Houston Independent School District

210 Northline Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Mission Statement

The mission of Northline Elementary is to provide students with the tools to become successful, lifelong learners; empowering them to make a better world.

Vision

Northline Elementary School is committed to provide a high quality education to all students so they achieve at high levels, and become lifelong learners and productive citizens. The mission of Northline Elementary School is to provide students with the tools that will enable them to become successful, lifelong learners, empowering them to make a better world.

The vision of Northline Elementary School is that through school-wide collaboration and communication, our students are engaged in inquiry-based learning. As a future exemplary school, the students are high-achieving and always striving for more. All faculty and staff are highly qualified and the students embrace a global learner philosophy. Parents and educators are partners in our student's education.

Northline Elementary School is committed to building a school where all students can learn and be successful. We value and commit to the following: the belief in the ability of all students to learn, to engage students through inquiry-based learning, and to foster character building. To better strengthen this process the faculty and staff agree to collaborate in planning, common assessment, and remediation while continuing to learn through professional development. We agree to work towards a stronger relationship with parents and families, for they are the backbone of our students' community.

Northline is bounded by Airline Drive on the east, Parker Road to the north, Interstate 45 to the west, and Burress Road to the south. Northline is a member of the Fonville Middle School and Sam Houston Math, Science, & Technology Center feeder patterns. There are two community associations within the Northline attendance zone. These civic associations are the Meadow Lea and the Cliffside Civic Clubs. Community members are also welcome to participate in the City of Houston, Northside Super-Neighborhood; a collection of civic associations from across North Houston.

Value Statement

Together We Can !

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

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

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

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

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

Student Achievement Strengths

Based on the data provided for Northline Elementary:

Areas of Strength:

1. In the academic year 2022-2023, both Math and Reading displayed positive progression. In Math, 63% approached grade level, 35% met it, and 12% achieved mastery. In Reading, 62% approached, 40% met, and 14% mastered the subject.

2. Science also showed significant improvement in 2022-2023, with 54% approaching, 32% meeting, and 14% mastering the subject, which is a commendable increase from the previous year.

Areas of Improvement:

1. The school showed academic growth in Science from 2021-2022 to 2022-2023. The percentage of students meeting the grade level in Science rose from 19% to 32%, and those achieving mastery increased from 3% to 14%.

2. There was also a slight increase in the percentage of students meeting grade level in Math, from 31% in 2021-2022 to 35% in 2022-2023.

Areas of Excellence:

1. The school's Reading performance in 2022-2023 stands out, with 62% of students approaching, 40% meeting, and 14% mastering the subject.

The improvement in Science performance could be attributed to targeted interventions, improved curriculum, or focused teacher training in that subject area. The consistent performance in Math and Reading suggests stability in teaching methods and curriculum delivery for these subjects.

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Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Instruction at Northline Elementary is not consistently aligned with the lesson objectives on the curriculum map. Consequently, the lesson activities and DOL are not aligned with the standard. Scaffolding is not prevalent to address the supporting standards which is preventing instruction from reaching the grade-level standards. **Root Cause:** There was the assumption that the curriculum documents provided would be all-encompassing which resulted in a lack of internalization and customization. Though repeatedly communicated in PLCs, we are working to explicitly teach and model how to embed scaffolds. Teacher capacity is low in unpacking the standards to backwards plan.

Problem of Practice 2: At Northline Elementary, it is evident in instructional delivery that teachers are not fully internalizing the curriculum documents leading to unaddressed misconceptions in the first-teach. Additionally, scaffolding is not used to meet the learning needs of tier 2 and 3 students in the second-teach. **Root Cause:** Teachers are not internalizing lessons and are seeing Demo Lessons as compliance versus an instructional collaboration practice. Teachers are reverting to their comfort instructional Tier I practices and struggle to connect lesson delivery and pedagogy. Teachers do not fully understand how to deliver the reteach effectively as an instructional block.

Problem of Practice 3: As a campus, we need to increase our knowledge of disaggregating and understanding NWEA MAP and DIBELS data. Though assessments are provided for us, teachers are not using the data to drive instruction. We do not have a campus-wide system of scheduling PLCs according to the Focus 5. **Root Cause:** Teachers need to aggressively monitor during DOL to gather immediate data on lesson effectiveness. Teachers are not accustomed to pulling their own student data and need to be trained on how, why, and when. The leadership team needs to develop and implement a system to immediately schedule PLCs using campus needs assessment according to the Focus 5.

School Culture and Climate

School Culture and Climate Summary

To ensure Northline Elementary School creates a safe inviting environment for all stakeholders we aim to collect feedback from students, parents, and staff using Google forms sent to staff at the conclusion of each grading cycle. Parent meeting sessions are conducted on the last Friday of each month. A QR code is available to voice concerns and also informal question and answer. The FACE department conducted a parent walkthrough and disaggregated the feedback based on campus goals. The 2022-2023 attendance rate was 92.4% lower than the district attendance goal of 98%, impacting the instructional hours our students had to master content or receive interventions as measured by our At - Risk reports. After reviewing attendance data, we observed that parent communication was inconsistent, student incentives were not present, and there was not a system for creating attendance contracts. An area of focus for our campus is improving student attendance by creating systems of incentives and accountability. Students and staff describe the campus as having a long-standing relationship with the surrounding community. Teachers describe parents as trusting the vision and values of the school and believe that the staff want students to succeed. Students feel comfortable with multiple members of the staff and that there are supports in place for them. Parents and staff are aware of the layers of support available to them. Safety has been identified as a priority in school systems this year and parents are compliant and comfortable with asking questions. The high - performance culture is encouraged and expected of all stakeholders.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:There are a core group of parents that are invested in the campus and are solid volunteers. A majority of parents are understanding of the NES - A model and aligned to HISD Core Beliefs. Teachers are united in the messaging, campus - systems reflect instruction as a priority, and all staff members demonstrate a commitment to increasing student achievement. Last year, we began our PTO for the first time in several years. There were difficulties getting parent involvement due to previous years of not having parents have access to the campus. This year we have been able to increase PTO membership and parent involvement already. We have several family events that have welcomed the families and community members back to Northline. At each event, the number of attendees is on the rise.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Northline Elementary, our student attendance rate is currently 94% with a high concentration of these absences coming from our primary and SpEd populations.   **Root Cause:** Historically, primary and SpEd students have been allowed to accumulate multiple absences without a system of accountability. Parents did not schedule therapies or office visits to support their child's attendance. There has not been an emphasis on the foundation of primary education.

Problem of Practice 2: At Northline Elementary, our English language learners did not transition out of the bilingual program until 5th grade (late transition), which delayed our students' English language acquisition.   **Root Cause:** There is a lack of education/understanding of the pedagogy of how a second language learner learns and the strategies that need to be in place in every lesson to help the ELL students learn, transfer and make a cross-linguistic connection of both languages (English and Spanish).

Problem of Practice 3: Historically, primary and ELL students have been allowed to accumulate multiple absences without a system of accountability. Parents move to different addresses, counties, or states constantly. They move and do not notify the school about the movement, and this causes an amount of absence in school accountability, till we can document or receive a notification of student record transfer.   **Root Cause:** There is a lack of education/understanding of the process of changing schools or districts, in addition, a lack of understanding the benefits of their children having a consistent attendance and education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

The data from Northline Elementary School indicates relatively consistent performance in math and reading over the two academic years, with a slight improvement in science. In math, 38% of students did not meet the standards in the first year, which decreased to 37% in the second year. Reading scores also remained stable, with 42% not meeting the standards in the first year and 38% in the second year. Science performance saw a slight improvement, with 48% of students not meeting the standards in the first year and 46% in the second year. While there are no drastic changes, the consistent performance in math and reading suggests a stable level of teacher quality. The improvement in science indicates a positive trend, although there is still room for growth. Targeted support and professional development in science education could further enhance teacher quality and student achievement at Northline Elementary School.

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

At Northline Elementary School, as of June 1, 2023, there were 26 teachers. By October 25, 2023, eight teachers had left the campus, resulting in a turnover rate of 31%. Despite this turnover, the staff attendance rate remained impressively high at 98%. Northline ES is actively addressing staffing challenges while maintaining a strong level of dedication and commitment among its remaining educators. The school continues to prioritize providing a quality education environment for its students and supporting its teaching team.

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

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

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

Staff have attended professional development in a variety of areas including Teacher Evaluation Systems, NES Implementation, the LSAE Model, HISD Instructional Characteristics, Multiple Response Strategies, the Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, and Curriculum Training.
The implementation of learned strategies is systematically monitored through 10 observations per week on campus. These observations involve on-the-spot feedback as well as 1-1 sessions for more detailed feedback. Additionally, Professional Learning Communities (PLCs) are leveraged to ensure consistent implementation of strategies.
Follow-up is provided through a specialized after-school Professional Development session on Thursdays called "Demo Day," where teachers demonstrate a lesson incorporating learned strategies for the following week.
The impact on performance has been significant, showing improved instructional quality and increased engagement in both staff and students.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs

for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

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

The strengths in Northline Elementary School's current recruitment, retention, and professional development practices include:

- Gender Diversity: The school has a balanced distribution of female and male staff members, which contributes to a diverse and inclusive work environment.
- Novice and Experienced Educators: The campus has a mix of staff members with varying years of experience, including both early-career educators and those with more than 10 years of experience. This diversity in experience levels can lead to a supportive and collaborative atmosphere, allowing for the sharing of knowledge and best practices.
- Professional Development Focus: The presence of staff members with over a decade of experience suggests that the school may offer opportunities for continuous professional development, knowledge sharing, and mentorship, enhancing the overall growth and development of its educators.

