education compliance and students accommodations in the classroom. **Root Cause:** We did not have a school-wide tracking system to ensure all special education students receive their accommodations and meet their IEP goals.

School Culture and Climate

School Culture and Climate Summary

At Wharton Dual Language academy, the school climate is often described as vibrant and inclusive by both students and staff. It is a place where diversity thrives, and cultural exchange is celebrated daily. The school climate is often characterized as respectful and welcoming. Students feel that their voices are heard and respected, and they can express their concerns with their teachers and campus staff. Teachers and administrators work collaboratively to create a supportive and effective educational environment. They value teamwork and share a commitment to the success of each student. Compare attendance, tardies, discipline, and other behaviors to the culture and climate data. Is there a relationship between them? At Wharton Dual Language Academy, we support a positive school culture that values all students from all backgrounds. Our attendance rate from last year was 98% and we had 0 suspensions or discipline infractions. What does the data reflect regarding student behaviors, discipline, etc.? We have strong behavior management systems within each classroom. We are using CHAMPS and the IB PYP Learner Profile Attributes school-wide to promote a positive school culture. Discuss how students and staff describe attitudes, respect, relationships, belonging, support, etc. and how this data compares across groups. Which groups respond in which manner? At the early childhood level, students learn age-appropriate social skills and problem-solving strategies to develop a sense of belonging in our school based on parent feedback and teacher/staff observations. At the elementary level, students continue to develop their social-emotional skills through Sanford Harmony and begin developing their ability to self-regulate when they are faced with conflict. Students learn to distinguish between small problems they can fix themselves and bigger issues that require adult assistance. At the middle school level, overall, students feel confident expressing their concerns to support staff and administrators to advocate for themselves and their peer relationships. What does the data reflect regarding student behavior, discipline, and feelings of physical safety? Overall, data indicates that student behavior and discipline is well managed and students feel safe at Wharton. What does the data indicate about classroom management and the organization in compliance with student achievement data? According to our data, classroom management strategies and procedures are highly effective and allow for teachers to prioritize high-quality instruction.

School Culture and Climate Strengths

Diversity and Inclusivity: The school fosters a diverse student body, creating a rich cultural tapestry. Inclusivity is a core value, ensuring that all students, regardless of their background, feel welcomed and valued. **Collaborative Environment:** The school promotes a collaborative and supportive environment among both students and staff. Teamwork is encouraged through grade-level planning and vertical alignment PLC meetings. **Parent and Community Engagement:** The school has a very active PTO that supports students and teachers with resources and funding to best support classroom instruction. We integrate community partnerships through residency programs in each grade level to support students academically and socially. These strengths contribute to a school culture and climate that not only promotes academic achievement but also fosters well-rounded, culturally aware, and empathetic individuals who are well-prepared for a diverse and interconnected world.

Yes, Wharton received the Gold certification from the FACE department and also participated in the POSSIP surveys for parent feedback.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Inconsistent school-wide behavior management systems. **Root Cause:** The increase in campus enrollment and staff turnover. Our new teachers do not have experience implementing IB learner profile attribute management systems.

Problem of Practice 2: Instability and consistency of grade level teams **Root Cause:** Each grade level team has experienced the mobility of teachers (retirement, grade level shifts, promotions) causing teams to reestablish effective systems and procedures within the expectations of the district.

Problem of Practice 3: Campus systems were interrupted and delayed because key staff members were missing from the office and leadership team. **Root Cause:** Limited staff and

delayed hiring process, as well as changes in the district expectations for special population students.

Parent and Community Engagement

Parent and Community Engagement Summary

Currently, we engage parents through campus news and events that are published on our social media sites and Membership Toolkit in both English and Spanish. Our families are highly engaged due to our multi-tiered approach to communicating with them in Spanish and English, including face-to-face meetings, such as Coffee with the Principal, PTO board meetings, classroom ambassadors, Toddler application, WhatsApp classroom groups, IB Task Force Committee, and individual outreach. Attendance rates at parent and family events show high levels of engagement. We hosted the meet the teacher and open house events for elementary and middle school parents to encourage the partnership between parents and teachers. Providing a variety of topics and types of events builds community participation and helps students achieve. Meetings focused specifically on student academics, like Family Math Night, PK Family Night, First Grade Reading Night and Middle School Parent Night, have helped parents understand the academic expectations we have for their students and provide them with tools they can use at home to help their children grow.

Parent and Community Engagement Strengths

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Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Distrust of school processes, programs, and procedures directly impact the efficacy of the education we are providing our students. **Root Cause:** Limited access to enter the school building and to host family and community events over the past few years due to pandemic restrictions created an obstacle to building trusting relationships with families.

