Houston Independent School District

113 Paige Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

Paige Elementary's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

- Provide students with an equitable network of knowledge and skills
- Empower students to be global independent thinkers
- Produce students to compete in the 21st century

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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

Areas of Strength:

1. In the 2021-2022 academic year, Reading demonstrated strength with 25% of students meeting the criteria and 12% achieving the "Masters" level and Math showed 21% "Meets" and 10% of students "Masters".

2. Despite the challenges in other areas, 47% of students in Reading approached the standards during the same year.

Academic Improvements:

1. When comparing the "Did Not Meet" percentages from 2021-2022 to 2022-2023, Reading showed a slight improvement, decreasing from 53% to 51%.

2. However, it's worth noting that Math and Science saw a decline in percentages of students meeting or mastering the standards from the previous year.

Attribution to Improvement:

The slight improvement in Reading's "Did Not Meet" percentage might be due to targeted interventions or enhanced teaching methodologies in that subject. However, without additional context on initiatives or interventions employed at Paige Elementary, pinpointing the exact cause is challenging.

Areas Where Students Excelled:

1. In the 2021-2022 academic year, Reading stood out with 25% of students meeting the standards and an additional 12% mastering them.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Paige Elementary School faces a challenging task in improving the quality of instruction as evidenced by the academic year 2022-2023 student performance STAAR data, a year change of negative 3 for Reading, negative 9 for Math, and negative 6 for Science in all grade levels. There is inadequate implementation of the expected level of rigor in classroom instructions.   **Root Cause:** The diminished instructional quality stems from a lack of regular, targeted PD for teachers, focusing on differentiated teaching and effective data analysis. With campus reconstitution, there's a missed sense of urgency in transitioning to Tier 1 instruction to address learning gaps promptly. The instructional leadership hasn't effectively communicated, executed, and overseen processes.

Problem of Practice 2: The 2022-2023 STAAR results show student underperformance in reading, math, and science. Many students aren't meeting grade-level standards. The school faces challenges in optimizing instruction, curriculum alignment, and providing personalized support. There's a lack of strategic use of MTSS to address these disparities, resulting in no unified system for interventions to achieve grade-level mast   **Root Cause:** The disparity between instructional intent and student understanding stems from insufficient support and resources for teachers to cater to individual needs. A missing deep dive into content hinders curriculum alignment, effective instructional methods, and data-led interventions. PLCs' emphasis on Tier 1 instruction overlooks targeted foundational literacy interventions.

Problem of Practice 3: Paige Elementary's 2022-2023 STAAR data reveals no students with disabilities achieved grade-level proficiency. There's a significant gap in instructional quality in both specialized and general education settings. The school grapples with creating robust systems to enhance teacher practices in both realms.   **Root Cause:** Teachers' limited expertise in Special Education and insufficient training on Specially Designed Instruction (SDI) have impacted effective strategies. Restricted access to modern resources and technology hinders IEP accommodations. The lack of emphasis on ARD compliance and setting high expectations results in misaligned SpEd instruction. The leadership's unfamiliarity with special education laws

