Houston Independent School District

050 Holland Middle School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

First, data is collected from various sources. This includes student assessments such as the Demonstration of Learning or DOL, MAP-NWEA assessment, unit and district formative assessments. The collected data is then analyzed to identify patterns, and trends, to identify areas where students need more support. This happens during the grade level planning meetings or PLC. Based on the data analysis, specific objectives and goals are established, such as targeting TEKS, where most students appear to have the same misconception. While internalizing lessons, teachers keep these misconceptions in mind and plan accordingly. After the lesson intervention, students are reassessed to determine if progress is being made on the targeted TEKS objectives. The cycle repeats each week until specific learning goals are met, and students demonstrate mastery. Each week, teachers meet during PLC to internalize the lessons for the following week. Curriculum documents are vetted for alignment to ensure students can access the materials at the appropriate rigor. Alignment is determined by comparing the instructional activities with the learning objective and DOL assessment. Teachers also participate in Demo Day, which is a weekly instructional rehearsal session with colleagues, to practice using HQIM prior to the lesson going live before students the following week. By utilizing HQIM consistently and effectively, we can ensure students achieve mastery on each student expectation as measured by the DOL, interim and formative assessments such as STAAR and MAP. Effective classroom routines and instructional strategies are crucial for creating a productive and engaging learning environment. First, teachers establish clear expectation for students. This includes setting rules and guidelines for behavior, academic performance, and participation. Teacher's classroom management systems are aligned with the district's three rules for appropriate student behavior. This allows teachers to focus on highly effective instruction and not excessive redirection. Highly effective instruction uses the LSAE framework where students are provided on grade level instruction for the first forty-five minutes of class, then they are assessed to determine which students mastered the learning objective and which students need additional support. Recognizing that students have varying learning styles and abilities, teachers then differentiate instruction. Students that score eighty percent or higher are then move to the learning center for more advanced work that challenges the student. These students are also able to participate in project-based learning that is more rigorous. Students that do not perform at mastery level remain in class with the teacher to receive targeted intervention and support. This means tailoring teaching methods, materials, and assessments to meet individual student needs. The primary routine to support student mastery and engagement during instruction, is the consistent use of Multiple Response Strategies or MRS. These strategies promote student engagement by having students think, read, write and speak throughout the lesson. The strategies include, Think-Pair-Share, use of response cards and white boards as well as several other strategies. When implemented effectively, student learning outcomes are maximized. Other routines utilized to maximize student learning include, use of Technology, such as interactive whiteboards, educational apps like Mathia. Teachers also scaffold instruction for students that do not meet mastery on the DOL and also, they provide students who do master the objective an opportunity to "level up" or increase the rigor of the provided activities. These supports, including the use of interactive technology, enhance the learning experience and keep students engaged. Effective classroom routines and instructional strategies can vary depending on grade level, subject, and the specific needs of the students. However, these general principles help create a positive and productive learning environment for all students.

Student Achievement Strengths

1. Based on a review of last year's student growth and achievement data, there were notable areas of strength and growth. Specifically, the data indicated significant improvement in the field of algebra as well as positive results in the Science STAAR assessment. In terms of algebra, the data revealed a marked increase in student performance. This growth could be observed through various indicators such as improved test scores, increased mastery of algebraic concepts, and enhanced problem-solving abilities. The data suggests that the instructional strategies employed in algebra classes were effective in promoting student understanding and proficiency in this subject area. Additionally, the Science STAAR assessment showed a remarkable 20% point increase in the "approaches" category compared to Mock STAAR, indicating that a larger percentage of students achieved satisfactory levels of understanding and competence in science. This improvement from the