Problem of Practice 2: The majority of PTO board members and committee leaders are predominantly native English speakers and in contrast, our student population is 50% Spanish speaking. **Root Cause:** Parents who are speakers of other languages are less confident speaking in their non-native language (English) and therefore do not participate in PTO leadership roles.

Problem of Practice 3: In our middle school, parent involvement and communication is limited. We have a strong PTO who supports events for our elementary students. However, in middle school, parents are less involved and many students do not participate in after-school programs or activities. **Root Cause:** Our middle school was lacking a parent to take initiative in assisting with planning and executing middle school enrichment activities and 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: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: By December 2023, 75% of dual language teachers will receive a 1 or higher in the effective delivery of multiple response strategies focused on second language acquisition measured by a campus created MRS tracker during spot observations. This percentage increases to 95% by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders will ensure that EB students have a strong academic environment. School Leaders' Actions During August 2023 pre-service training, provide training on writing student learning objectives and aligned ELPS.. During August 2023 school leaders will model RBIS and multiple response strategies (MRS) for second language learners during pre-service training. Staff Actions Actively participate in August 2023 pre-service training to gain knowledge about effectively writing student learning objectives and aligned ELPS. Actively engage in preservice training on RBIS and multiple response strategies (MRS) for second language learners.		Formative			Summative
		Feb	Mar	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Key Action 1: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Indicator of Success 2: By December 2023, 75% of dual language teachers will receive a 2 or higher in the engagement portion of the spot observation form. This percentage increases to 95% by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders will monitor progress for EB students. School Leaders' Actions During PLCs throughout the 2023-24 school year, coach teachers on integrating and supporting student reading by using RBIS and MRS strategies for second language learners. Review weekly lesson plans for evidence of multiple response strategies (MRS). Staff Actions Actively engage in PLCs throughout the 2023-24 school year, practicing and modeling multiple response strategies (MRS) for second language learners Teachers will create DOLs, utilizing best instructional practices (RBIS) to support the planning and internalization of lesson delivery.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Key Action 1: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Indicator of Success 3: By May 2024, 85% of students will show one year's growth from BOY to EOY as assessed on NWEA MAP assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide ongoing feedback in effective instruction. School Leaders' Actions Review weekly lesson plans. Do spot observation walkthroughs daily. Staff Actions Teachers will design and implement lessons that include foundational skills instruction that is systematic, explicit, and engaging using multiple modes and senses. Identified teachers who do not have end of year student achievement data will submit 3 targeted student learning objectives (SLOs) by September 2023.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 1: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Indicator of Success 4: By May 2024, 68% of 3rd to 8th students will score meets and 30% will score masters on Reading STAAR.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will develop a culture of checks for understanding. School Leaders' Actions Provide targeted assistance with multiple response strategies (MRS) to new dual language teachers, approximately 20 homeroom and specialist teachers. Staff Actions Teachers will adjust implementation based on spot observation feedback and coaching.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 1: Increase teacher instructional capacity to provide the highest quality reading and writing dual language instruction.

Indicator of Success 5: By May 2024, 100% of 3rd - 8th grade teachers will conduct effective Reading DOL formative assessments at the end of instructional units to efficiently inform instruction, identify achievement gaps and provide targeted intervention support, as evidenced in the teacher data tracking system (campus data binder).

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will monitor best practices in the classroom. School Leaders' Actions Share best practice strategies with others through modeling or conducting professional development both inside and outside the school and district. Staff Actions Share best practice strategies with others through modeling or conducting professional development both inside and outside the school and district.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Key Action 2: Increase English language acquisition of emergent bilingual students.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: By May 2024, 85% of 1st-8th grade emergent bilingual students will increase their TELPAS English proficiency by at least one composite level supported through the integration of RBIS as indicated through the science of reading.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School focus will be in EB students to achieve in TELPAS.</p> <p>School Leaders' Actions</p> <p>Inform teachers of classroom emergent bilingual language proficiency by sharing TELPAS data and showing teachers how to access student data.</p> <p>Have teachers tier and identify specific sheltered instruction strategies to support targeted language development amongst second language learners.</p> <p>Staff Actions</p> <p>Establish a system for accessing, retrieving, organizing and analyzing information for planning instruction for Emergent Bilingual students in the general education classroom.</p> <p>Actively engage in pre-service, PLC, form partnerships and work interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.</p> <p>Teachers will integrate 2-3 sheltered instruction strategies in lesson planning and delivery to increase second language acquisition for all students.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 2: Increase English language acquisition of emergent bilingual students.

