

**Houston Independent School District**  
**232 Ross Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

As a campus we are implementing high- quality instructional materials in Reading and Mathematics. We are currently implementing Amplify for Reading and Eureka for Mathematics. By using High Quality Curriculum in the content area of Reading and Mathematics it ensures that our students have access to high quality formative assessments and instruction on a daily basis. According to our district instructional calendars we are following the calendars and are on track. As our teachers continue to become more familiar with the implementation of both curricula, our scholars and teachers are becoming more familiar with their instructional daily routines and are able to implement and respond appropriately to the instructional strategies presented by the teacher. Data is increasingly becoming a main gauge of how well instruction is being delivered and retained by the student. Teachers were provided a DOL data tracker to track DOLs daily. While planning, teachers identify questions and look-fors with the provided aggressive monitoring checklist to be used during the lesson to identify misconceptions or reteach opportunities prior to the DOL. Teachers have also been provided a Classroom NWEA tracker to monitor the different levels of mastery per content level. This information is used to help create small groups and assign lessons in Zearn and Measuring Up Live 2.0.

### Student Achievement Strengths

As a campus, student growth could be seen in the areas of reading and math. Over the past 6 years, Literacy Now has provided intervention to our 2nd- 5th grade students in the area of Reading. With their efforts students have shown improvement over the years in Reading.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At Ross Elementary we started the 2023-2024 school year with an Instructional focus on Lesson Internalization and Effective Lesson Delivery. As we received and analyzing Unit assessment data and MAP data we discovered the need to shift the focus to data tracking and collection . Therefore, teachers are not tracking the data and presenting lessons that are differentiated consistently campus wide. **Root Cause:** Teachers have placed a lot of emphasis on pacing to ensure they complete each lesson as directed on the district curriculum calendar and have overlooked the practice of differentiating instruction to meet the needs of all students on a daily basis. As a result campus data is low and not reflective of the level of teaching that is being presented on a daily basis.

**Problem of Practice 2:** At Ross Elementary aggressive monitoring was introduced at pre-service and modeled by instructional leaders with exemplar and template provided throughout the month of August 2023- October 2023. The practice is not being implemented consistently at a 100% across the grade levels which results in teachers not being able to quickly identify students that aren't mastering the content being taught. **Root Cause:** Teachers are not consistently planning nor identifying their check for understanding questions or instructional look-fors that should be assessed during their 3 laps around the room during their lessons. As a result, teachers are not able to fully gauge where their students are in certain objectives and are missing the opportunity to address misconceptions and reteach prior to the DOL assessments

**Problem of Practice 3:** At Ross Elementary teachers have access to high quality curriculum in all core areas but are not using MRS strategies to leverage the content delivery and student engagement at a high level that provides all students with the opportunity to engage in the lesson and to master the grade level TEK and lesson that is being presented by the teacher. **Root Cause:** Teachers are not consistently implementing MRS strategies due to trying to keep up with the pacing of the lesson components of each content area. A lack of familiarity with daily lessons are preventing them from knowing when the MRS strategy would normally be implemented in the lesson as previously planned.

# School Culture and Climate

## School Culture and Climate Summary

Recently during the 2023-2024 school year, students and staff members have reported that the school climate is better than the 2022-2023 school year. All stakeholders are excited to work on campus and our students and parents are excited to attend school and campus events. Ross Elementary had several community based events throughout the school year which include a Hispanic Heritage Luncheon which was sponsored by our campus PTO, A Welcome Back Community event where members of our community painted and cleared our teacher work room. Although we are community focused we are also focused on high quality instruction across the campus amongst all grade levels. Attendance and tardies have decreased from the 2022-2023. Behaviors mainly consist of level 1 and 2 behaviors. Behaviors have increased because of the high presence of substitutes. Data reflects that when classroom teachers are present and are well prepared for their lessons, student behavior's decrease. Ultimately, students do feel physically comfortable on and around campus and are excited to attend school daily. Currently, we use CHAMPS and PBIS campus wide to redirect and address student behaviors.

## School Culture and Climate Strengths

Recently during the 2023-2024 school year communication has been identified as an area of strength.