These strengths indicate a commitment to building a well-rounded and inclusive team that values both experienced educators and newcomers while prioritizing professional growth and development.

The strengths observed at Northline Elementary School related to staff diversity and experience levels result from a combination of professional development practices. These may include:

- Mentorship Programs: The school may have established mentorship programs where experienced educators guide and support newer teachers. This helps in retaining talented staff and promoting a collaborative environment.
- In-Service Training: The school might invest in in-service training and workshops to enhance the skills of both new and experienced educators. This ensures that all staff members stay updated with best practices in education.
- Encouraging Continuous Learning: The school may promote a culture of continuous learning, encouraging educators to pursue advanced degrees or certifications, ensuring they remain dedicated to their professional growth.
- Recruitment Strategies: The school's effective recruitment strategies may focus on attracting a diverse range of educators with varying levels of experience, promoting gender balance and diverse perspectives within the staff.

By implementing these professional development practices, Northline Elementary School can strengthen its team, support staff retention, and provide high-quality education to its students.

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

Problem of Practice 1: Northline Elementary School faces three key challenges. Firstly, it grapples with a high teacher turnover rate, which affects staff stability and school culture. **Root Cause:** The root cause of this issue is inadequate support for new teachers due to budget constraints and resource allocation by the school district.

Problem of Practice 2: Northline needs to enhance its science education since student performance in this subject consistently falls below desired standards.   **Root Cause:** The root cause is the lack of professional development and resources for science education, influenced by budget constraints and district-wide resource prioritization.

Problem of Practice 3: Northline Elementary experiences persistent difficulties in math and reading performance, with a significant percentage of students not meeting standards.
Root Cause: The root cause is insufficient targeted professional development and resources for these subjects, also due to budget constraints and district-wide allocation priorities

Parent and Community Engagement

Parent and Community Engagement Summary

We are still recovering from COVID where parent involvement was limited. Parents want to be involved in the fun events and a barrier is adjusting to the highest priority being placed on instruction. Parents are needing continuous clarity on the changes in the model and how they can be a part of their child's learning. We are still working to connect volunteers with instructional priorities. Our school is located in a primarily Hispanic, working-class neighborhood. The majority of households have both parents working during school hours. Single - parent families have more of a struggle to make the sacrifice of leaving work to attend parent conferences or school - activities. More parents are attending community events than last year. There are two or more opportunities per month for parents to engage with the school. Parents are more likely to engage in events that offer a take-home resource. The most engaged parents are those that are a part of our PTO. Brighter Bites is every other week, and we attach literature to the giveaway bags of vegetables. Brighter Bites is every other week, and we attach literature to the giveaway bags of vegetables.

Parent and Community Engagement Strengths

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

The current programs we have in place address the non-academic needs of students and allow their focus to be on their learning. Parents know who the contact person is for different services. CIS allows for counseling to take place here on campus so that parents are not tasked with taking their child to another location to receive needed mental health services.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Decrease in the number of students being identified for special programs leading to at-risk students not receiving necessary supports needed to be academically successful. **Root Cause:** Parents and teachers do not understand the educational impact that these programs can have on the academic progress of students. Teachers are uninformed and are not advocating for the needs of their students.

Problem of Practice 2: Previous year's Coffee with the Principal events have consistently had a low turnout of parent and community members to express concerns that are happening on campus. **Root Cause:** Parents are sometimes not prepared for change especially of relationships were formed with previous administration. The need to have more opportunities to see the new faces of the campus is to top priority. Class Dojo, newsletters, school website must consistently, show the actions of the new principal.

Problem of Practice 3: The school has held an annual Fall Festival to bring the community and parents to the school for an evening of fun. This festival should draw in more community members, donations, and activities due to its proximity to the neighborhood. **Root Cause:** Advertising through Class Dojo and handouts were given to students. More advertising could have been done throughout the neighborhood using flyers to get more people involved.

Priority Problems of Practice

Problem of Practice 1: Instruction at Northline Elementary is not consistently aligned with the lesson objectives on the curriculum map. Consequently, the lesson activities and DOL are not aligned with the standard. Scaffolding is not prevalent to address the supporting standards which is preventing instruction from reaching the grade-level standards.

Root Cause 1: There was the assumption that the curriculum documents provided would be all-encompassing which resulted in a lack of internalization and customization. Though repeatedly communicated in PLCs, we are working to explicitly teach and model how to embed scaffolds. Teacher capacity is low in unpacking the standards to backwards plan.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

Parent/Community Data

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

Key Actions

Key Action 1: Improve TIER I instruction
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The goals are set to significantly enhance student performance in reading and math assessments and teacher proficiency in instructional delivery, with specific, incremental targets outlined for December 2023 and May 2024, ensuring both academic growth in students and instructional improvement in teachers.

Indicator 1: Student district and unit assessment scores in reading and math will demonstrate 45% or higher being at or above (Meets) grade level in December 2023 and increase to 60% or higher in May 2024.

Indicator 2: 65% or more of students will demonstrate growth on NWEA assessment by December of 2023. 80% or more of students will achieve their MAP target score of increasing at least one grade level growth by the EOY assessment based on their BOY assessment score.

Indicator 3: 60% of teachers will perform at the Proficient 1 rating level on Spot Observation Forms by December 2023 and increase to 80% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders and teachers will engage in professional development and collaborative practices involving various educational programs, with a system of walkthroughs, coaching, and feedback to enhance instructional practices, foster professional improvement, and focus on the effective implementation and internalization of Amplify, Eureka, and SAVVAS to improve student outcomes.	Formative			Summative
	Feb	Mar	Apr	June
School Leaders' Actions Provide professional development on Amplify, Eureka, and SAVVAS. School leaders will conduct cross-content/grade-level classroom walk-throughs to provide on-the-spot coaching and feedback directly aligned to the Spot Observation Form. School leaders will analyze and discuss weekly student DOL summary trackers during PLC meetings to identify instructional patterns and develop action steps. School leaders will facilitate lesson demonstrations to develop shared understanding of campus action steps, content internalization, and instructional curriculum. School leaders will develop and implement a system to monitor follow up on the feedback given to teachers. **Staff Actions** Teachers will collect and analyze student demonstrations of learning (DOL) data to reflect on daily instructional practices. Teachers will reflect and implement coaching and feedback to build capacity for the improvement of student outcomes with fidelity. 100% of teachers will engage in setting goals for professional improvement and work with school leaders to support. Teachers will complete intellectual preparation to engage actively and meaningfully in weekly PLCs. Internalization and effective implementation of Eureka, SAVVAA, and Amplify.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Improve student achievement of Special Education students through high-quality IEPs and accommodation implementation with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: To improve special education outcomes, 100% of ARDs and progress monitoring will be completed, 70% of teachers will deliver engaging and relevant instruction as per Spot Observation Forms, and 40% of Special Education students will demonstrate growth in achievement based on STAAR and STAAR-ALT results by May 2024.

Indicator 1: 100% of ARD's and progress monitoring documentation will be complete for special education students.

Indicator 2: Based on Spot Observation Forms, 70% of teachers will deliver relevant and engaging instruction (campus and specialized curriculum per program) for Special Education students by May 2024.

Indicator 3: 40% of Special Education students will show growth in student achievement based on STAAR and STAAR - ALT results.

Specific Action 1 Details	Reviews			
	Formative			**Summative**
Specific Action 1: To enhance the quality of Special Education, rigorous grade-level goals will be meticulously integrated and monitored in student IEPs, alongside daily instructional walkthroughs and consistent collaborative planning and reflection by teachers and support staff, ensuring effective implementation of accommodations and instructional practices, as well as the establishment of improvement goals, all monitored and discussed by school leaders in weekly PLC meetings.	**Feb**	**Mar**	**Apr**	**June**
School Leaders' Actions				
Ensure that student IEPs are written with rigorous, grade-level goals and monitored with fidelity.				
Conduct daily classroom instruction walk-throughs to monitor that Special Education students receive accommodations on daily instruction as well as district and state assessments.				
School leaders will monitor progress monitoring data to discuss during weekly PLC meetings and plan for supporting teachers.				
Staff Actions				
Teachers will plan, implement, and reflect on instructional practices and accommodations as outlined in student IEPs.				
Special Education teachers will collaborate in PLCs with General Education teachers to support instructional practices and identify areas of focus to plan for support. Teachers will establish improvement goals.				
Support staff will actively participate and engage in collaborative opportunities to support student learning and teachers in meeting instructional goals.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 3: Increase the number of students reading at or above grade level by implementing cross-linguistic connections.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: To elevate educational outcomes by May 2024, the plan aims for a 60% increase in student reading benchmark scores, a 70% teacher implementation rate of cross-linguistic connection strategies across all content areas, and a 45% advancement in reading proficiency levels among emergent bilingual students on the TELPAS assessment.

Indicator 1: Student benchmark assessment scores in reading will demonstrate 40% or more showing growth on performance level in December 2023 and increase to 60% or higher in May 2024.

Indicator 2: Based on Spot Observation Forms, 70% of teachers will implement cross-linguistic connection strategies in all content areas for Emergent Bilingual students by May 2024.