School Culture and Climate

School Culture and Climate Summary

To ensure that the stakeholders contribute to the creation of a safe and inviting learning environment, Paige Elementary School gathers feedback from different methods. The campus forges partnerships with local community organizations through wraparound services which bridge the network between home and school. Symmetrically, the campus builds relationships with families (parents and guardians) via informal interactions and formal interactions and conversations. Feedback is also gathered through campus leaders-teachers-parents/guardian's formal meetings. The campus also utilizes the online platform ClassDojo to engage and communicate with families in addition to newsletters being sent home. The campus leadership develops well-structured surveys and questionnaires tailored for each group (staff, students, and community). Targeted questions are asked about various aspects of the school environment, teaching methods, safety, and community engagement. Responses are analyzed by the campus leadership team to identify trends and areas for improvement then they are presented to the faculty and staff during regular staff meetings. The results are discussed with the whole group the suggestion boxes and anonymous surveys are also employed to allow teachers and other employees to openly address and express their opinions and concerns regarding any issues. The campus sends out weekly newsletters and utilizes emails and Remind to facilitate communication and, engagement with the teachers and staff. The campus conducts student assemblies bi-weekly or as the need arises to gather feedback and address their academic and socio-emotional concerns. The teachers confer with students with regard to their academic growth after Progress Reports and Report Cards have been distributed. Trends of absences, tardies, discipline, and other behavior data, imply that students can be denied the opportunity to learn in accordance with the school's instructional program. Students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism and suspension due to disciplinary actions. Paige Elementary's school attendance rate in the academic year 2023-2023 was relatively low compared to the current year which is now at the 93% average daily attendance. This scenario portrays a negative perception of the campus. Moreover, discipline referrals have been also perceived to be tied to the low student performance of the campus' Economically Disadvantaged, and At-Risk subpopulation. Based on all the data gathered by the campus in the previous year, Paige Elementary had minimal family and community engagement and involvement, and teachers and staff did not feel that they were fully supported in terms of instructional and handling student discipline. Families felt that they were not allowed to attend school functions and events that involved their children like Field Day. In the recent survey administered to teachers and staff, the campus leadership was able to gauge the status of the campus climate and culture that would directly impact student learning. The ongoing process of planning is being crafted to capture the recent perception of the community about Paige Elementary.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: The areas of strengths are as follows: teachers and staff feel that they are supported in their roles, they understand their roles, they find PLCs, coaching, and feedback helpful in improving their instructions, they think that there is teamwork and collaboration exists, they see that student learning is happening schoolwide, they feel safe and secured in the building; the local community through the SDMC think and feel that a system is starting to be put in place as compared to the previous year. the campus has improved compared to the previous years as evidenced by the increased rate of average daily attendance, decreased discipline referrals, and increased student academic performance based on the formative assessments that have been administered to date.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Based on the academic year 2022-2023 data, most of the families (parents/ guardians) of Paige Elementary have a negative perception of Paige Elementary. They felt that the campus would fall short in addressing the academic and social-emotional needs of their children. **Root Cause:** There may have been a lack of opportunities provided to local communities, families, and parents where they can be involved in school-wide initiatives based on last year's data. There might not be clear communication channels and expectations on how families can help improve their children's academic performance. The leadership team may have not implemented consistent feedback or climate survey

Problem of Practice 2: At Paige Elementary, there is minimal family engagement and involvement. The administration team, teachers, and staff would need to constantly reach out to parents/guardians for any concerns. Even though the "Meet and Greet" at the onset of the school year was a success because of a high turnout, the campus faces the challenge of eliciting consistent responses and participation. **Root Cause:** The SDMC established in the previous academic year here at Paige Elementary failed to facilitate the creation of a Parent Teacher Organization that would pioneer the partnerships between and among stakeholders. This may have portrayed that family engagement and involvement are not valued by the campus and thus, made them reluctant to build that relationship with the administration team, teachers,

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 evaluation and student growth and achievement data for Paige Elementary indicate challenges in teacher quality and instructional effectiveness, particularly in Science, during both the 2021-2022 and 2022-2023 academic years. A significant percentage of students did not meet the expected standards in Science in both years, indicating areas for improvement in teaching methods and classroom strategies. While there was a slight improvement in Math and Reading in the 2022-2023 academic year, challenges persisted in these subjects as well. These results underscore the need for targeted interventions, professional development, and support for teachers to enhance their instructional methods and improve student outcomes, in all subjects. Addressing these challenges is crucial to ensuring consistent teacher quality and fostering an environment conducive to positive student growth and achievement.

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

Paige Elementary School had 23 teachers as of June 1, 2023. However, by October 25, 2023, 17 teachers left the campus, resulting in a high turnover rate of 74%. While staff attendance remains at 99%, addressing the significant teacher turnover is critical to maintaining stability and continuity in our school.

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 observed at Paige Elementary School suggest several positive aspects of the campus's recruitment, retention, and professional development practices:

- Gender Inclusivity: The presence of both female and male staff members indicates a commitment to gender diversity in the school's workforce, which aligns with inclusive recruitment practices.
- Varied Experience Levels: The distribution of staff across different experience levels (<=5 years, 6-10 years, and >=11 years) demonstrates that the school values both novice and experienced educators. This suggests that the school may have developed tailored professional development programs to meet the needs of educators at different career stages.
- Balanced Staffing: The total staff count and the distribution of staff across experience levels reflect a well-rounded workforce. This balance is a positive indicator of recruitment practices aimed at bringing in a diverse group of educators.

Paige Elementary School exhibits strengths in its recruitment practices by maintaining a gender-inclusive and well-balanced staff with varied levels of experience, which aligns with effective retention and professional development strategies.