mock to the STAAR assessment highlights the effectiveness of the curriculum and teaching methods in facilitating student growth and achievement in science education. It is noteworthy to mention that these positive results in algebra and science were not limited to a particular subgroup of students but were observed across the student body as a whole. This indicates that all students were able to benefit from the instructional practices implemented, promoting equitable learning opportunities and fostering an inclusive educational environment. The data's positive outcomes in these specific areas of growth demonstrate the effectiveness of the teaching strategies employed and the dedication of educators in facilitating student success. These areas of strength can serve as a foundation to further enhance the curriculum and instructional practices in order to continue fostering growth and achievement among students in the coming years. 2. While we acknowledge that our overall goal was not fully met across all content areas, it is important to highlight the improvements we observed in both algebra and the Science STAAR assessment compared to previous years. These positive outcomes can be attributed to the implementation of an effective curriculum and thoughtful teacher planning. In regards to Algebra, we witnessed notable progress in student performance. This can be seen through various indicators such as increased test scores, enhanced understanding of algebraic concepts, and improved problem-solving skills. The implementation of a well-designed curriculum that aligns with students' needs and the careful planning of teachers played a crucial role in fostering this growth. Similarly, the Science STAAR assessment showed encouraging improvement compared to previous years. This demonstrates that our efforts to develop an effective curriculum and support teachers in planning engaging science lessons have yielded positive results. The structured curriculum and thoughtful teacher planning allowed students to develop a deeper understanding of scientific concepts and apply their knowledge effectively during the assessment. Although we acknowledge that there are areas where we fell short of our goals, it is essential to celebrate the progress made in algebra and science. These achievements validate the effectiveness of our curriculum and teacher planning, providing a solid foundation to build upon and further enhance student learning in the future. Moving forward, we will continue to analyze the data, identify areas for improvement, and refine our strategies to ensure that all content areas experience similar growth and success. By leveraging the successful practices in algebra and science, we can work towards achieving our goals across all subjects and provide our students with a well-rounded education.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Holland Middle School, in all STAAR tests (including Algebra), only 42% of students are at meets grade level and 8% are at masters grade level. **Root Cause:** Students entering the 6th grade have severe achievement gaps due to Holland inheriting students who are below grade level in English and Math.

Problem of Practice 2: Emergent bilingual students routinely underperform other student populations in meeting STAAR standards. Only 29% of all English Learners grew one Language Proficiency level in the 2021-2022 school year. **Root Cause:** Consistent and strong sheltered instruction practices are not utilized in all content and elective courses. Because of this, students are unable to grow their language acquisition skills specifically in listening and speaking.

Problem of Practice 3: At Holland Middle School, there is not a uniform system being utilized to track and analyze student data to help teachers drive instruction. Administrators and teachers are not looking at proper quantitative and qualitative student data to drive instruction. **Root Cause:** There have been several iterations of the expectations of PLCs and data tracking within the campus over the years creating inconsistency.

School Culture and Climate

School Culture and Climate Summary

1. According to surveys and conversations the students and staff feel supported. The students state they feel safe as well. Staff continue to advocate for a more secure entry area. Staff also feel that they are respected by their peers. We continue to focus on building a positive culture. 2. All teachers and staff at Holland MS have high expectations for all students on the campus. The systems in place have significantly reduced the student behaviors and allowed teachers to focus on the instruction. For those students who continue to struggle in the classroom behaviorally, students continue the lesson virtually from a different location. 3. In 2022-2023, we ended the year with 196 students in ISS and 260 students with out of school suspensions. This year, with the systems in place, we are projected to decrease in school suspensions by a minimum of 35%. 4. Based on student and parent surveys, the campus is described as a place where students feel welcome. The campus is inviting, and students and staff feel respected and supported. 5. Although the data is improving with in school suspensions, there is still a need to intervene in regard to behavior and discipline to decrease the amount of out of school suspensions. Two areas we are in the process of having our teachers trained in is conflict resolution and de-escalation. 6. Tier III teachers have a significantly higher number of discipline referrals than tier I and II teachers. We have strategically created classroom management plans to increase abilities and systems in the classroom which in turn will cut down on discipline referrals.

School Culture and Climate Strengths

Regarding school culture, the campus strengths are a positive, collaborative culture for staff and students. The PBIS committee and new NES-A systems has made a significant difference in culture and the behavior. Holland Middle School has cultivated strong enrichment programs including art, band, athletics, and agriculture. The DYAD courses include mariachi, fitness, piano, art, and gardening. These courses allow our students to extend their learning beyond the classroom. The enrichment courses help build creativity, critical thinking and problem-solving skills within our students. These courses also help with attendance as they incentivize our students to attend school daily.