Indicator 3: At least 45% of emergent bilingual students will show growth by at least one proficiency level on the reading portion of the TELPAS assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: The strategy focuses on enhancing educational outcomes by rigorously monitoring and supporting the implementation of the Science of Reading and Amplify curriculums, ensuring effective execution of the LSAE model and cross-linguistic connection strategies, and fostering continuous teacher development and collaboration in analyzing student data, internalizing lessons, and implementing best practices for enriched, high-quality instruction.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions				
Monitor the implementation of the Science of Reading and Amplify curriculums through daily walk throughs and on-the-spot coaching. Provide feedback to support effective Tier 1 instruction.				
Ensure that the LSAE model is implemented effectively utilizing instructional support staff. Disaggregate DOL summary data in PLCs.				
Provide continuous cross - linguistic connection professional development during PLCs to support teachers with the internalization and implementation of the curriculum. Daily coaching on lesson execution and delivery to ensure instructional practices support second language acquisition.				
Staff Actions				
Teachers will analyze student data to identify learning gaps and misconceptions to plan for reteach or enrichment.				
Teachers will consistently internalize Amplify lessons to ensure high-quality instruction through grade - level planning and PLCs.				
Teachers will collaborate on best practices for the implementation of cross - linguistic connection instructional strategies.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for 210 Northline Elementary School

Total SCE Funds: $95,114.92
Total FTEs Funded by SCE: 1.45
Brief Description of SCE Services and/or Programs

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

Personnel for 210 Northline Elementary School

Name	Position	FTE
Ashley Iglehart	NES-A 1st Grade Teacher	1
Manuel De Jesus Gonzalez Quiroga	NES-A 5th Grade ELA Teacher	0.45

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nancy Flores	Principal
Parent	Laura Sanchez	Parent
Parent	Margarita Ramirez	Parent
Community Representative	Azucena Gonzalez	Community Member
Community Representative	Marina Diaz	Community Member
Business Representative	Luz Mosquera	Business Representative
Classroom Teacher	Belkis Stephenson	Professional Staff-Teacher
Classroom Teacher	Graciela Covarrubias	Professional Staff-Teacher
Classroom Teacher	Wanda Smith	Professional Staff-Teacher
Classroom Teacher	Nora Shawky	Professional Staff-Teacher
District-level Professional	Celia Rodriguez	Professional Staff - Other School Based Professional
District-level Professional	Sandra Garcia	Professional Staff- Non Instructional Staff Member

Addendums

Northline ES

CSO:	Khalilah Campbell		**TEA Level:**	ES
SSO:	Stephen Gittens		**School Office:**	RISE

Overall

	Scaled Score	Rating
2022 ACTUAL	81	B
"What-If"	78	C
Projected Change	-3	Change

Domain 1: Student Achievement

	Scaled Score	Rating
2022 ACTUAL	62	NR: SB 1365
"What-If"	62	D
Projected Change	0	Change

Domain 2: School Progress

	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Stu Gwth	85	B
"What-If"	Stu Gwth	79	C
Projected Change	No Change	-6	Change

Domain 3: Closing the Gaps

	Scaled Score	Rating
2022 ACTUAL	72	C
"What-If"	75	C
Projected Change	3	No Change

Domain 1 Components

STAAR	Raw Score	Scaled Score
2022 ACTUAL	36	62
"What-If"	36	62
Projected Change	0	0

CCMR	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Graduation Rate	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Domain 2 Components

Student Growth	Raw Score	Scaled Score
2022 ACTUAL	78	85
"What-If"	75	79
Projected Change	-3	-6

Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	36.0	70
"What-If"	36.0	70
Projected Change	0.0	0

Domain 3 Components			
	Total # Groups/Points	Percent Met	Points
Academic Achievement			
2022 ACTUAL	12	17	5.09
"What-If"	24	50	16.7
Projected Change	12	33	
Growth or Grad Rate			
2022 ACTUAL	10	100	50.0
"What-If"	24	50	27.8
Projected Change	14	-50	
D1 STAAR or CCMR			
2022 ACTUAL	7	0	0.0
"What-If"	12	50	
Projected Change	5	50	
English Language Proficiency (ELP)		**% Met ELP**	**ELP Points**
2022 ACTUAL		0	0
"What-If"		0	0.0
Projected Change		0	

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

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

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

Northline Elementary
Campus Profile

NES-A	**A2**	**B**	**Shana Perry**	**Dianna Balder...**	**Leon Scott**
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Nancy Flores	**No Match**	**0**
Principal	Years of Experience	Years on Campus

DEMOGRAPHICS

African American 7.34%
Hispanic 92.41%

2022 ACCOUNTABILITY INFO

QUICK COUNTS

Campus	01	02	03	04	05	K	PK
Northline ES	33	80	78	60	56	40	48

STAAR: Raw Score   STAAR: Scaled Score
36   62

49
Total Staff

98%
23-24 Av. Staff Att.

Econ. Disadv.
No 1%
Yes 99%

ELs
No 50%
Yes 50%

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

395
Count of Student Id

94%
23-24 Av. Student Att.

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

36
Full-Time Teachers

GT
Yes 2%
No 98%

Special Education
Yes 9%
No 9...

Action Plan URL
🔗

11
Av. Years Tchr. Exp.

92%
22-23 Av. Student Att.
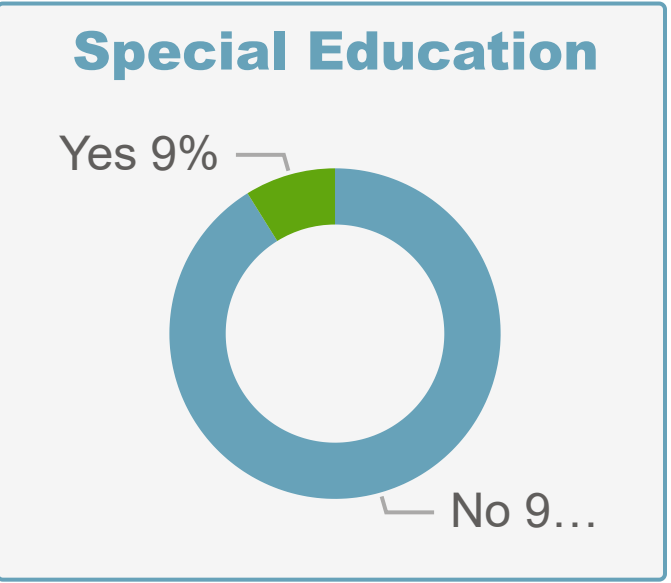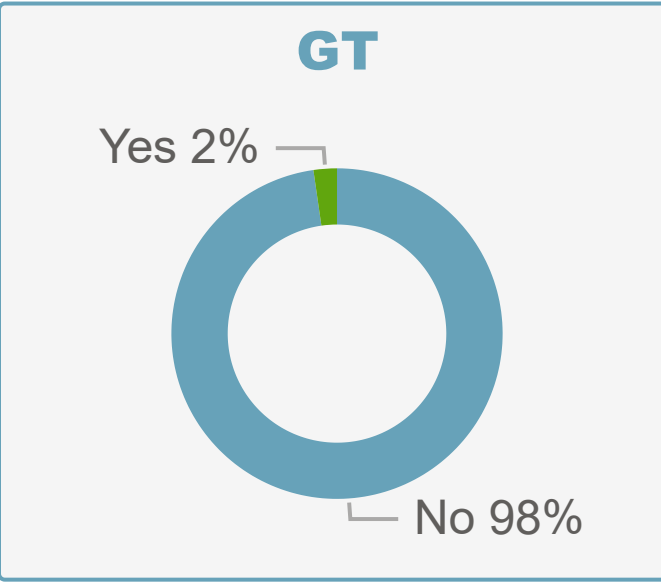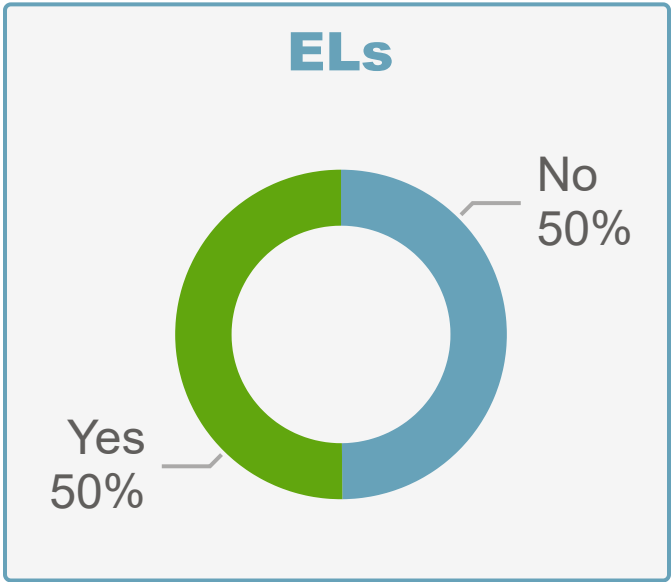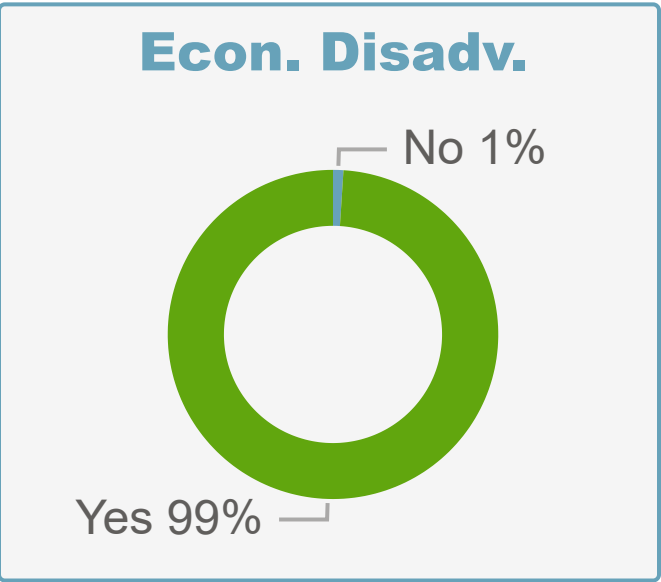
TELPAS Rating