Recently during the 2023-2024 school year, the campus has shown improvements. Students and staff members have reported that the school climate is better than the 2022-2023 school year.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Ross Elementary, although teachers were provided with a discipline flowchart, PBIS strategies, and PD trainings around discipline, there has still been an increase in discipline referrals for grades 3-5. **Root Cause:** While a discipline flowchart was created and shared, a school-wide PBIS system has not been implemented by all teachers. This may be due to the flexibility extended in previous years and a lack of formal training in behavior systems like CHAMPS. All teachers do not have the CHAMPS posters posted in their classrooms as reminders for students to refer to and follow.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents are very involved in the curriculum nights such as: Stem night and Literacy night. For these events parents of the first grade through fifth grade students were more involved than the parents of primary students. Another parental engagement event was Gumbo with Graham which yielded less parental involvement. A common trend that we noticed is that parents participated more in curriculum activities versus social events. Transportation is an issue as well as several of our parents have several children and are sometimes unable to attend events and/ or volunteer. The FACE department helps with supporting our families. We have recently partnered with Youth Development Center (YDC) and HEIMS who provide mental health support to our families and students. Literacy now provides parent workshops and sets up literacy based tables and provides literature for our families at campus events. They also have a lunch bunch program to assist with mentoring our students. This year, we've had Open House, Coffee with the Principal, Fall Annual Title I Meeting, PTO Meetings, and Grandparent's Luncheon. These programs allow parents and community members to provide feedback on how we can improve and how they can be involved in supporting our school and students. We also have a partnership with the Houston Public Library for STEM. This program exposes our students to STEM education which allows them the opportunity to engage in hands-on science, technology, engineering, and math activities.

## Parent and Community Engagement Strengths

Based on the data, we are engaging with parents through regular Class Dojo communication and Twitter about announcements and highlighting classroom instruction throughout the day. Parents have been invited to and attended a Meet the Principal event this summer and a Conversations and Coffee with the Principal event this fall. Parents have also attended the Fall Open House. Current programs such as the Meet the Principal event and Coffee with the Principal have strengthened the relationship between the Administration and parents. In addition, programs like Literacy Now and our partnership with the Houston Public Library have had a positive impact on student performance. Students are able to get additional academic support and exposure experiences they might not otherwise have.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Ross Elementary, we host several events throughout the school year to honor holidays, our school community and student achievements. Generally our events have low participation and attendance from our parents and community members. **Root Cause:** At Ross Elementary, many of our parents experience complications with obtaining transportation to attend additional events that we sponsor outside of school hours. In addition our parents have several children and are sometimes unable to attend events and/ or volunteer frequently.

# 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:** Teachers will increase their capacity in executing High Quality Instruction (HQI) by implementing HQI curriculum and making immediate actions that address coaching feedback to increase teacher capacity.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** 70% of our teachers will obtain a rating of Proficient or higher in the areas of: Lesson Objective and DOL, Purposeful Instruction, and Engagement on Spot Observations conducted by November 2023.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will ensure effective instruction is a top priority on the campus.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will conduct daily, "averaging 3-4" informal walkthroughs of all classrooms and provide real time reinforcement/feedback via a campus created Spot Observation Google Form.</p> <p>Campus Administrators will conduct a minimum of one formal Spot Observation for each teacher every month.</p> <p>Campus Administrators will facilitate vertical aligned grade level PLC meetings to unpack grade level TEKS and conduct backwards planning sessions that align with lesson objectives, DOL, MRS to implement for each lesson unit.</p> <p><b>Staff Actions</b></p> <p>All Kinder thru 5th grade teachers will engage in weekly PLC meetings to implement effective lesson internalization process that includes teacher created CFU's and DOL, as well as adding multiple response strategies (MRS) by using Lead4ward Playlist Instructional Strategies (<a href="https://lead4ward.com/playlists/">https://lead4ward.com/playlists/</a>) to ensure teacher moves are effective to lead students to mastery on 80% on a daily basis.</p> <p>Teachers will write high quality LO's and DOL's at are tightly aligned with grade level TEKS on a daily basis.</p> <p>Teachers will engage in aggressive monitoring strategies to aggressively monitor student quality of work by having over the shoulder conversations with students, as well as making annotated exemplars during lesson planning within the Amplify and Eureka Lesson guides to reference during daily lessons.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			





No Progress



Accomplished







Continue/Modify



Discontinue

**Key Action 1:** Teachers will increase their capacity in executing High Quality Instruction (HQI) by implementing HQI curriculum and making immediate actions that address coaching feedback to increase teacher capacity.

**Indicator of Success 2:** By the end of the 2023-2024 school year, 85% of our teachers will obtain a rating of Proficient or higher in the areas of: Lesson Objective and DOL, Purposeful Instruction, and Engagement on Spot Observations conducted by May 2024.