The strengths observed at Paige Elementary School suggest that their professional development practices are likely focused on providing support and opportunities for educators at all career stages. The presence of both novice and experienced teachers, as well as a well-balanced gender distribution, implies that the school values professional growth for all staff members. This approach to professional development is likely tailored to the diverse needs of their educators, promoting ongoing learning and growth throughout their careers. It indicates that the school values inclusivity and personalized development plans for teachers, creating a positive environment for professional growth and retention

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

Problem of Practice 1: The data from Paige Elementary School reflects inconsistent student performance in Math, Reading, and Science during both the 2021-2022 and 2022-2023 academic years. A significant number of students do not meet the expected standards, indicating a need for consistent teaching methods and strategies across all subjects. **Root Cause:** The root cause of this issue might be the absence of uniform teaching strategies across different subjects. It's crucial to assess and ensure that teaching methods are consistent to improve student outcomes in Math, Reading, and Science.

Problem of Practice 2: The school is experiencing a high teacher turnover rate of 74%, which can significantly impact the school's stability and teaching quality. **Root Cause:** The root cause of this issue could be unaddressed factors affecting teacher retention. It's essential to identify the specific reasons for teachers leaving and work on strategies to enhance teacher satisfaction and retain quality educators.

Problem of Practice 3: While the school effectively uses data for professional development, there is room for improvement in optimizing data for staff recruitment. **Root Cause:** The root cause of this issue might be the underutilization of data for staff recruitment. The school can enhance its recruitment strategies by leveraging data-driven insights to attract and retain highly effective staff members, ensuring a high-quality teaching workforce.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Wraparound Services provide several resources for our families. We also have the following resources available through this connection: Houston Food Bank/Backpack Buddies, Kashmere Gardens Community Center Partnership, Trinity Gardens Church of God and Christ, Houston Police Department Mentoring, Houston Ballet Adaptive Dance, HEB,Catch Healthy Smiles, Faith Temple of God and Christ, and East Houston Civic Center. There are no barriers that we are aware of that prevent attendance. The school is within walking distance to most families and the events are typically free of charge. I have noticed several patterns or trends with these types of activities and who is most engaged. The lower grade levels, Pre-Kindergarten through 2nd grade tend to have the larger attendance. When incentives are offered, the attendance is boosted as well. For example, supplies and materials are great ways we have encouraged attendance.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Due to NES guidance and expectations, parents have shown a greater desire to know and understand the new instructional program. This has encouraged parents to be more involved in their students' education. They ask questions and also request material to work with their students outside of the classroom. Students feel more empowered to learn and knowing that they are being challenged, motivates them to keep learning on grade level or above.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Roderick Paige Elementary, there is not a calendar for parent engagement events. **Root Cause:** A master calendar of events for the year or by semester should be created and shared with families at the beginning of the school year. This document should be updated bi-weekly as changes occur.

Problem of Practice 2: At Paige Elementary, there is not an active PTO that meets regularly and establishes a positive relationship between the school and community. **Root Cause:** We have not held a parent informational meeting to inform and educate parents on the benefits of the PTO on the campus. We will encourage parents to attend and participate through incentives and opportunities to volunteer with the students at future events.

Priority Problems of Practice

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: Develop a high-performance culture to create a sense of urgency

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase across multiple campus climate culture indicators

Indicator 1: By September 30, 2023, 60% of the teachers will score 2 points or higher on the Purposeful Instruction component of the Spot Observation form. 70% of the teachers will score 2 points or higher by December 2023, and 85% or more will score 2 points or higher by May 31, 2024.

Indicator 2: By December 31, 2023, 70% or more of the students, teachers, staff, and parents will indicate they agree or strongly agree that students are held to high expectations and are highly
supported at Paige Elementary School as measured by a campus school climate survey. This percentage will increase to 80% or higher by May 31, 2024.

Indicator 3: By December 31, 2023, the office discipline referral is decreased by 50% compared to School Year 2022-2023. This percentage will decrease by 25% by May 31, 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: Create and implement training opportunities around topics that enhance school culture		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Communicate practices and high-performance policies in writing and consistently implement them with fidelity					
Develop and train teachers on an NES, school-wide behavior management system (based on PBIS or CHAMPS).					
Train teachers on NES classroom routines to support high expectations and increase student performance, including exemplars and ongoing coaching support.					
Staff Actions					
Demonstrate high expectations for all students and use asset-based language in staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.					
Engage in training and implementing NES , school-wide behavior management system (based on PBIS or CHAMPS).					
Engage in training and implement NES classroom routines to support high expectations and increase student performance, including exemplars and ongoing coaching support.					
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Key Action 2: Implement the LSAE model with fidelity.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Performance across LSAE evaluation tools

Indicator 1: By August 31, 2023, 100% of 3rd-5th grade teachers, Teacher Apprentices assigned to 3rd5th grade teachers, and Learning Coaches will be trained in the LSAE Model.