Student's Current Grade Level:
All Grades

- NA - Beginning - Intermediate - Advanced - Advanced High

Circle Assessment Summary for PK4 - Tested Campus: 2024　　　　　　　　　　　　　　　　　　　　　　**Northline Elementary (210)**
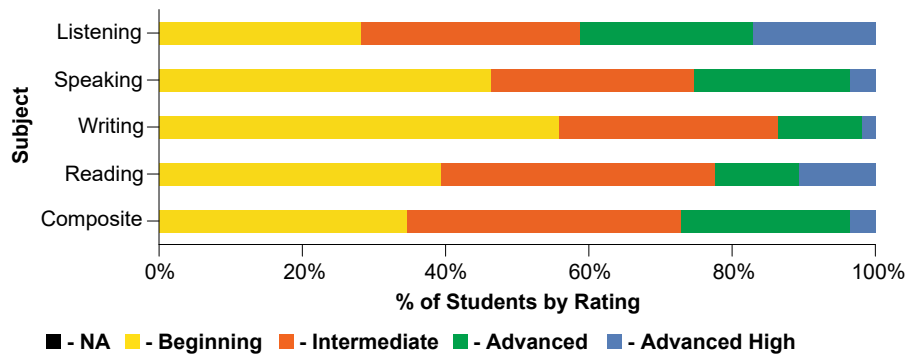
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	21	8	38%	0	0		0	0	
Math	English	21	6	29%	0	0		0	0	
Literacy	Spanish	19	2	11%	0	0		0	0	
Math	Spanish	19	0	0%	0	0		0	0	

School	NWEA FALL Math (K-2) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	18088	149.45	0	0%	3992	22.07%	3203	17.71%	3227	17.84%
Northline Elementary (210)	26	137.27	0	0%	9	34.62%	7	26.92%	6	23.08%

School	NWEA FALL Math (K-2) 23-24				NWEA FALL Spanish Math (K-2) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	3546	19.6%	4120	22.78%	8553	146.02	1	0.01%	2056	24.04%
Northline Elementary (210)	1	3.85%	3	11.54%	44	142.18	0	0%	21	47.73%

School	NWEA FALL Spanish Math (K-2) 23-24								NWEA FALL Math (2-5) 23-24	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	1937	22.65%	1871	21.88%	1735	20.29%	953	11.14%	48022	189.45
Northline Elementary (210)	7	15.91%	7	15.91%	5	11.36%	4	9.09%	210	183.83

School	NWEA FALL Math (2-5) 23-24									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	**0**	**0%**	**14254**	**29.68%**	**8706**	**18.13%**	**7778**	**16.2%**	**8842**	**18.41%**
Northline Elementary (210)	0	0%	100	47.62%	34	16.19%	33	15.71%	26	12.38%

School	NWEA FALL Math (2-5) 23-24		NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	**8442**	**17.58%**	**434**	**178.52**	**0**	**0%**	**205**	**47.24%**	**78**	**17.97%**
Northline Elementary (210)	17	8.1%	2	174	0	0%	2	100%	0	0%

School	NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)						NWEA FALL Spanish Math (2-5) 23-24			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	**66**	**15.21%**	**52**	**11.98%**	**33**	**7.6%**	**6627**	**178.81**	**0**	**0%**
Northline Elementary (210)	0	0%	0	0%	0	0%	45	167.22	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	1940	29.27%	1503	22.68%	1411	21.29%	1190	17.96%	583	8.8%
Northline Elementary (210)	16	35.56%	15	33.33%	6	13.33%	5	11.11%	3	6.67%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	47	179.72	0	0%	11	23.4%	10	21.28%	15	31.91%
Northline Elementary (210)	0	0	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)				NWEA FALL Reading (2-5) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	9	19.15%	2	4.26%	52490	184.56	0	0%	17559	33.45%
Northline Elementary (210)	0	0%	0	0%	255	173.34	0	0%	143	56.08%

School	NWEA FALL Reading (2-5) 23-24								NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	**8129**	**15.49%**	**8348**	**15.9%**	**8811**	**16.79%**	**9643**	**18.37%**	**337**	**174.5**
Northline Elementary (210)	38	14.9%	26	10.2%	36	14.12%	12	4.71%	1	154

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	**0**	**0%**	**146**	**43.32%**	**63**	**18.69%**	**45**	**13.35%**	**38**	**11.28%**
Northline Elementary (210)	0	0%	1	100%	0	0%	0	0%	0	0%

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)		NWEA FALL Spanish Reading (2-5) 23-24							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	**45**	**13.35%**	**13471**	**181.33**	**0**	**0%**	**2552**	**18.94%**	**3013**	**22.37%**
Northline Elementary (210)	0	0%	167	181.49	0	0%	46	27.54%	37	22.16%

School	NWEA FALL Spanish Reading (2-5) 23-24						NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	2443	18.14%	2799	20.78%	2664	19.78%	94	183.56	0	0%
Northline Elementary (210)	26	15.57%	26	15.57%	32	19.16%	1	161	0	0%

School	NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	20	21.28%	9	9.57%	13	13.83%	25	26.6%	27	28.72%
Northline Elementary (210)	0	0%	1	100%	0	0%	0	0%	0	0%

School	NWEA FALL Science (2-5) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	53079	186.91	2	0%	16005	30.15%	8752	16.49%	8388	15.8%
Northline Elementary (210)	255	177.47	0	0%	131	51.37%	44	17.25%	39	15.29%

School	NWEA FALL Science (2-5) 23-24				NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	9016	16.99%	10916	20.57%	449	177.45	0	0%	187	41.65%
Northline Elementary (210)	27	10.59%	14	5.49%	2	192	0	0%	1	50%

School	NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)								23-24 HISD Current Students	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	84	18.71%	60	13.36%	52	11.58%	66	14.7%	183130	1
Northline Elementary (210)	0	0%	0	0%	0	0%	1	50%	396	1

Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	**10787**	**303.52**	**0**	**0%**	**4612**	**42.76%**	**1711**	**15.86%**	**1638**	**15.18%**
Northline Elementary (210)	37	276	0	0%	25	67.57%	5	13.51%	3	8.11%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	**2826**	**26.2%**	**53**	**10784**	**21.46**	**0**	**0%**	**4840**	**44.88%**	**1575**
Northline Elementary (210)	4	10.81%	40	37	10.84	0	0%	27	72.97%	5

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	**14.6%**	**4369**	**40.51%**	**0**	**0%**	**51**	**10785**	**6.48**	**0**	**0%**
Northline Elementary	13.51%	5	13.51%	0	0%	35	37	6.14	0	0%

School	mCLASS DIBELS BOY 23-24										
	Letter Names - LNF							Phonemic Awareness - PSF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#				#	%
(210)											

School	mCLASS DIBELS BOY 23-24										
	Phonemic Awareness - PSF									Letter Sounds NWF-CLS	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	
	#	%	#	%	#	%	#	%	#		
Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45	7173	
Northline Elementary (210)	12	32.43%	12	32.43%	7	18.92%	6	16.22%	45	25	

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796	
Northline Elementary (210)	12.76	0	0%	18	72%	9	36%	5	20%	5	

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS				Decoding NWF-WRC					
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	25.04%	56	7173	1.95	0	0%	0	0%	8951	124.79%
Northline Elementary (210)	20%	52	25	0.8	0	0%	0	0%	34	136%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC						Word Reading - WRF			
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0
Northline Elementary (210)	3	12%	0	0%	10	25	1.24	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Vocabulary	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	0%	7780	108.64%	3004	41.95%	0	0%	36	372	13.21
Northline Elementary (210)	0%	30	120%	7	28%	0	0%	22	0	0

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	#	%	#	%	#	%			#	%
Houston ISD	**155**	**41.67%**	**78**	**20.97%**	**139**	**37.37%**	**312**	**97.91**	**67**	**21.47%**
Northline Elementary (210)	0	0%	0	0%	0	0%	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN				Lexile	Risk Indicator Level				
	Below Benchmark		At or Above Benchmark		# Tested	# Tested	At Risk		Low Risk	
	#	%	#	%			#	%	#	%
Houston ISD	**33**	**10.58%**	**212**	**67.95%**	**10787**	**298**	**33**	**11.07%**	**265**	**88.93%**
Northline Elementary (210)	0	0%	0	0%	37	0	0	0%	0	0%

Grade 1

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	11895	332.39	0	0%	5389	45.3%	1664	13.99%	2549	21.43%
Northline Elementary (210)	32	320.5	0	0%	22	68.75%	2	6.25%	4	12.5%

School	mCLASS DIBELS BOY 23-24									
	Composite		Letter Names - LNF							
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2296	19.3%	45	11896	33.19	0	0%	5599	47.07%	1861
Northline Elementary (210)	4	12.5%	31	32	17.44	0	0%	25	78.13%	4

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	15.64%	4438	37.31%	0	0%	42	11897	18.51	0	0%
Northline Elementary (210)	12.5%	3	9.38%	0	0%	20	32	9.16	0	0%

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

School	mCLASS DIBELS BOY 23-24										Letter Sounds NWF-CLS
	Phonemic Awareness - PSF										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	**6376**	**53.59%**	**2793**	**23.48%**	**2246**	**18.88%**	**483**	**4.06%**	**35**		**11895**
Northline Elementary (210)	27	84.38%	3	9.38%	0	0%	2	6.25%	19		32

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	**29.91**	**0**	**0%**	**6314**	**53.08%**	**1007**	**8.47%**	**2430**	**20.43%**	**2147**	
Northline Elementary (210)	22.56	0	0%	24	75%	0	0%	2	6.25%	6	