The campus has improved in regard to offering various programs for the students outside of academics to building on their creativity and critical thinking skills.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Holland Middle School is experiencing a decline in enrollment. **Root Cause:** Holland is losing students to charter schools and alternative programs that have better public perceptions as well as transportation.

Problem of Practice 2: At Holland Middle school 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 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. **Root Cause:** Teachers are not well versed in implementation of MRS and CFU's and are covering material instead of backwards designing lessons.

Problem of Practice 3: At Holland MS, although we have worked to establish consistency with our tier 1 supports, which includes the implementation of PBIS, we inconsistently respond to student behavior resulting in numerous referrals. Our process to document concerns, request assistance, and respond to higher level disruptions within the classroom needs attention. **Root Cause:** We have not brought examples of referrals and documentation to the PBIS Committee to discuss, internalize and rehearse the expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Holland Middle School is a Platinum status school with Family and Community Engagement.

Community members are involved in our agriculture program. Community members frequently volunteer at Holland to clean and beautify the garden. Our school garden is utilized to provide fruits and vegetables to the community due to Pleasantville being a food dessert.

Barriers that prevent greater parental involvement are work schedules and transportation.

Community Partnerships include ACTs and Port Houston. They are both supportive with the needs of our agriculture program.

Parent and Community Engagement Strengths

Holland Middle School has a monthly newsletter that goes home to parents with important information as well as strategies to use to support their child in and out of school.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: There was a decrease in enrollment for the 2023-2024 school year, although our FACE events have increased from Gold Status in 2021-2022 to Platinum Status in 2022-2023.   **Root Cause:** Lack of fully developed multi-media presence such as Twitter, Facebook, Remind, TikTok, etc.

Problem of Practice 2: There is a lack of communication between teachers and parents/guardians.   **Root Cause:** Parents work schedule vs. teacher schedule

Problem of Practice 3: There is a lack of parent involvement with student academics.   **Root Cause:** Language barrier and socioeconomic factors.

Problem of Practice 4: There was a decrease in enrollment for the 2023-2024 school year, although our FACE events have increased from Gold Status in 2021-2022 to Platinum Status in 2022-2023.   **Root Cause:** Lack of fully developed multi-media presence such as Twitter, Facebook, Remind, TikTok, etc.

Problem of Practice 5: There is a lack of communication between teachers and parents/guardians.   **Root Cause:** Parents work schedule vs. teacher schedule

Problem of Practice 6: There is a lack of parent involvement with student academics.   **Root Cause:** Language barrier and socioeconomic factors.

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 staff capacity to provide the highest quality of instruction.
Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: By December, 75% of ratings on spot observations conducted will be proficient 1 or higher; by May 2024, that percentage will increase to 90%.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will be working in proving effective feedback to teacher about good instruction.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Provide professional development that includes effective lesson objectives and Demonstration of Learning (DOL), MRS, differentiation and the use of technology to improve instruction.				
Provide on the spot coaching and specific written feedback weekly using the spot observation form.				
Staff Actions				
Teachers will attend professional development to build capacity in order to create effective lesson objectives, use multiple response strategies effectively, implement technology within the classroom, and gain a deeper understanding of the Rubric for Proficiency in providing High Quality Instruction..				
Teachers will participate in PLC's to help guide High Quality Instruction, analyze performance data, and effectively modify and adjust instruction based on student needs as revealed by MRS.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: Increase staff capacity to provide the highest quality of instruction.

Indicator of Success 2: Out of 70 SPOT Observations conducted the first semester, by the campus leadership team, 75% of teachers will receive a score of proficient 1 or higher on the use of Multiple Response Strategies (MRS). This percentage will increase to 85% by March 2024.

Specific Action 1 Details		Reviews		
Specific Action 1: School leaders will focus in checking for understanding strategies.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Conduct effective PLC's that focus on data and specific intervention strategies.				
Continue training teachers on LSAE instructional model.				
Staff Actions				
Teachers will increase the use of instructional activities to consistently stimulate higher order critical thinking.				
Use MRS to increase student engagement in classrooms daily at intervals of 4- 7 minutes.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 1: Increase staff capacity to provide the highest quality of instruction.