Indicator of Success 2: By May 2024, 100% 6th -8th grade emergent bilingual students who have been at Wharton DLA for the past four years will meet the exit criteria for TELPAS and STAAR Reading supported through the integration of RBIS.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will monitor BE student data. School Leaders' Actions Require teachers to use data from MOY TELPAS practice to inform and modify instruction for Spring semester. Monitor Summit K-12 student usage twice a month and share with teachers during PLC meetings. Staff Actions Download emergent bilingual rosters from A4E and create a language development plan for each emergent bilingual student by the end of the first 6 weeks of school (September 29th, 2023). Develop emergent bilingual students' ability to demonstrate English language proficiency by using Summit K-12. Ensure bell to bell instruction of differentiated content delivery through MRS to support emergent bilinguals.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Increase English language acquisition of emergent bilingual students.

Indicator of Success 3: By May 2024, 85% of Emergent Bilingual students will show one year's growth from BOY to EOY as assessed on NWEA MAP assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will provide ongoing support for sheltered instruction.</p> <p>School Leaders' Actions</p> <p>Provide professional development and job-embedded coaching focused on sheltered instruction to support teacher lesson delivery, student comprehension.</p> <p>Provide campus based professional development on student language proficiency and the Summit K-12 platform during pre-service. Highlight the instructional tools, data reports and formative assessment capabilities to best inform instructional decisions. Provide appropriate scaffolding and differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</p> <p>Staff Actions</p> <p>100% of students will complete TELPAS MOY practice by December 2023.</p> <p>Modify emergent bilingual language development plans by January 2024.</p> <p>Teachers will assume an active role to serve students with diverse needs and work collaboratively with special service providers to support students.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 3: To strengthen the quality of Special Education instruction and student learning.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: 80% of SPED students will meet their annual IEP goals by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure effective IEPs and goals are in place for SPED students, School Leaders' Actions Leaders will facilitate PLCs with the special education chair and grade level teams focused on special education services every six weeks. Staff Actions Teachers will complete SPED accommodation trackers..	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Key Action 3: To strengthen the quality of Special Education instruction and student learning.

Indicator of Success 2: By May 2024, 85% of special education students will show one year's growth from BOY to EOY as assessed on NWEA MAP assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure the proper accommodations are implemented for all students. School Leaders' Actions Leader will provide a PD on lesson accommodations for special education with staff at the beginning of the year. Staff Actions Teachers will provide differentiated instruction as identified in their IEPs. The Teacher and Special Education Chairperson will collaborate and support special education students in creating IEP goals, accommodation and support during instruction.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Key Action 3: To strengthen the quality of Special Education instruction and student learning.

Indicator of Success 3: 100 % of ARD meetings will be conducted and completed on-time.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will develop a strong system for ARDs. School Leaders' Actions Leaders will participate in IEP review with the Special Education Chairperson and the classroom teacher every six weeks. Staff Actions Teachers will provide differentiated instruction as identified in their IEPs. The Teacher and Special Education Chairperson will collaborate and support special education students in creating IEP goals, accommodation and support during instruction.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 3: To strengthen the quality of Special Education instruction and student learning.

Indicator of Success 4: 100% of special education IEPs will be monitored quarterly.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders and staff will monitor IEPs progress. School Leaders' Actions Leaders will participate in IEP review with the Special Education Chairperson and the classroom teacher every six weeks. Staff Actions Teachers will assume an active role to serve students with diverse needs and work collaboratively with special service providers to support students.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 256 Wharton K-8

Total SCE Funds: \$136,600.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for 256 Wharton K-8

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Julissa Tapia Santiago	Tchr, Bilingual	1
Mr Camilo Fernandez Ramirez	Tchr, Bilingual	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	608
Grade Span:	PK - 08

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsrv1.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



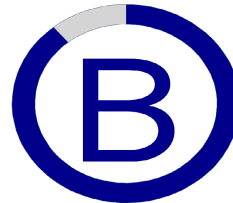
94 of 100

Student Achievement



91 of 100

School Progress



89 of 100

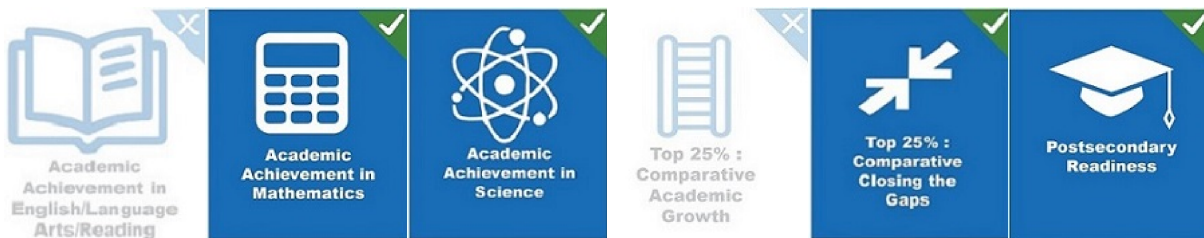
Closing the Gaps



100 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.