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will provide effective feedback to teachers.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will provide feedback during PLC lesson rehearsal meetings while using a campus wide rubric and provide actionable feedback and suggested resources to address areas of concern prior to lesson implementation.</p> <p>Campus Administrators need to internalize daily/ weekly lessons to ensure they are aware of look for's and support the teacher with lesson delivery.</p> <p><b>Staff Actions</b></p> <p>Teachers will complete daily data charts to keep daily data on level of mastery of Demonstration of Learning activity and/ or teacher created Check for Understanding formative assessment.</p> <p>Conduct weekly data meetings with each student to monitor student performance data on weekly trends of DOL ratings, Amplify assessments, MRS data, and other related campus assessments.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
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**Key Action 2:** All 2nd grade through 5th grade students will reach proficiency levels on reading fluency and comprehension skills and all EB students will show growth and mastery on all portions of the TELPAS assessment.

**Strategic Priorities:**





Transforming Academic Outreach

**Indicator of Success 1:** Ross Elementary will have 100% of students' participation during the MOY and EOY NWEA Reading testing window.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will focus in monitoring interventions and its effectiveness.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will conduct one on one coaching conversations with teachers regarding student data and determine action steps for reteach and interventions.</p> <p>Campus Administrators will conduct grade level PLC meetings during the first week of September to inform and train teachers on how NWEA works on the practice website. These actions will be done in preparation for the assessment in September 2023.</p> <p><b>Staff Actions</b></p> <p>100% of classroom teachers from nd grade through 5th grade will do practice sessions (<a href="https://practice.mapnwea.org">https://practice.mapnwea.org</a>) during the first week of September of 2023.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<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:** All 2nd grade through 5th grade students will reach proficiency levels on reading fluency and comprehension skills and all EB students will show growth and mastery on all portions of the TELPAS assessment.

**Indicator of Success 2:** 50% of all students will make a 0.9 level gain in Reading on the MOY NWEA and at least 70% of all students will make another 0.9 level gain in Reading by the EOY NWEA assessment by May 2024 totaling to a 1.8 level growth.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will track data trends to provide support.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will conduct daily "on average 3-4" informal walkthroughs of all classrooms and provide real time reinforcement/feedback via a campus created Spot Observation Google Form</p> <p>After the BOY NWEA, the Campus Instructional Team will review the data and facilitate grade level specific PLC meetings on creating SMART goals based on current NWEA reading goals that will support student performance to ensure students increase at least 0.9 times the average growth in the U.S.</p> <p>Throughout the school year, we will use PLC meetings to track, review and analyze student data to discuss misconceptions, trends, areas of weakness, areas of strength, and intervention opportunities in preparation for each upcoming NWEA assessment.</p> <p><b>Staff Actions</b></p> <p>Teachers will collaboratively participate in Data Driven PLC meetings to create SMART goals in the area of reading that will support student performance to ensure students increase at least 0.9 times the average growth in the U.S.</p> <p>Teachers will ensure students track their own data in student folder and have teacher/student conversations about their goals and their progress throughout the school year.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
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**Key Action 2:** All 2nd grade through 5th grade students will reach proficiency levels on reading fluency and comprehension skills and all EB students will show growth and mastery on all portions of the TELPAS assessment.





**Indicator of Success 3:** In efforts to raise TELPAS results we will conduct monthly Trainings on campus and we will assign district and our of district training for our Bilingual and ESL teachers.

**Key Action 3:** 50% of all 2nd grade through 5th grade students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.

**Strategic Priorities:**

Transforming Academic Outreach





**Indicator of Success 1:** Ross Elementary will have 100% of students' participation during the MOY and EOY NWEA Mathematics testing window.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will ensure effective teaching is happening in every classroom.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will attend Eureka trainings alongside of our campus teachers.</p> <p>Campus Administrators will co-plan lessons and model lessons with MRS strategies to support teacher development in the curriculum.</p> <p>Campus Administrators will monitor the implementation of Eureka modules and pacing of instruction.</p> <p><b>Staff Actions</b></p> <p>Teachers will work collaboratively to "Do the Math" (solve problem set) for each lesson in order to determine exemplars and possible student misconceptions.</p> <p>Teachers will track weekly student data to determine student intervention needs.</p> <p>100% of classroom teachers from 2nd grade through 5th grade will do practice sessions (<a href="https://practice.mapnwea.org">https://practice.mapnwea.org</a>) during the first week of September of 2023.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 3:** 50% of all 2nd grade through 5th grade students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.