Indicator of Success 3: By December, out of the minimum SPOT observations provided by District personnel, 75% of the performance scores will meet or exceed proficient 1 category.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will work in developing effective systems about feedback.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Implement the required number of SPOT Observations per teacher and analyze trends to provide specific support needed to reach campus goals.				
Train teachers on campus wide look-fors and non-negotiables during SPOT Observations.				
During the weekly DEMO day, administrators will give specific feedback, in which teachers will be able to implement next class day.				
Staff Actions				
Adjust instruction as necessary to ensure tightly aligned Tier 1 and intervention instruction is met daily.				
Teachers will provide targeted instruction through small group instruction intervention as provided within the LSAE model.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: Implement LSAE (Learning, Securing, Secured, Accelerated, and Enrichment) model with fidelity.

    Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Holland Middle School will receive a rating of at least 1.3 points on spot observations with an emphasis of LSAE implementation in the fall semester. By the end of the year, Holland Middle School will increase to at least 1.8 points on the Spot Observation form.

Specific Action 1 Details				Reviews		
Specific Action 1: Campus focus will be in LSAE Model.				**Formative**		**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Train teacher leaders, teachers, teacher apprentices, and learning coaches on the use of the LSAE rubric through continuous professional development opportunities by September 1,2023. Create and monitor the repository for the LSAE lessons and assignments created by district-level support and train all staff where those resources are by September 1, 2023. **Staff Actions** Attend curriculum training for differentiated assignments, its use, and the LSAE Model. Plan high quality instruction, internalize lessons with the LSAE implementation rubric side-by-side to ensure exemplary lesson execution in the classroom. Incorporate feedback from leaders in LSAE implementation through on-the-spot coaching, DEMO Days, PLCs, and planning sessions.						
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue						

Key Action 2: Implement LSAE (Learning, Securing, Secured, Accelerated, and Enrichment) model with fidelity.

Indicator of Success 2: Holland Middle School will receive a Proficient I on the LSAE Rubric assessed in December 2023 by district-level support; this will increase to Proficient II or higher by May, 2023.

Specific Action 1 Details		Reviews		
Specific Action 1: School leaders will ensure to provide support for all teacher so they can delivery effective instruction.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Assess all teachers weekly on how well the LSAE model has been implemented and provide actionable feedback for teachers to implement immediately.				
Create a campus-wide DOL tracking system allowing all campus personnel to focus on data and create action plans for low performers.				
Staff Actions				
Direct learning coaches and teacher apprentices on student groupings, common misconceptions, and methods for correcting student performance.				
Complete each of the differentiated LSAE assignments to determine which supports are needed depending on the students performance and misconceptions.				
Use of timers to ensure pacing of lesson so that the lesson cycle can be followed and implemented with fidelity.				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Key Action 3: Grow student capacity for proficiency in math/reading.
    Strategic Priorities:
    Transforming Academic Outreach

Indicator of Success 1: By December 2023, 40% of students will achieve the Secured or higher on their demonstration of learning; By April 2024, students will achieve 75% or higher on their demonstration of learning.

Specific Action 1 Details	Reviews			
Specific Action 1: School focus is going to be in showing student progress towards mastery.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Leaders will monitor and train teachers. School leaders will provide on the spot coaching for teachers and feedback using SPOT observation forms. **Staff Actions** Student work will be analyzed by a specified grading rubric to ensure consistent evaluation across all campus contents. Teachers will actively participate in PLCs in researched based Math and Reading strategies.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 3: Grow student capacity for proficiency in math/reading.

Indicator of Success 2: Students will exhibit a 15-20% growth in their middle of the year NWEA in comparison to the beginning of the year NWEA.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus provide support for Math and Reading teachers in effective instruction.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
School leaders will present professional development on math and reading strategies for all students. **Staff Actions** The teachers will refer to the TEA/STAAR expectations throughout the year to ensure instruction is aligned to specified TEA/STAAR standards.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 3: Grow student capacity for proficiency in math/reading.