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS				Decoding NWF-WRC					
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%
Northline Elementary (210)	18.75%	35	32	4.72	0	0%	17	53.13%	6	18.75%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC						Word Reading - WRF			
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	2882	24.23%	1626	13.67%	36	11896	14.75	0	0%	5338
Northline Elementary (210)	4	12.5%	5	15.63%	30	32	8.5	0	0%	22

School	mCLASS DIBELS BOY 23-24										
	Word Reading - WRF									Reading Accuracy ORF-Accu	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS
	%	#	%	#	%	#	%	#			
Houston ISD	44.87%	1370	11.52%	2251	18.92%	2939	24.71%	47		10326	52.54
Northline Elementary (210)	68.75%	1	3.13%	4	12.5%	5	15.63%	31		22	38.64

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	5782	55.99%	1545	14.96%	4246	41.12%	325	3.15%
Northline Elementary (210)	0	0%	23	104.55%	2	9.09%	7	31.82%	0	0%

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu			Reading Fluency - ORF						
	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	#			#	%	#	%	#	%	#
Houston ISD	50	10326	23.15	0	0%	5331	51.63%	1351	13.08%	2727
Northline Elementary (210)	37	22	15.95	0	0%	22	100%	0	0%	6

School	mCLASS DIBELS BOY 23-24								
	Reading Fluency - ORF				Error Rate - ORF		Vocabulary		
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Well Below Benchmark
	%	#	%	#					#	%
Houston ISD	26.41%	2489	24.1%	48	10326	7.02	1001	17.18	433	43.26%
Northline Elementary (210)	27.27%	4	18.18%	36	22	7.18	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	165	16.48%	403	40.26%	773	67.23	238	30.79%	129	16.69%
Northline Elementary (210)	0	0%	0	0%	0	0	0	0%	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile	Spelling						
	At or Above Benchmark		# Tested	# Tested	Avg SS	Well Below Benchmark		Below Benchmark		At or Above Benchmark
	#	%				#	%	#	%	#
Houston ISD	406	52.52%	11898	906	25.6	407	44.92%	91	10.04%	408
Northline Elementary (210)	0	0%	32	0	0	0	0%	0	0%	0

School	mCLASS DIBELS BOY 23-24					
	Spelling	Risk Indicator Level				
	At or Above Benchmark		At Risk		Low Risk	
	%	# Tested	#	%	#	%
Houston ISD	45.03%	846	287	33.92%	559	66.08%
Northline Elementary (210)	0%	0	0	0%	0	0%

Grade 2

School	mCLASS DIBELS BOY 23-24			
	Composite			
	# Tested	Avg SS	Not Determined	
			#	%
Houston ISD	**2760**	**318.43**	**0**	**0%**
Northline Elementary (210)	70	310.94	0	0%

School	mCLASS DIBELS BOY 23-24										Letter Sounds NWF-CLS
	Composite										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	**1486**	**53.84%**	**418**	**15.14%**	**565**	**20.47%**	**291**	**10.54%**	**37**		**2549**
Northline Elementary (210)	51	72.86%	5	7.14%	9	12.86%	5	7.14%	28		65

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	**21.29**	**0**	**0%**	**1778**	**69.75%**	**245**	**9.61%**	**570**	**22.36%**	**167**	
Northline Elementary (210)	25.22	0	0%	50	76.92%	5	7.69%	13	20%	2	

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

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS		Decoding NWF-WRC								
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	**6.55%**	**32**	**2549**	**9.12**	**0**	**0%**	**1569**	**61.55%**	**409**	**16.05%**
Northline Elementary (210)	3.08%	25	65	6.32	0	0%	48	73.85%	9	13.85%

School	mCLASS DIBELS BOY 23-24										
	Decoding NWF-WRC						Word Reading - WRF				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	**587**	**23.03%**	**195**	**7.65%**	**35**	**2549**	**19.48**	**0**	**0%**	**1337**	
Northline Elementary (210)	11	16.92%	2	3.08%	27	65	12.63	0	0%	45	

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Reading Accuracy ORF-Accu	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	52.45%	344	13.5%	931	36.52%	148	5.81%	40	2760	72.13
Northline Elementary (210)	69.23%	9	13.85%	14	21.54%	2	3.08%	28	70	61.19

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	1569	56.85%	287	10.4%	843	30.54%	61	2.21%
Northline Elementary (210)	0	0%	51	72.86%	5	7.14%	14	20%	0	0%

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu	Reading Fluency - ORF								
	Avg Percentile			Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	#	# Tested	Avg SS	#	%	#	%	#	%	#
Houston ISD	41	2760	36.8	0	0%	1373	49.75%	457	16.56%	708
Northline Elementary (210)	29	70	28.81	0	0%	47	67.14%	6	8.57%	12

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF					Error Rate - ORF		Reading Comprehension - Maze		
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Not Determined
	%	#	%		#					#	%
Houston ISD	25.65%	222	8.04%		39	2760	5.54	2760	3.43	0	0%
Northline Elementary (210)	17.14%	5	7.14%		31	70	6.9	70	2.22	0	0%

School	mCLASS DIBELS BOY 23-24										Vocabulary
	Reading Comprehension - Maze										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	1653	59.89%	424	15.36%	456	16.52%	227	8.22%	32		990
Northline Elementary (210)	48	68.57%	11	15.71%	9	12.86%	2	2.86%	26		24

School	mCLASS DIBELS BOY 23-24									
	Vocabulary								Spelling	
	Avg SS	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark
		#	%	#	%	#	%			#
Houston ISD	18.69	622	62.83%	94	9.49%	274	27.68%	542	30.94	304
Northline Elementary (210)	19.75	13	54.17%	1	4.17%	10	41.67%	24	23.88	17

School	mCLASS DIBELS BOY 23-24										
	Spelling							RAN			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark
	%	#	%	#	%				#	%	#
Houston ISD	56.09%	71	13.1%	167	30.81%	532	59.53	232	43.61%	67
Northline Elementary (210)	70.83%	3	12.5%	4	16.67%	23	59.65	11	47.83%	3

School	mCLASS DIBELS BOY 23-24										
	RAN			Lexile	Correct Responses - Maze		Incorrect Responses - Maze		Risk Indicator Level	
	Below Benchmark	At or Above Benchmark		# Tested	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk
	%	#	%							#
Houston ISD	12.59%	233	43.8%	2760	2760	9.37	2760	17.95	541	283
Northline Elementary (210)	13.04%	9	39.13%	70	70	7.9	70	17.74	24	17

School	mCLASS DIBELS BOY 23-24		
	Risk Indicator Level		
	At Risk	Low Risk	
	%	#	%
Houston ISD	52.31%	258	47.69%
Northline Elementary	70.83%	7	29.17%

School	mCLASS DIBELS BOY 23-24		
	Risk Indicator Level		
	At Risk	Low Risk	
	%	#	%
(210)			

Grade 3

School	mCLASS DIBELS BOY 23-24							
	Composite							
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
			#	%	#	%	#	
Houston ISD	**3104**	**314.86**	**0**	**0%**	**1704**	**54.9%**	**525**	
Northline Elementary (210)	69	309.25	0	0%	45	65.22%	7	

School	mCLASS DIBELS BOY 23-24										
	Composite							Letter Sounds NWF-CLS			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#				#	%
Houston ISD	**16.91%**	**500**	**16.11%**	**375**	**12.08%**	**34**		**2776**	**28.82**	**0**	**0%**
Northline Elementary (210)	10.14%	10	14.49%	7	10.14%	29		62	35.29	0	0%

School	mCLASS DIBELS BOY 23-24									Decoding NWF-WRC
	Letter Sounds NWF-CLS									
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	1883	67.83%	383	13.8%	735	26.48%	103	3.71%	28	2776
Northline Elementary (210)	46	74.19%	8	12.9%	12	19.35%	3	4.84%	26	62

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	12.59	0	0%	1991	71.72%	285	10.27%	665	23.96%	163
Northline Elementary (210)	12.65	0	0%	48	77.42%	6	9.68%	12	19.35%	3

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC		Word Reading - WRF							
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	5.87%	30	2774	29.84	0	0%	1388	50.04%	508	18.31%
Northline Elementary (210)	4.84%	31	62	22.87	0	0%	39	62.9%	13	20.97%

	mCLASS DIBELS BOY 23-24											
School	**Word Reading - WRF**							**Reading Accuracy ORF-Accu**				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined			Well Below Benchmark	
	#	%	#	%	#			#	%		#	
Houston ISD	**997**	**35.94%**	**211**	**7.61%**	**38**	**3104**	**82.05**	**0**	**0%**		**1566**	
Northline Elementary (210)	13	20.97%	4	6.45%	28	69	72.32	0	0%		41	

	mCLASS DIBELS BOY 23-24										
School	**Reading Accuracy ORF-Accu**									**Reading Fluency - ORF**	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS
	%	#	%	#	%	#	%	#			
Houston ISD	**50.45%**	**409**	**13.18%**	**1091**	**35.15%**	**38**	**1.22%**	**40**		**3104**	**55.06**
Northline Elementary (210)	59.42%	12	17.39%	16	23.19%	0	0%	31		69	45.78

	mCLASS DIBELS BOY 23-24									
School	**Reading Fluency - ORF**									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	**0**	**0%**	**1620**	**52.19%**	**442**	**14.24%**	**707**	**22.78%**	**335**	**10.79%**
Northline Elementary (210)	0	0%	43	62.32%	9	13.04%	10	14.49%	7	10.14%