Indicator 2: By September 30, 2023, 60% of the 3rd-5th grade reading and math teachers will score 1 or higher on the LSAE Model component of the Spot Observation form. 70% of the teachers will score one or higher by December 2023, and 75% or more will achieve one or higher by May 31, 2024.

Indicator 3: By September 30, 2023, 50% of the Learning Coaches will score proficient or higher in the evaluation rubric for Learning Coaches. This percentage will increase to 100% by May 31, 2024.

Specific Action 1 Details			Reviews			
Specific Action 1: Develop and implement training and PD to enhance LSAE model implementation			**Formative**			**Summative**
School Leaders' Actions			**Feb**	**Mar**	**Apr**	**June**
Train the leadership team on the LSAE differentiation model and rubric before teacher preservice						
Train instructional staff (i.e., ELAR teachers, learning coaches, teacher apprentices) on the use of the LSAE rubric during teacher pre-service (August 21-25, 2023)						
During PLCs, conduct modeling and at-bats on effective implementation of the LSAE model.						
Staff Actions						
Attend and engage in the professional development on the LSAE model and internalize specific responsibilities of their roles (i.e., teacher, teacher apprentice, learning coach)						
Engage in the LSAE rubric training during the preservice (August 21 - 25, 2023)						
Collaborate with grade-level colleagues and engage in LSAE at-bats during PLCs						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Key Action 3: Facilitate effective implementation of the "Science of Reading" instructional model.
  Strategic Priorities:
  Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: NWEA Scores

Indicator 1: By October 31, 2023, out of 80 spot observations, 65% of teachers will receive a "2" or higher on the Science of Reading rubric (created by the Leadership Team using Amplify and
Savvas literacy components). This percentage will increase to 75% by February 2024 and 85% or higher by April 2024.

Indicator 2: By December 2023, 50% of K through 1st-grade students will perform above the benchmark on the DIBELS assessment of the five literacy components. This percentage will increase to 85% by May 2024

Indicator 3: By December 2023, 50% of 2nd through 5th-grade students will perform above the NWEA (MAP) assessment benchmark. This percentage will increase to 85% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Implement "Science of Reading" PD and training	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Attend and engage in the professional development on the Science of Reading pedagogy.				
Train instructional staff (i.e., ELAR teachers, learning coaches, teacher apprentices) on the Science of Reading, including strategies that translate scientific reading practices into classroom application.				
Identify essential components of the Science of Reading and create a rubric to assess reading instruction in the classrooms.				
Staff Actions				
Attend and engage in the professional development on the Science of Reading pedagogy.				
During PLCs, instructional staff (i.e., ELAR teachers, learning coaches, teacher apprentices) practice during At-bats the internalized Lesson plans before lesson implementation.				
Align classroom instruction with the Science of Reading pedagogy and rubric.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for 113 Paige Elementary School

Total SCE Funds: $1,000.27
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Paige 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.

Addendums

Paige ES

CSO: Shana Perry
SSO: Leigh Curry

TEA Level: ES
School Office: ESO2

Overall

	Scaled Score	Rating
2022 ACTUAL	85	B
"What-If"	74	C
Projected Change	-11	Change

Domain 1: Student Achievement

	Scaled Score	Rating
2022 ACTUAL	57	NR: SB 1365
"What-If"	57	F
Projected Change	0	Change

Domain 2: School Progress

	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Rel Perf	60	B
"What-If"	Stu Gwth	75	C
Projected Change	Change	15	Change

Domain 3: Closing the Gaps

	Scaled Score	Rating
2022 ACTUAL	75	C
"What-If"	71	C
Projected Change	-4	No Change

Domain 1 Components

STAAR	Raw Score	Scaled Score
2022 ACTUAL	32	57
"What-If"	32	57
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	84	91
"What-If"	72	75
Projected Change	-12	-16

Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	32.0	60
"What-If"	32.0	60
Projected Change	0.0	0

Domain 3 Components			
	Total # Groups/Points	Percent Met	Points
Academic Achievement			
2022 ACTUAL	16	19	5.7
"What-If"	32	50	15.0
Projected Change	16	31	
Growth or Grad Rate			
2022 ACTUAL	11	100	50.0
"What-If"	32	38	18.8
Projected Change	21	-63	
D1 STAAR or CCMR			
2022 ACTUAL	8	13	1.3
"What-If"	16	50	5.0
Projected Change	8	37	
English Language Proficiency (ELP)		% Met ELP	ELP Points
2022 ACTUAL		100	10
"What-If"		0	0.0
Projected Change		-100	

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.