Indicator of Success 3: Students will exhibit 15-20% growth in their end of year NWEA in comparison to the middle of the year NWEA.

Specific Action 1 Details			Reviews			
Specific Action 1: School leaders will ensure teachers will follow the LSAE Model.			**Formative**			**Summative**
School Leaders' Actions			**Feb**	**Mar**	**Apr**	**June**
Leaders will ensure teachers follow the LSAE model with fidelity to ensure student mastery of the daily objective. **Staff Actions** Teachers will participate in weekly DEMO days to ensure teachers have opportunities to practice and plan for effective instruction.						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Key Action 3: Grow student capacity for proficiency in math/reading.

Indicator of Success 4: On the Reading and Math STAAR students will increase proficient by 20%

Specific Action 1 Details			Reviews		
Specific Action 1: School efforts will be in effective check for understand strategies.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Leaders will schedule planned PLCs to ensure research based strategies are implemented and high quality instruction is occurring daily. **Staff Actions** Analyzing assessment data in PLC to assist in guiding lesson planning and instruction. Teachers will utilize data from assessments to drive instruction and planning.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 4: Strengthen the leadership density of Holland Middle School.

    Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: 70% of the staff will receive Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2023; this will increase to 80% in the spring of 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will work in effective PLCs.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Train all staff in roles and responsibilities of each position.				
Develop and model effective PLC planning to ensure high quality instruction.				
Guide teachers learning for effective instruction for student mastery.				
Staff Actions				
Teachers will review and implement feedback in real time.				
Attend training for teacher leadership.				
Lead PLC's and grade level meetings.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 4: Strengthen the leadership density of Holland Middle School.

Indicator of Success 2: By November 2023, 50% of PLCS will be teacher- led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; this will increase to 75% including planning sessions, by February 2024.

Specific Action 1 Details		Reviews		
Specific Action 1: School leaders will focus in effective lesson planning and lesson delivery.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Elect/Train/Guide teacher leaders in effective planning, with gradual release of PLC to teacher leaders.				
Instructional leaders/administrators conducting weekly check-ins with teachers to provide timely feedback such as "coaching in the moment"				
Staff Actions				
Create/implement high-quality and ongoing professional developments to help foster leadership capabilities.				
Continuous participation in Demo days to assist others with the process and understanding roles to ensure high quality instruction.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Budget for 050 Holland Middle School

Total SCE Funds: $834,266.00
Total FTEs Funded by SCE: 14
Brief Description of SCE Services and/or Programs

Personnel for 050 Holland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alex Luna	NES-A Learning Coach MS	1
Anika Hughes	NES-A Learning Coach MS	1
Ashantee Nunez Minott	NES-A Teacher Apprentice MS	1
Cleopatra Vaughn	NES-A Learning Coach MS	1
Iman Levy	NES-A Learning Coach MS	1
Jaiden Anderson	NES-A Learning Coach MS	1
Joel DeBono	NES-A Learning Coach MS	1
Jonathan Green	NES-A Teacher Apprentice MS	1
Karla Sanchez	NES-A Teacher Apprentice MS	1
Kimberly Smith	NES-A Learning Coach MS	1
Lauren McKinley	NES-A Teacher Apprentice MS	1
Olamide Leshi-Ogunyemi	NES-A Teacher Apprentice MS	1
Paula Roberson	NES-A Learning Coach MS	1
Sripriya Jyosyula	NES-A Teacher Apprentice MS	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Middle School
Total Students:	683
Grade Span:	06 - 08

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.
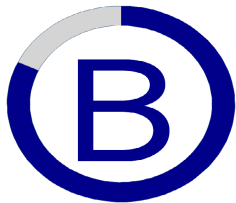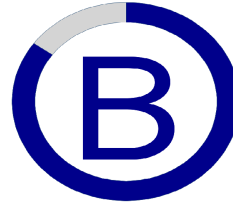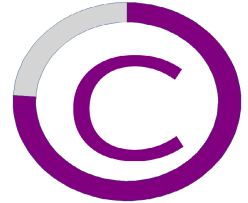
Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
B	Not Rated	B	C
82 of 100	62 of 100	85 of 100	76 of 100