**Indicator of Success 2:** 40% of all students will be in the 50th percentile or above in Mathematics as measured by the MOY NWEA assessment and at least 60% of all students will be in the 50th percentile or above in Mathematics by the EOY NWEA assessment by May 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus focus will be in building SMART goals.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will conduct weekly informal walkthroughs of all classrooms and provide real time reinforcement/ feedback via a campus created Spot Observation Google Form.</p> <p>Campus Administrators will conduct one on one coaching conversations with teachers regarding student data and determine action steps for reteach and interventions.</p> <p><b>Staff Actions</b></p> <p>Campus Administrators will conduct one on one coaching conversations with teachers regarding student data and determine action steps for reteach and interventions.</p> <p>Teachers will ensure students track their own data in student folder and have teacher/student conversations about their goals and their progress throughout the school year.</p> <p>Teachers will participate collaboratively in Data Driven PLC meetings to create SMART goals in the area of math that will support student performance and ensure students increase at least .90 times the average growth in the U.S.</p>	Formative			Summative
	Feb	Mar	Apr	June





 No Progress
 Accomplished
 Continue/Modify
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**Key Action 4:** Ensure that our campus Special Education department is in 100% compliance throughout the school year with implementing and tracking progress monitoring of our students within the Special Education program.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Ross Elementary Special Education Department will remain in compliance throughout the 2023- 2024 school year.


Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus focus will be that Special Education is running effectively.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will meet with the Special Education Department Chair to develop training for teachers on how to implement accommodations.</p> <p>Campus Administrators will dedicate days for accommodation training/review during August Pre-Service and bi-weekly PLCs.</p> <p>Campus Administrators will ensure students have access to accommodations during online common/unit assessments.</p> <p><b>Staff Actions</b></p> <p>All teachers will read and review each student's IEP goals from their class roster at the beginning of the year.</p> <p>All teachers will implement accommodations during daily instruction for students on their roster.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Key Action 4:** Ensure that our campus Special Education department is in 100% compliance throughout the school year with implementing and tracking progress monitoring of our students within the Special Education program.


**Indicator of Success 2:** Students within the Special Education Department will increase from 60% passing rate on the Reading and Mathematics MOY NWEA to 80% on the Reading and Mathematics EOY NWEA.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will ensure Special Education students are progressing.</p> <p><b>School Leaders' Actions</b></p> <p>Campus Administrators will ensure that the weekly compliance task is completed on time.</p> <p>Campus Administrators will ensure that all 6-week Progress Monitoring trackers are completed within EasyIEP.</p> <p><b>Staff Actions</b></p> <p>All teachers will track student progress to determine intervention needs.</p> <p>All teachers will meet with the Special Education chairperson to discuss student progress every 3 weeks.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 

 Accomplished
 

 Continue/Modify
 

 Discontinue

# State Compensatory

## Budget for 232 Ross Elementary School

Total SCE Funds: \$68,300.00

Total FTEs Funded by SCE: 1

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

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## Personnel for 232 Ross Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Linta Grace Jose	Tchr, Math 4-8	1

# Addendums

**School Information**

<b>District Name:</b>	<b>HOUSTON ISD</b>
<b>Campus Type:</b>	<b>Elementary</b>
<b>Total Students:</b>	<b>305</b>
<b>Grade Span:</b>	<b>EE - 05</b>

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**

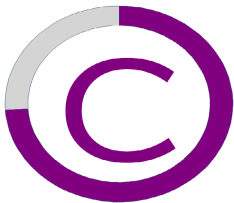
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three 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**



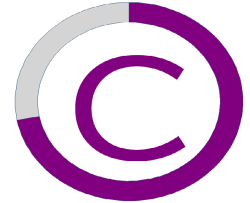
74 of 100



64 of 100



75 of 100



72 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.