TELPAS Rating

Student's Current Grade Level:
All Grades

% of Students by Rating

■ - NA   ■ - Beginning   ■ - Intermediate   ■ - Advanced   ■ - Advanced High

Circle Assessment Summary for PK4 - Tested Campus: 2024   **Paige Elementary (113)**
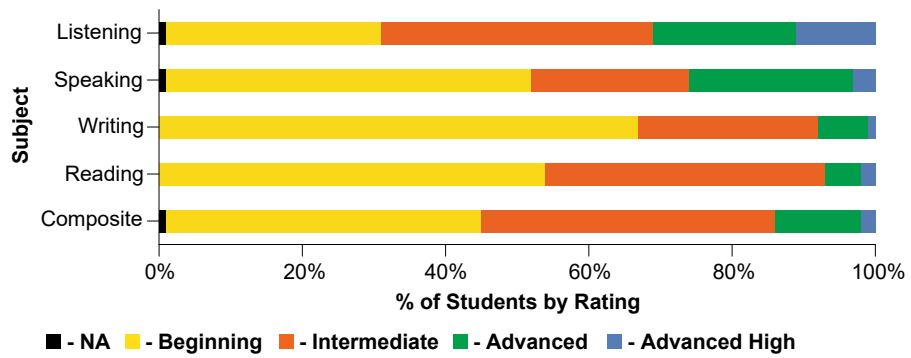
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	30	4	13%	0	0		0	0	
Math	English	30	4	13%	0	0		0	0	
Literacy	Spanish	14	0	0%	0	0		0	0	
Math	Spanish	14	0	0%	0	0		0	0	

Paige Elementary
Campus Profile

NES	**A3**	**B**	**Jacob Johnson**	**Shundra Brown**	**Tho Mei**
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Marilou Alcaraz	**No Match**	**0**
Principal	Years of Experience	Years on Campus

2022 ACCOUNTABILITY INFO

STAAR: Raw Score   STAAR: Scaled Score

32   57

CCMR: Raw Score   CCMR: Scaled Score

N/A   N/A

Grad Rate: Raw Score   Grad Rate: Scaled Score

N/A   N/A

Action Plan URL

🔗

QUICK COUNTS

61
Staff

392
Students

44
Full-Time Teachers

6
Av. Years Tchr. Exp.

DEMOGRAPHICS

African American 40.31%
Hispanic 59.18%
Asian 0.26%
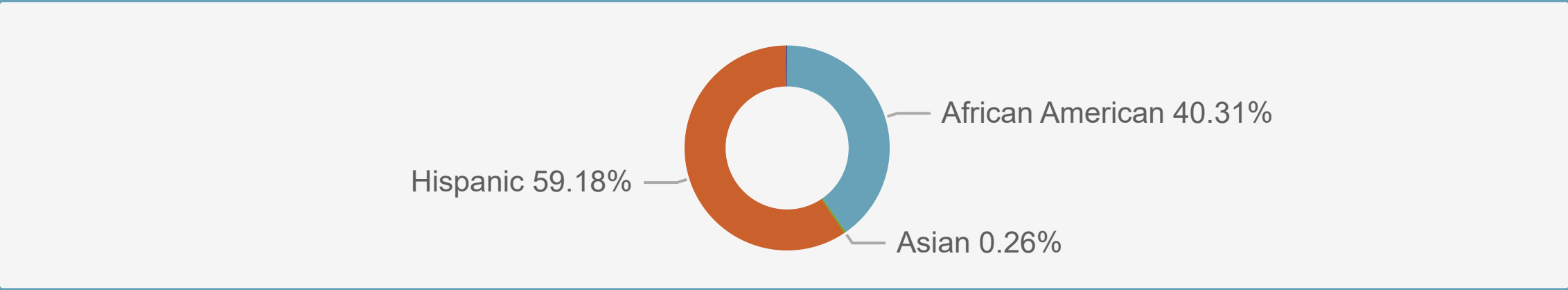
Campus	01	02	03	04	05	K	PE	PK
Paige ES	77	65	48	56	42	55	1	48

99%
23-24 Av. Staff Att.

93%
23-24 Av. Student Att.

91%
22-23 Av. Student Att.