Texas Education Agency
2022 School Report Card
 WHARTON K-8 DUAL LANGUAGE ACADEMY (101912256) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about WHARTON K-8 DUAL LANGUAGE ACADEMY, 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)			
	98.5%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	10.5%	22.1%	12.8%
Hispanic	67.4%	61.9%	52.8%
White	16.8%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	2.6%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	2.6%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	46.7%	79.2%	60.7%
Special Education	4.1%	8.4%	11.6%
Emergent Bilingual/EL	44.4%	35.1%	21.7%
Mobility Rate (2020-21)			
	3.6%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	14.3	18.2	18.7
Grade 1	14.0	15.7	18.7
Grade 2	13.1	15.4	18.6
Grade 3	8.4	14.4	18.7
Grade 4	8.3	13.7	18.8
Grade 5	8.9	14.0	20.2
Grade 6	18.6	19.1	19.2
Secondary			
English/Language Arts	14.5	17.6	16.3
Foreign Languages	18.2	22.7	18.4
Mathematics	12.5	21.2	17.5
Science	10.7	21.5	18.5
Social Studies	16.5	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	\$7,594	\$10,524	\$11,106
Instruction	\$5,776	\$5,989	\$6,358
Instructional Leadership	\$77	\$185	\$186
School Leadership	\$634	\$749	\$654

Texas Education Agency
2022 School Report Card
 WHARTON K-8 DUAL LANGUAGE ACADEMY (101912256) - 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%	88%	79%	88%	96%	-	92%	-	92%	85%
	2021	67%	57%	76%	64%	76%	82%	-	85%	-	*	70%
ELA/Reading	2022	75%	70%	88%	83%	88%	95%	-	100%	-	*	86%
	2021	68%	60%	79%	65%	80%	82%	-	80%	-	*	74%
Mathematics	2022	72%	67%	89%	76%	90%	95%	-	83%	-	*	86%
	2021	66%	53%	79%	79%	77%	86%	-	100%	-	*	75%
Science	2022	76%	68%	86%	77%	86%	100%	-	*	-	*	84%
	2021	71%	59%	69%	67%	68%	75%	-	*	-	-	53%
Social Studies	2022	75%	70%	74%	71%	70%	*	-	-	-	*	70%
	2021	73%	66%	74%	*	75%	*	-	-	-	-	62%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	64%	55%	63%	83%	-	77%	-	50%	56%
	2021	41%	33%	40%	30%	37%	65%	-	54%	-	*	31%
ELA/Reading	2022	53%	49%	66%	57%	65%	80%	-	67%	-	*	58%
	2021	45%	38%	50%	53%	47%	68%	-	60%	-	*	39%
Mathematics	2022	42%	38%	69%	65%	66%	90%	-	83%	-	*	58%
	2021	37%	27%	38%	26%	37%	59%	-	40%	-	*	31%
Science	2022	47%	39%	60%	38%	61%	67%	-	*	-	*	57%
	2021	44%	33%	33%	17%	26%	75%	-	*	-	-	18%
Social Studies	2022	50%	44%	24%	29%	22%	*	-	-	-	*	20%
	2021	49%	42%	21%	*	19%	*	-	-	-	-	15%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	39%	31%	37%	59%	-	38%	-	17%	31%
	2021	18%	15%	18%	14%	16%	35%	-	38%	-	*	12%
ELA/Reading	2022	25%	24%	43%	40%	40%	60%	-	33%	-	*	34%
	2021	18%	16%	24%	18%	22%	36%	-	60%	-	*	17%
Mathematics	2022	20%	19%	40%	29%	39%	59%	-	33%	-	*	31%
	2021	18%	13%	20%	16%	18%	36%	-	40%	-	*	15%
Science	2022	21%	17%	31%	23%	29%	56%	-	*	-	*	27%
	2021	20%	14%	15%	17%	12%	38%	-	*	-	-	3%
Social Studies	2022	30%	26%	15%	14%	13%	*	-	-	-	*	15%
	2021	29%	23%	5%	*	0%	*	-	-	-	-	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	81	78	82	83	-	88	-	-	81
	2019	69	68	71	72	69	78	-	-	-	79	71
ELA/Reading	2022	78	81	77	73	77	90	-	-	-	-	76
	2019	68	68	63	68	60	75	-	-	-	-	67
Mathematics	2022	69	75	85	82	86	77	-	-	-	-	85
	2019	70	68	75	74	75	81	-	-	-	75	73
- 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.												