 <b>Academic Achievement in English/Language Arts/Reading</b>	 <b>Academic Achievement in Mathematics</b>	 <b>Academic Achievement in Science</b>	 <b>Top 25% : Comparative Academic Growth</b>	 <b>Top 25% : Comparative Closing the Gaps</b>	 <b>Postsecondary Readiness</b>
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Texas Education Agency  
**2022 School Report Card**  
 ROSS EL (101912232) - HOUSTON ISD - HARRIS COUNTY

### Student Information

This section provides demographic information about ROSS 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
<b>Attendance Rate (2020-21)</b>			
	93.4%	93.7%	95.0%
<b>Enrollment by Race/Ethnicity</b>			
African American	50.5%	22.1%	12.8%
Hispanic	47.5%	61.9%	52.8%
White	0.7%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.3%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.0%	1.6%	2.9%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	96.4%	79.2%	60.7%
Special Education	11.1%	8.4%	11.6%
Emergent Bilingual/EL	30.2%	35.1%	21.7%
<b>Mobility Rate (2020-21)</b>			
	10.1%	14.0%	13.6%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	14.4	18.2	18.7
Grade 1	16.2	15.7	18.7
Grade 2	11.6	15.4	18.6
Grade 3	18.9	14.4	18.7
Grade 4	18.3	13.7	18.8
Grade 5	13.4	14.0	20.2
Grade 6	-	19.1	19.2
<b>Secondary</b>			
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
<b>Instructional Expenditure Ratio</b>	n/a	63.8%	64.2%
<b>Instructional Staff Percent</b>	n/a	58.1%	64.9%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$10,339	\$10,524	\$11,106
Instruction	\$7,573	\$5,989	\$6,358
Instructional Leadership	\$131	\$185	\$186
School Leadership	\$939	\$749	\$654

Texas Education Agency  
**2022 School Report Card**  
 ROSS EL (101912232) - 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
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	74%	69%	<b>66%</b>	66%	66%	-	-	-	-	*	66%
	2021	67%	57%	<b>50%</b>	50%	50%	-	-	-	-	-	50%
ELA/Reading	2022	75%	70%	<b>75%</b>	73%	77%	-	-	-	-	*	75%
	2021	68%	60%	<b>58%</b>	59%	57%	-	-	-	-	-	58%
Mathematics	2022	72%	67%	<b>68%</b>	67%	68%	-	-	-	-	*	66%
	2021	66%	53%	<b>51%</b>	45%	57%	-	-	-	-	-	50%
Science	2022	76%	68%	<b>33%</b>	43%	21%	-	-	-	-	-	33%
	2021	71%	59%	<b>42%</b>	46%	38%	-	-	-	-	-	42%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	48%	43%	<b>33%</b>	34%	30%	-	-	-	-	*	32%
	2021	41%	33%	<b>22%</b>	19%	24%	-	-	-	-	-	21%
ELA/Reading	2022	53%	49%	<b>41%</b>	44%	36%	-	-	-	-	*	40%
	2021	45%	38%	<b>24%</b>	23%	25%	-	-	-	-	-	23%
Mathematics	2022	42%	38%	<b>28%</b>	27%	27%	-	-	-	-	*	27%
	2021	37%	27%	<b>24%</b>	20%	29%	-	-	-	-	-	23%
Science	2022	47%	39%	<b>24%</b>	26%	21%	-	-	-	-	-	25%
	2021	44%	33%	<b>18%</b>	12%	24%	-	-	-	-	-	18%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2022	23%	21%	<b>12%</b>	12%	11%	-	-	-	-	*	12%
	2021	18%	15%	<b>8%</b>	8%	9%	-	-	-	-	-	8%
ELA/Reading	2022	25%	24%	<b>16%</b>	19%	12%	-	-	-	-	*	15%
	2021	18%	16%	<b>12%</b>	10%	13%	-	-	-	-	-	11%
Mathematics	2022	20%	19%	<b>11%</b>	8%	12%	-	-	-	-	*	10%
	2021	18%	13%	<b>8%</b>	8%	10%	-	-	-	-	-	7%
Science	2022	21%	17%	<b>5%</b>	4%	5%	-	-	-	-	-	5%
	2021	20%	14%	<b>4%</b>	4%	3%	-	-	-	-	-	4%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2022	74	78	<b>72</b>	68	76	-	-	-	-	-	73
	2019	69	68	<b>69</b>	66	73	-	-	-	-	-	69
ELA/Reading	2022	78	81	<b>76</b>	75	77	-	-	-	-	-	78
	2019	68	68	<b>74</b>	72	76	-	-	-	-	-	74
Mathematics	2022	69	75	<b>68</b>	62	75	-	-	-	-	-	69
	2019	70	68	<b>64</b>	59	71	-	-	-	-	-	64
<p style="text-align: center;">- 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.</p>												