Econ. Disadv.
No 2%
Yes 98%

ELs
Yes 32%
No 68%

GT
Yes 1%
No 99%

Special Education
Yes 11%
No …
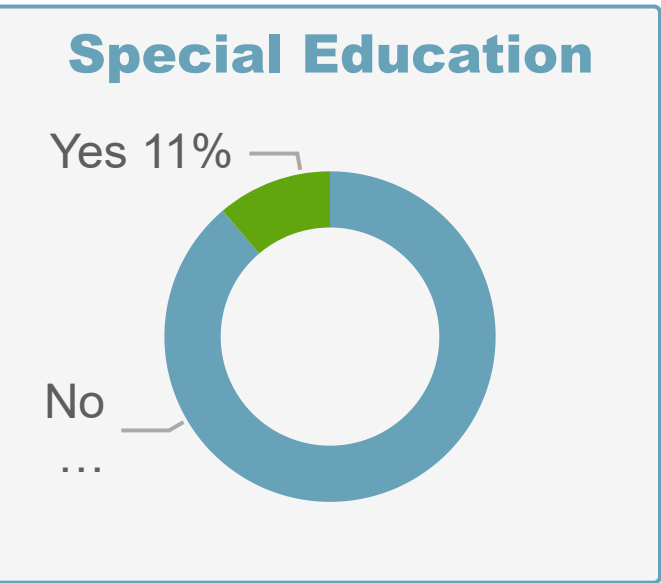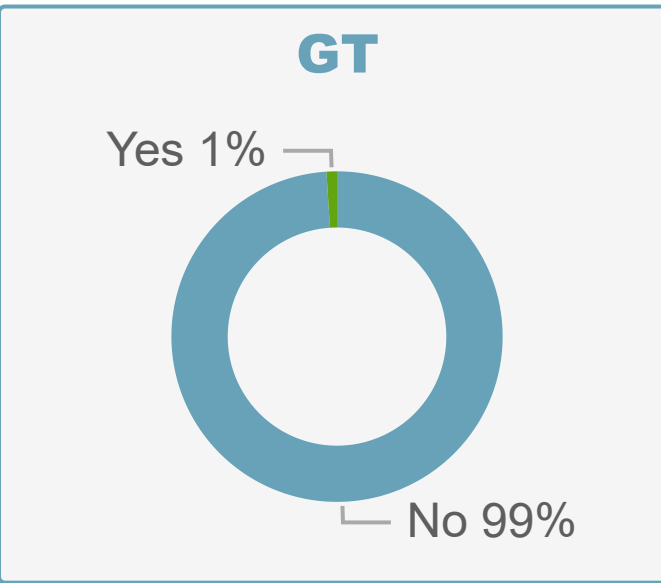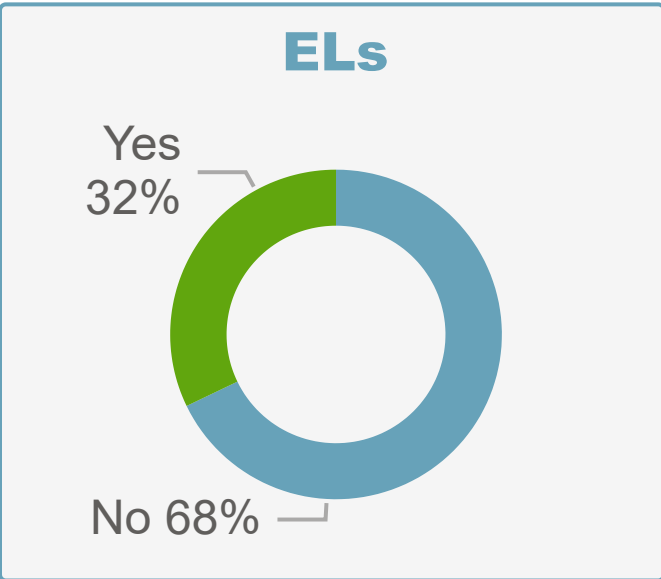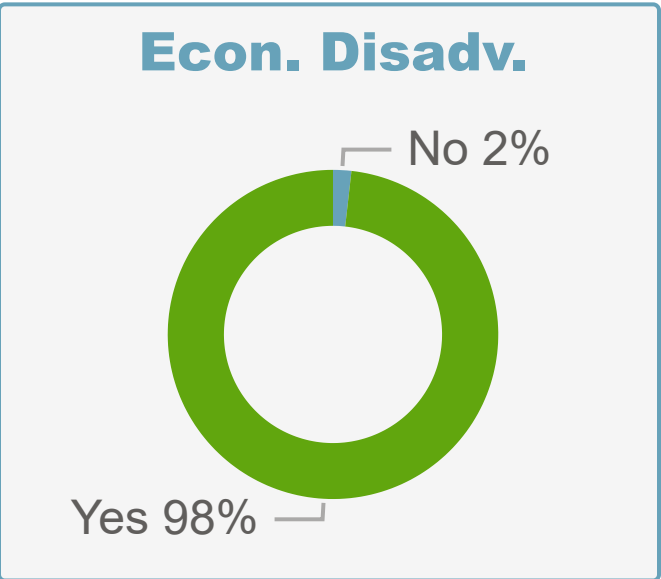
School	NWEA FALL Math (K-2) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	**18088**	**149.45**	**0**	**0%**	**3992**	**22.07%**	**3203**	**17.71%**	**3227**	**17.84%**
Paige Elementary (113)	75	141.69	0	0%	33	44%	20	26.67%	16	21.33%