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF	Error Rate - ORF		Reading Comprehension - Maze						
	Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#					#	%	#	%	#
Houston ISD	36	3104	5.07	3103	5.22	0	0%	1798	57.94%	493
Northline Elementary (210)	30	69	7.14	69	4.17	0	0%	45	65.22%	7

School	mCLASS DIBELS BOY 23-24									
	Reading Comprehension - Maze						Vocabulary			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Well Below Benchmark	
	%	#	%	#	%	#			#	%
Houston ISD	15.89%	599	19.3%	214	6.9%	31	1153	23.44	579	50.22%
Northline Elementary (210)	10.14%	14	20.29%	3	4.35%	27	18	26.11	7	38.89%

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						Spelling			
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	143	12.4%	431	37.38%	834	73.02	339	40.65%	84	10.07%
Northline Elementary (210)	2	11.11%	9	50%	14	81.29	4	28.57%	1	7.14%

School	mCLASS DIBELS BOY 23-24									
	Spelling		# Tested	Avg SS	RAN					
	At or Above Benchmark				Well Below Benchmark		Below Benchmark		At or Above Benchmark	
	#	%			#	%	#	%	#	%
Houston ISD	**411**	**49.28%**	**726**	**49.13**	**319**	**43.94%**	**119**	**16.39%**	**288**	**39.67%**
Northline Elementary (210)	9	64.29%	13	44.62	7	53.85%	1	7.69%	5	38.46%

School	mCLASS DIBELS BOY 23-24									
	Lexile	Correct Responses - Maze		Incorrect Responses - Maze		Risk Indicator Level				
							At Risk		Low Risk	
	# Tested	# Tested	Avg RS	# Tested	Avg RS	# Tested	#	%	#	%
Houston ISD	**3104**	**3104**	**9.83**	**3104**	**11.88**	**827**	**373**	**45.1%**	**454**	**54.9%**
Northline Elementary (210)	69	69	9.77	69	14.78	12	4	33.33%	8	66.67%

Grade 4

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	**3147**	**317.12**	**0**	**0%**	**1225**	**38.93%**	**797**	**25.33%**	**954**	**30.31%**
Northline Elementary (210)	56	315.16	0	0%	23	41.07%	12	21.43%	21	37.5%

School	mCLASS DIBELS BOY 23-24									
	Composite			Reading Accuracy ORF-Accu						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	**171**	**5.43%**	**36**	**3147**	**57.13**	**0**	**0%**	**1015**	**32.25%**	**546**
Northline Elementary (210)	0	0%	34	56	87.63	0	0%	18	32.14%	11

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu						Reading Fluency - ORF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	**17.35%**	**1586**	**50.4%**	**0**	**0%**	**36**	**3147**	**71.7**	**0**	**0%**
Northline Elementary (210)	19.64%	27	48.21%	0	0%	34	56	69.34	0	0%

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu						Reading Fluency - ORF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#				#	%

School	mCLASS DIBELS BOY 23-24										Error Rate - ORF
	Reading Fluency - ORF										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	**1194**	**37.94%**	**762**	**24.21%**	**1017**	**32.32%**	**174**	**5.53%**	**36**	**3147**
Northline Elementary (210)	23	41.07%	10	17.86%	23	41.07%	0	0%	34	56

School	mCLASS DIBELS BOY 23-24									
	Error Rate - ORF	Reading Comprehension - Maze								
	Avg SS	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
				#	%	#	%	#	%	#
Houston ISD	**4.63**	**3147**	**8.37**	**0**	**0%**	**2212**	**70.29%**	**336**	**10.68%**	**351**
Northline Elementary (210)	4.84	56	8.73	0	0%	35	62.5%	8	14.29%	8

School	mCLASS DIBELS BOY 23-24							
	Reading Comprehension - Maze				Correct Responses - Maze		Incorrect Responses - Maze	
	At Benchmark		Above Benchmark	Avg Percentile	# Tested	Avg RS	# Tested	Avg RS
	%	#	%	#				
Houston ISD	11.15%	248	7.88%	29	3147	12.24	3147	9.52
Northline Elementary (210)	14.29%	5	8.93%	33	56	10.8	56	4.93

Kindergarten

School	mCLASS Lectura BOY 23-24					
	Composite					
	# Tested	Avg SS	Not Determined		Well Below Benchmark	
			#	%	#	%
Houston ISD	4366	299.33	0	0%	840	19.24%
Northline Elementary (210)	20	286.95	0	0%	6	30%

School	mCLASS Lectura BOY 23-24									
	Composite							Nombrar letras - FNL		
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined
	#	%	#	%	#	%	#			#
Houston ISD	500	11.45%	1823	41.75%	1203	27.55%	51	4366	15.17	0
Northline Elementary (210)	1	5%	10	50%	3	15%	44	20	15.55	0

School	mCLASS Lectura BOY 23-24										
	Composite								Nombrar letras - FNL		
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined
	#	%	#	%	#	%	#				#

School	mCLASS Lectura BOY 23-24										
	Nombrar letras - FNL										
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	
	%	#	%	#	%	#	%	#	%	#	
Houston ISD	0%	925	21.19%	467	10.7%	1633	37.4%	1341	30.71%	51	
Northline Elementary (210)	0%	4	20%	2	10%	8	40%	6	30%	52	

School	mCLASS Lectura BOY 23-24										
	Conciencia fonologica - FSS										
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		
			#	%	#	%	#	%	#	%	
Houston ISD	4366	19.63	0	0%	1600	36.65%	902	20.66%	1340	30.69%	
Northline Elementary (210)	20	11.3	0	0%	12	60%	1	5%	7	35%	

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS			# Tested	Avg SS	Conciencia fonologica - QQ				
	Above Benchmark		Avg Percentile			Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	524	12%	53	779	2.46	779	100%	0	0%	0
Northline Elementary (210)	0	0%	38	0	0	0	0%	0	0%	0

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - QQ						Sonidos de letras - FSL			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	0%	0	0%	0	0%	65	4366	12.05	0	0%
Northline Elementary (210)	0%	0	0%	0	0%	0	20	9.05	0	0%

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras - FSL									Sonidos de letras FSL K-Inicio
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	1248	28.58%	381	8.73%	1784	40.86%	953	21.83%	53	761
Northline Elementary (210)	7	35%	2	10%	9	45%	2	10%	48	0

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras FSL K-Inicio						Decodificacion - LSS			
	Avg SS	Avg Percentile	No Pass		Pass		# Tested	Avg SS	Not Determined	
		#	#	%	#	%			#	%
Houston ISD	**16.14**	**164**	**21.55%**	**597**	**78.45%**	**58**	**4366**	**3.55**	**0**	**0%**
Northline Elementary (210)	0	0	0%	0	0%	0	20	3.3	0	0%

School	mCLASS Lectura BOY 23-24										Lectura de palabras - FEP
	Decodificacion - LSS										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	**0**	**0%**	**2930**	**67.11%**	**554**	**12.69%**	**882**	**20.2%**	**68**		**1562**
Northline Elementary (210)	0	0%	16	80%	0	0%	4	20%	66		4

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	**6.04**	**0**	**0%**	**0**	**0%**	**3327**	**213%**	**302**	**19.33%**	**737**	
Northline Elementary (210)	9	0	0%	0	0%	16	400%	1	25%	3	

School	mCLASS Lectura BOY 23-24							
	Lectura de palabras - FEP			Risk Indicator Level				
	Above Benchmark	Avg Percentile	# Tested	At Risk		Low Risk		
	%	#		#	%	#	%	
Houston ISD	47.18%	52	4366	547	12.53%	3819	87.47%	
Northline Elementary (210)	75%	73	20	4	20%	16	80%	

Grade 1

School	mCLASS Lectura BOY 23-24		
	Composite		
	# Tested	Avg SS	Not Determined
			#
Houston ISD	4744	358.52	0
Northline Elementary (210)	24	358.54	0

School	mCLASS Lectura BOY 23-24										
	Composite										
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#
Houston ISD	0%	2004	42.24%	331	6.98%	1503	31.68%	906	19.1%	48
Northline Elementary (210)	0%	13	54.17%	3	12.5%	2	8.33%	6	25%	45

School	mCLASS Lectura BOY 23-24										
	Composite										
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#

School	mCLASS Lectura BOY 23-24										
	Nombrar letras - FNL										
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	**4744**	**27.12**	**0**	**0%**	**1771**	**37.33%**	**372**	**7.84%**	**1723**	**36.32%**
Northline Elementary (210)	24	27.42	0	0%	9	37.5%	2	8.33%	7	29.17%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL			Conciencia fonologica - FSS						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	**878**	**18.51%**	**48**	**4744**	**28.05**	**0**	**0%**	**1951**	**41.13%**	**609**
Northline Elementary (210)	6	25%	47	24	27.92	0	0%	9	37.5%	5

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS							Conciencia fonologica - QQ		
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#	#			#	%
Houston ISD	12.84%	1660	34.99%	524	11.05%	50	702	2.12	702	100%
Northline Elementary (210)	20.83%	10	41.67%	0	0%	50	0	0	0	0%

School	mCLASS Lectura BOY 23-24										Sonidos de letras - FSL
	Conciencia fonologica - QQ										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	0	0%	0	0%	0	0%	0	0%	68		4744
Northline Elementary (210)	0	0%	0	0%	0	0%	0	0%	0		24

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	23.31	0	0%	2114	44.56%	547	11.53%	1482	31.24%	601	
Northline Elementary (210)	20.63	0	0%	16	66.67%	2	8.33%	3	12.5%	3	