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

Academic Achievement in Social Studies

Top 25% : Comparative Academic Growth

Top 25% : Comparative Closing the Gaps

Postsecondary Readiness

Student Information

This section provides demographic information about HOLLAND MIDDLE, 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)			
	93.2%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	19.5%	22.1%	12.8%
Hispanic	79.1%	61.9%	52.8%
White	1.3%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.1%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	98.1%	79.2%	60.7%
Special Education	12.9%	8.4%	11.6%
Emergent Bilingual/EL	48.3%	35.1%	21.7%
Mobility Rate (2020-21)			
	16.4%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	19.2	19.1	19.2
Secondary			
English/Language Arts	12.8	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	21.2	21.2	17.5
Science	22.2	21.5	18.5
Social Studies	21.1	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	$8,163	$10,524	$11,106
Instruction	$5,610	$5,989	$6,358
Instructional Leadership	$94	$185	$186
School Leadership	$937	$749	$654

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%	**59%**	59%	59%	57%	-	-	-	-	59%
	2021	67%	57%	**34%**	30%	35%	44%	-	-	-	-	34%
ELA/Reading	2022	75%	70%	**60%**	59%	60%	57%	-	-	-	-	60%
	2021	68%	60%	**40%**	41%	40%	50%	-	-	-	-	40%
Mathematics	2022	72%	67%	**61%**	57%	63%	57%	-	-	-	-	61%
	2021	66%	53%	**32%**	22%	34%	44%	-	-	-	-	32%
Science	2022	76%	68%	**66%**	69%	66%	-	-	-	-	-	66%
	2021	71%	59%	**37%**	37%	36%	*	-	-	-	-	36%
Social Studies	2022	75%	70%	**43%**	52%	41%	-	-	-	-	-	42%
	2021	73%	66%	**24%**	19%	26%	*	-	-	-	-	24%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**28%**	27%	28%	50%	-	-	-	-	28%
	2021	41%	33%	**12%**	12%	12%	33%	-	-	-	-	12%
ELA/Reading	2022	53%	49%	**32%**	29%	32%	57%	-	-	-	-	32%
	2021	45%	38%	**17%**	19%	16%	40%	-	-	-	-	17%
Mathematics	2022	42%	38%	**29%**	25%	29%	43%	-	-	-	-	28%
	2021	37%	27%	**10%**	5%	10%	44%	-	-	-	-	10%
Science	2022	47%	39%	**30%**	34%	30%	-	-	-	-	-	29%
	2021	44%	33%	**16%**	16%	15%	*	-	-	-	-	16%
Social Studies	2022	50%	44%	**9%**	17%	8%	-	-	-	-	-	8%
	2021	49%	42%	**4%**	8%	4%	*	-	-	-	-	4%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**11%**	10%	11%	14%	-	-	-	-	11%
	2021	18%	15%	**4%**	5%	3%	19%	-	-	-	-	4%
ELA/Reading	2022	25%	24%	**14%**	17%	13%	14%	-	-	-	-	14%
	2021	18%	16%	**7%**	8%	6%	30%	-	-	-	-	7%
Mathematics	2022	20%	19%	**9%**	4%	10%	14%	-	-	-	-	9%
	2021	18%	13%	**2%**	2%	2%	11%	-	-	-	-	3%
Science	2022	21%	17%	**10%**	10%	10%	-	-	-	-	-	10%
	2021	20%	14%	**5%**	5%	4%	*	-	-	-	-	5%
Social Studies	2022	30%	26%	**4%**	0%	5%	-	-	-	-	-	4%
	2021	29%	23%	**2%**	6%	1%	*	-	-	-	-	2%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**76**	76	76	75	-	-	-	-	76
	2019	69	68	**67**	66	67	70	-	-	-	-	67
ELA/Reading	2022	78	81	**77**	75	78	50	-	-	-	-	77
	2019	68	68	**64**	62	65	58	-	-	-	-	65
Mathematics	2022	69	75	**74**	76	74	100	-	-	-	-	74
	2019	70	68	**69**	69	69	81	-	-	-	-	69

'-' 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.