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%**
Paige Elementary (113)	4	5.33%	2	2.67%	50	142.32	0	0%	14	28%

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**
Paige Elementary (113)	17	34%	12	24%	4	8%	3	6%	152	183.03

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%**
Paige Elementary (113)	0	0%	74	48.68%	28	18.42%	25	16.45%	18	11.84%

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%**
Paige Elementary (113)	7	4.61%	17	165.12	0	0%	8	47.06%	4	23.53%

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%**
Paige Elementary (113)	2	11.76%	2	11.76%	1	5.88%	26	165.12	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%**
Paige Elementary (113)	10	38.46%	9	34.62%	5	19.23%	0	0%	2	7.69%

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%**
Paige Elementary (113)	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%**
Paige Elementary (113)	0	0%	0	0%	194	174.82	0	0%	102	52.58%

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
Paige Elementary (113)	24	12.37%	29	14.95%	27	13.92%	12	6.19%	0	0

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%
Paige Elementary (113)	0	0%	0	0%	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%
Paige Elementary (113)	0	0%	86	178.56	0	0%	29	33.72%	16	18.6%

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%**
Paige Elementary (113)	22	25.58%	9	10.47%	10	11.63%	0	0	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%**
Paige Elementary (113)	0	0%	0	0%	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%**
Paige Elementary (113)	194	179.96	0	0%	85	43.81%	37	19.07%	29	14.95%

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%**
Paige Elementary (113)	28	14.43%	15	7.73%	0	0	0	0%	0	0%

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**
Paige Elementary (113)	0	0%	0	0%	0	0%	0	0%	391	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%
Paige Elementary (113)	37	288.38	0	0%	19	51.35%	4	10.81%	9	24.32%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile			Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#	# Tested	Avg SS	#	%	#	%	#
Houston ISD	2826	26.2%	53	10784	21.46	0	0%	4840	44.88%	1575
Paige Elementary (113)	5	13.51%	49	37	17.57	0	0%	19	51.35%	6

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile			Not Determined	
	%	#	%	#	%	#	# Tested	Avg SS	#	%
Houston ISD	14.6%	4369	40.51%	0	0%	51	10785	6.48	0	0%
Paige Elementary	16.22%	12	32.43%	0	0%	48	37	4.03	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	
	%	#	%	#	%	#				#	%
(113)											

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**
Paige Elementary (113)	12	32.43%	12	32.43%	12	32.43%	1	2.7%	42	30

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**
Paige Elementary (113)	21.77	0	0%	21	70%	6	20%	9	30%	1

	mCLASS DIBELS BOY 23-24									
School	Letter Sounds NWF-CLS		# Tested	Avg SS	Decoding NWF-WRC					
	Above Benchmark	Avg Percentile			Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	25.04%	56	7173	1.95	0	0%	0	0%	8951	124.79%
Paige Elementary (113)	3.33%	43	30	0.27	0	0%	0	0%	32	106.67%

	mCLASS DIBELS BOY 23-24									
School	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
Paige Elementary (113)	5	16.67%	0	0%	14	30	0.5	0	0%	0

	mCLASS DIBELS BOY 23-24									
School	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
Paige Elementary (113)	0%	33	110%	4	13.33%	0	0%	10	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%
Paige Elementary (113)	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%
Paige Elementary (113)	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%**
Paige Elementary (113)	68	314.96	0	0%	49	72.06%	9	13.24%	8	11.76%

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**
Paige Elementary (113)	2	2.94%	26	68	23.75	0	0%	47	69.12%	7

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%**
Paige Elementary (113)	10.29%	14	20.59%	0	0%	28	68	9.97	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**
Paige Elementary (113)	56	82.35%	11	16.18%	1	1.47%	0	0%	20		68

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**
Paige Elementary (113)	19.51	0	0%	52	76.47%	6	8.82%	5	7.35%	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	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%
Paige Elementary (113)	7.35%	27	68	2.93	0	0%	34	50%	20	29.41%

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
Paige Elementary (113)	11	16.18%	3	4.41%	27	68	5.06	0	0%	49