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL		Sonidos de letras FSL K-Inicio								Decodificacion - LSS
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Avg Percentile	No Pass		Pass			# Tested
	%	#			#	#	%	#	%		
Houston ISD	12.67%	49	477	18.75	151	31.66%	326	68.34%	61		4744
Northline Elementary (210)	12.5%	42	0	0	0	0%	0	0%	0		24

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	16.64	0	0%	2086	43.97%	299	6.3%	1448	30.52%	911	
Northline Elementary (210)	14.63	0	0%	14	58.33%	2	8.33%	3	12.5%	5	

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS		Lectura de palabras - FEP								
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	%	#			#	%	#	%	#	%	
Houston ISD	19.2%	50	4744	12.81	0	0%	2093	44.12%	234	4.93%	
Northline Elementary (210)	20.83%	45	24	14.63	0	0%	14	58.33%	1	4.17%	

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP							Fluidez en la lectura - FLO			
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	1367	28.82%	1050	22.13%	51	2600	26.86	0	0%	2369	
Northline Elementary (210)	1	4.17%	8	33.33%	49	9	43.22	0	0%	15	

School	mCLASS Lectura BOY 23-24										
	Fluidez en la lectura - FLO								Precision en la lectura FLO-Prec		
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested		Avg SS
	%	#	%	#	%	#	%	#			
Houston ISD	91.12%	127	4.88%	1102	42.38%	1146	44.08%	49	2600		82.56
Northline Elementary (210)	166.67%	1	11.11%	0	0%	8	88.89%	71	9		94.78

School	mCLASS Lectura BOY 23-24									
	Precision en la lectura FLO-Prec									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	2312	88.92%	171	6.58%	2261	86.96%	0	0%
Northline Elementary (210)	0	0%	15	166.67%	0	0%	9	100%	0	0%

School	mCLASS Lectura BOY 23-24										
	Precision en la lectura FLO-Prec	Comprension basica - CP									
	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
	#			#	%	#	%	#	%	#	
Houston ISD	52	547	0.87	547	100%	0	0%	0	0%	0	
Northline Elementary (210)	78	0	0	0	0%	0	0%	0	0%	0	

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP				Correct Responses - CP		Incorrect Responses - CP		Risk Indicator Level	
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk
	%	#	%	#						#
Houston ISD	0%	0	0%	72	547	4.2	547	11.48	4744	1335
Northline Elementary (210)	0%	0	0%	0	0	0	0	0	24	9

School	mCLASS Lectura BOY 23-24		
	Risk Indicator Level		
	At Risk	Low Risk	
	%	#	%
Houston ISD	28.14%	3409	71.86%
Northline Elementary (210)	37.5%	15	62.5%

Grade 2

School	mCLASS Lectura BOY 23-24						
	Composite						
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
			#	%	#	%	#
Houston ISD	**1111**	**365.65**	**0**	**0%**	**296**	**26.64%**	**64**
Northline Elementary (210)	10	405.4	0	0%	1	10%	1

School	mCLASS Lectura BOY 23-24									
	Composite							Conciencia fonologica - QQ		
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	**5.76%**	**430**	**38.7%**	**321**	**28.89%**	**43**	**360**	**5.33**	**360**	**100%**
Northline Elementary (210)	10%	2	20%	6	60%	69	0	0	0	0%

School	mCLASS Lectura BOY 23-24										Lectura de palabras - FEP
	Conciencia fonologica - QQ										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	**0**	**0%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**54**		**1111**
Northline Elementary (210)	0	0%	0	0%	0	0%	0	0%	0		10

School	mCLASS Lectura BOY 23-24										Lectura de palabras - FEP
	Conciencia fonologica - QQ										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		

School	mCLASS Lectura BOY 23-24											
	Lectura de palabras - FEP											
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		
		#	%	#	%	#	%	#	%	#		
Houston ISD	**23.17**	**0**	**0%**	**309**	**27.81%**	**92**	**8.28%**	**424**	**38.16%**	**286**		
Northline Elementary (210)	42.2	0	0%	1	10%	1	10%	2	20%	6		

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP		Fluidez en la lectura - FLO								
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	%	#			#	%	#	%	#	%	
Houston ISD	**25.74%**	**40**	**1111**	**42.46**	**0**	**0%**	**294**	**26.46%**	**69**	**6.21%**	
Northline Elementary (210)	60%	68	10	66.8	0	0%	1	10%	1	10%	

School	mCLASS Lectura BOY 23-24										
	Fluidez en la lectura - FLO					Precision en la lectura FLO-Prec					
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	422	37.98%	326	29.34%	41	1111	81.31	0	0%	263	
Northline Elementary (210)	2	20%	6	60%	65	10	97.3	0	0%	0	

School	mCLASS Lectura BOY 23-24										
	Precision en la lectura FLO-Prec									Comprension basica - CP	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS
	%	#	%	#	%	#	%	#			
Houston ISD	23.67%	103	9.27%	745	67.06%	0	0%	48		1111	2.91
Northline Elementary (210)	0%	2	20%	8	80%	0	0%	78		10	2.45

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	0	0%	573	51.58%	538	48.42%	0	0%
Northline Elementary (210)	0	0%	0	0%	4	40%	6	60%	0	0%

School	mCLASS Lectura BOY 23-24										
	Comprension basica - CP	Correct Responses - CP		Incorrect Responses - CP		Risk Indicator Level					
	Avg Percentile	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk		Low Risk		
	#						#	%	#	%	
Houston ISD	**63**	**1111**	**5.9**	**1111**	**7.81**	**1111**	**269**	**24.21%**	**842**	**75.79%**	
Northline Elementary (210)	66	10	4.9	10	5.1	10	0	0%	10	100%	

STAAR 2-Year Comparison
Performance Results by Subject
*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Northline Elementary	210	2021-2022	Math	208	38%	63%	31%	11%
Northline Elementary	210	2021-2022	Reading	208	42%	58%	32%	16%
Northline Elementary	210	2021-2022	Science	75	48%	52%	19%	3%
Northline Elementary	210	2022-2023	Math	186	37%	63%	35%	12%
Northline Elementary	210	2022-2023	Reading	186	38%	62%	40%	14%
Northline Elementary	210	2022-2023	Science	76	46%	54%	32%	14%

Northline Staff Feedback

Provide your feedback on the following items for consideration.

1. Full name

2. What programs would you like to see continued for this school year?

3. Provide Demo Day Feedback

4. Is there another teacher or content area that you would like to observe during Demo Day?

5. Are there wonderings or questions regarding the NES - A or LSAE model that you would like to submit?

6. Is there any additional information you would like share for consideration?

Northline Elementary School

SDMC Agenda

September 27, 2023

- Call to Order

    o Take attendance

- Welcome

- Agenda Items:

    o Staffing

    o Budget

    o Academic Programs

    o School Culture

    o Old Business

    o No old business

    o New Business

- Adjournment

Northline Elementary School

SDMC Minutes

September 27, 2023

In attendance:

Nancy Flores, Principal

Lorie Aleman, Assistant Principal

Dr. Vanessa Mangual, Assistant Principal

Kimberly Steele, Interventionist

Wanda Smith, 2nd Grade Teacher

Belkis Stephenson, 3rd Grade Teacher

Nora Shawky, SPED

Sandra Garcia, Office Manager

Celia Rodriguez, Counselor

Laura Sanchez , Parent Liaison

- Call to Order 4:20p.m.

- Welcome

  - Members introduced themselves

- Agenda Items:

  - Staffing
    - We do not currently have any vacancies.
    - Our new Principal is Ms. Nancy Flores. Ms. Aleman is now an Assistant Principal and we have hired on Dr. Vanessa Mangual as Assistant Principal. Ms. Steele has been hired on as our Interventionist.
    - We are following the NES – A model and have hired 5 Teacher Apprentices and 3 Learning Coaches. They consist of previous staff members and new candidates.
    - We created a K/1 split class with Ms. Dorsey. Ms. Iglehart will now be departmentalized with Ms. Smith.

- Ms. Frias, Assistant Office Manager, has resigned effective 9/26/2023. We have extended an offer to another candidate.
- We were able to rehire Ms. Trejo as a PK teacher assistant because of attendance

- o Budget
    - Our projections were submitted at 385. We are currently at 388.
    - Following the NES – A model, instructional materials have been purchased for our campus. Dyad materials (such exercise bikes and keyboards), Eureka, Amplify, Safety Cones, Team Center Desks/Chairs, View Sonics for 3rd – 5th Grade classrooms.
- o Academic Programs
    - We are following the NES – A instructional model. PK students follow traditional model (SAVAAS). Bilingual students in grades K – 2 follow the district's Dual Language model (Implementing Cross Linguistic Connection) Students in Grades 3 – 5 follow the LSAE model.
    - Students in grades 3 – 5 participate in DYAD program. Consultants provide instruction Tuesdays and Thursdays in Photography, Fitness, and Etiquette.
    - Students in grades 3 – 5 participate in Art of Thinking Monday, Wednesday, and Friday. (This takes the place of Social Studies)
    - Beginning of the year testing is ongoing. This year students will be taking Circle (PK), NWEA MAP for Science, Math, and Reading (K – 5), and Dibels/Lectura Reading (K – 4).
    - GT Testing will begin with 2nd Grade will begin on 10/10/2023.

- o School Culture
    - Students attended a Hispanic Heritage Program on Friday, 9/22/2023. Danza Azteca Chikawa performed and demonstrated Aztec culture dance, food, and customs. (Ms. Diaz-CIS)
    - Counseling and Guidance Lessons continue based on student need and teacher referrals.
    - Brighter Bites program has begun and will distribute bi – weekly on Fridays. We will work to create an academic tie to the distribution. We will create and distribute mini, paper booklets of different levels to families who come to pick up.
    - Employee of the Month
    - Attendance celebration - 6 week celebrations (students and teachers)
    - Honor Roll-6 weeks
    - Reading and Math Boards
    - Weekly Newsletter to the Parents
    - School Website
    - Parent Meeting- to help parents know how to sign up for Dojo and Power School.
    - Coffee with the Principal on 9/29/2023

- o Old Business

- No Old Business

  o New Business
    - Funds for IB
    - Fundraisers
    - Parental resources for supporting English language acquisition
    - Red Ribbon Week
    - Fall Festival
    - Barrio de Navidad
    - Thanksgiving Luncheon
    - English Classes for Parents
    - PTO membership drive

- Adjournment 4:52 p.m. Next Meeting scheduled for Tuesday, November 14, 2023.

October Counselor Newsletter

*Celia Rodriguez, Northline Elementary School Counselor*

Word of the Month: Responsibility

Responsibility is "doing the things that need to be done and making positive choices with our words and actions". It is knowing that we are responsible for what we say and do and how we have control over these aspects of ourselves. Remember that "we have the power to make good choices. Sometimes when we feel strong emotions like, mad, sad, or excited it may be hard to still make responsible choices. Practicing "calming strategies" such as taking deep breaths and positive self-talk are strategies we can use in these situations so that we can still make responsible choices.
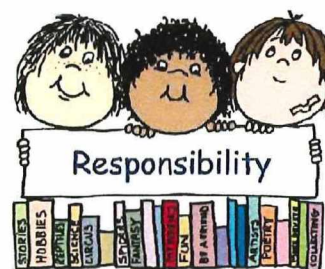
Guidance Lessons
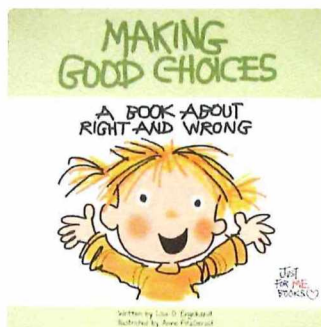
Responsibility: Making Good Choices
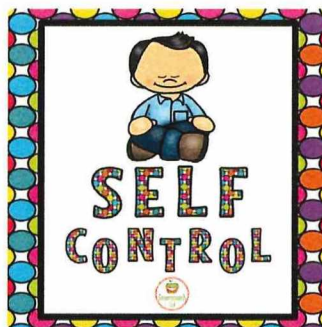
Self Control

Be a Buddy, Not a Bully!

Schoolwide Activities

Banner Decorating: During Ancillary

Unity Day
October 19
Wear Orange

Red Ribbon Bulletin Board Theme
October 2-13;
Winners announced 10/16

Character Counts Week October 16-20

Northline Elementary

★ CHARACTER ★ ★ COUNTS WEEK ★

OCTOBER 16-20

M — Pillar of Character Day! Wear the color Blue that matches the Pillar of Trustworthiness

T — My Character Counts! Wear the color Yellow that matches the Pillar of Respect

W — Team Up for Good Character! Wear the color Green that matches the Pillar of Responsibility

T — Good Character is Past, Present, and Future! Wear the color Orange that matches the Pillar of Fairness

F — Character Counts at School! Wear the color Purple that matches the Pillars of Caring and Citizenship

Northline Elementary

RED RIBBON WEEK 2023

OCTOBER 23-27

MONDAY
Kick off Red Ribbon Week, I'm Proud to be Drug Free (Wear Red)

TUESDAY
High Water Pants, Don't take a Chance- (roll up your pants or wear high water pants)

WEDNESDAY
Don't Get Tied into Drugs (wear neck ties or hair ties)

THURSDAY
Socks to Your Knees, Say No Please, (wear crazy socks as high as they will go)

FRIDAY
Don't Let Drugs Turn You Inside Out (tacky day or wear clothes inside out)

"Be Kind to Your Mind, Live Drug Free"

HAVE A NEED? SUBMIT A SAF

You can submit a Student Assistance Form (SAF) to inform of a student need

Mental Health

Food

Housing/Transportation

Supplies/Uniforms

Link

www.houstonisdsaf.com

Student Support

Contact Information
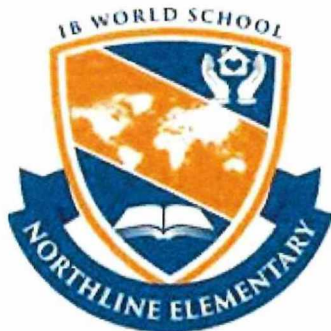
810 East Witcher Lane, Houston...

713-696-2890

crodrig8@houstonisd.org

houstonisd.org/northline

Free Vaccines
Vacunas Gratis

Saturday, October 14, 2023
Sabado el 14 de Octubre 2023

Furr High School
500 Mercury Dr.
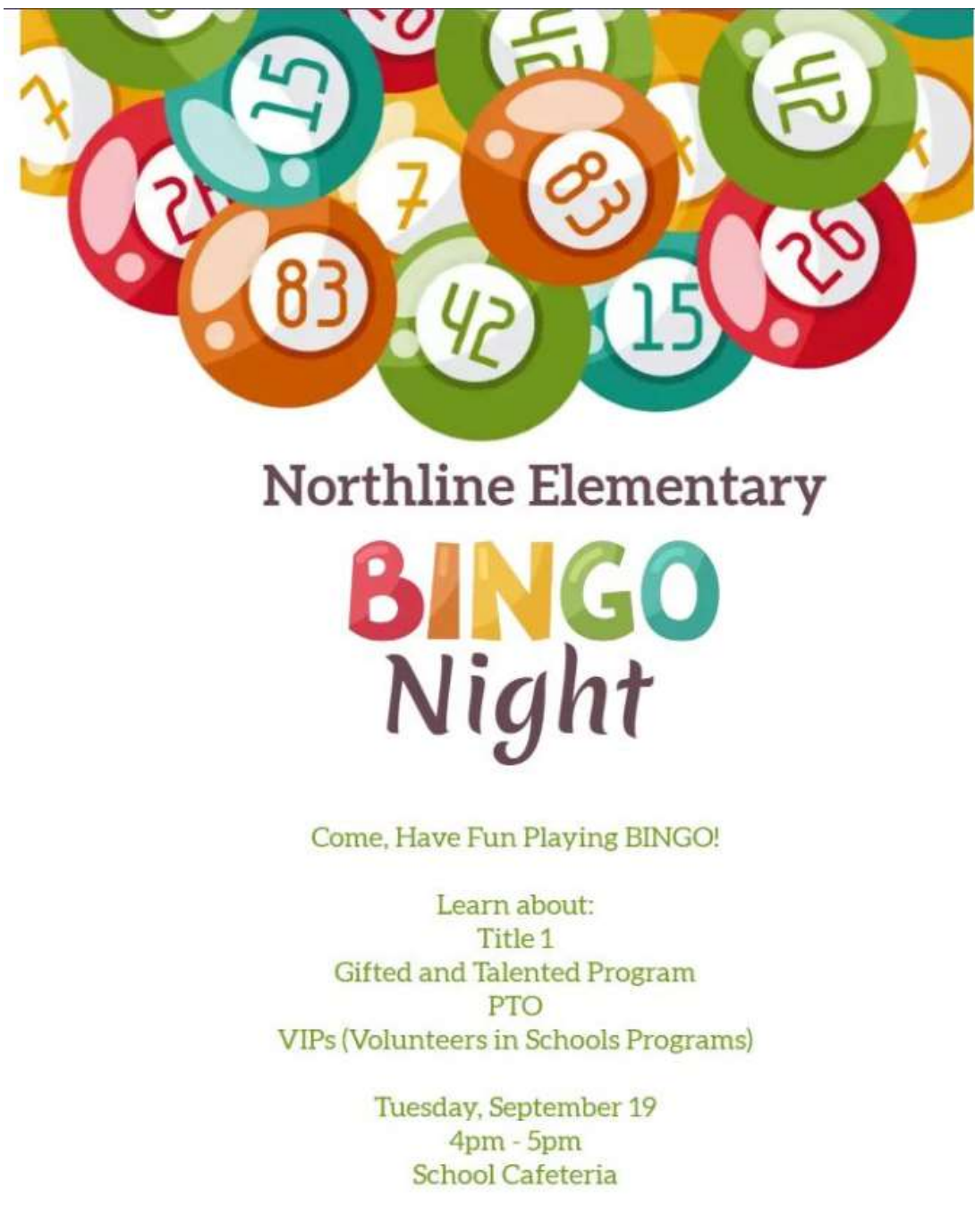Houston, TX 77013

9:00 AM- 2:00 PM

No-cost Vaccines available for students
who are uninsured or have Medicaid

Vacunas sin costo para niños sin seguro o
los que tienen Medicaid

14 OCTOBER   09.00AM - 2.00PM

Northline Elementary

BINGO Night

Come, Have Fun Playing BINGO!

Learn about:
Title 1
Gifted and Talented Program
PTO
VIPs (Volunteers in Schools Programs)

Tuesday, September 19
4pm - 5pm
School Cafeteria

Sign In
October 25, 2023
SDMC Meeting

Print Name	Signature
Laura Sanchez	Laura Sanchez
Graciela Covarrubias	G Covarrubias
Sandra Garcia	S Ga
Celia Rodriguez	C Rodriguez
Vanessa Margua Ruiz	V Margua
Kimberly Steele	
Wanda Smith	Wanda Smith
Lorie Aleman	Lorie Aleman
Nancy Flores	Nancy Flores

Northline Elementary School

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September 27, 2023

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  - o Budget

  - o Academic Programs

  - o School Culture

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