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
Paige Elementary (113)	72.06%	10	14.71%	8	11.76%	1	1.47%	26	52	33.73

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%**
Paige Elementary (113)	0	0%	46	88.46%	17	32.69%	5	9.62%	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**
Paige Elementary (113)	33	52	5.58	0	0%	45	86.54%	14	26.92%	9

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%**
Paige Elementary (113)	17.31%	0	0%	29	52	8.19	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%		
Paige Elementary (113)	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
Paige Elementary (113)	0	0%	68	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%	
Paige Elementary (113)	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%**
Paige Elementary (113)	49	314.88	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**
Paige Elementary (113)	31	63.27%	8	16.33%	8	16.33%	2	4.08%	33		47

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**	
Paige Elementary (113)	0	0	0%	37	78.72%	0	0%	10	21.28%	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%**
Paige Elementary (113)	4.26%	30	47	9.7	0	0%	29	61.7%	9	19.15%

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**
Paige Elementary (113)	7	14.89%	4	8.51%	40	47	16.3	0	0%	28

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
Paige Elementary (113)	59.57%	5	10.64%	14	29.79%	2	4.26%	35	49	67.98

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%
Paige Elementary (113)	0	0%	37	75.51%	0	0%	10	20.41%	2	4.08%

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	41	2760	36.8	0	0%	1373	49.75%	457	16.56%	708
Paige Elementary (113)	35	49	33.35	0	0%	28	57.14%	6	12.24%	13

	mCLASS DIBELS BOY 23-24									
School	**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%**
Paige Elementary (113)	26.53%	2	4.08%	36		49	6.69	49	5.66	0	0%

Note: the "Avg Percentile #" column for Reading Fluency - ORF and the column layout:

	mCLASS DIBELS BOY 23-24										
School	**Reading Comprehension - Maze**										**Vocabulary**
	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**
Paige Elementary (113)	25	51.02%	6	12.24%	9	18.37%	9	18.37%	39		0

	mCLASS DIBELS BOY 23-24									
School	**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**
Paige Elementary (113)	0	0	0%	0	0%	0	0%	0	0	0

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
Paige Elementary (113)	0%	0	0%	0	0%		0	0	0	0%	0

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
Paige Elementary (113)	0%	0	0%	49	49	9.12	49	9.02	0	0

School	mCLASS DIBELS BOY 23-24		
	Risk Indicator Level		
	At Risk	Low Risk	
	%	#	%
Houston ISD	52.31%	258	47.69%
Paige Elementary	0%	0	0%

School	mCLASS DIBELS BOY 23-24		
	Risk Indicator Level		
	At Risk		Low Risk
	%	#	%
(113)			

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**
Paige Elementary (113)	44	312.52	0	0%	24	54.55%	6

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%**
Paige Elementary (113)	13.64%	10	22.73%	4	9.09%	32	43	0	0	0%

School	mCLASS DIBELS BOY 23-24											
	Letter Sounds NWF-CLS										Decoding NWF-WRC	
	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**	
Paige Elementary (113)	29	67.44%	6	13.95%	8	18.6%	1	2.33%	26		43	

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**		
Paige Elementary (113)	13.35	0	0%	29	67.44%	5	11.63%	7	16.28%	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%**	
Paige Elementary (113)	6.98%	33	43	36.37	0	0%	18	41.86%	9	20.93%	

School	mCLASS DIBELS BOY 23-24												
	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			
Paige Elementary (113)	8	18.6%	9	20.93%	45	44	82.32	0	0%	29			

School	mCLASS DIBELS BOY 23-24										
	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
Paige Elementary (113)	65.91%	6	13.64%	8	18.18%	1	2.27%	38	44	56.66

School	mCLASS DIBELS BOY 23-24									
	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%
Paige Elementary (113)	0	0%	21	47.73%	9	20.45%	9	20.45%	5	11.36%

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	
Paige Elementary (113)	38	44	5.05	44	6.9	0	0%	20	45.45%	5	

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%
Paige Elementary (113)	11.36%	15	34.09%	4	9.09%	40		0	0	0	0%

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%
Paige Elementary (113)	0	0%	0	0%	0	0	0	0%	0	0%

School	mCLASS DIBELS BOY 23-24									
	Spelling				RAN					
	At or Above Benchmark		# Tested	Avg SS	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%
Paige Elementary (113)	0	0%	0	0	0	0%	0	0%	0	0%

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%
Paige Elementary (113)	44	44	8.43	44	3.98	0	0	0%	0	0%

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%	
Paige Elementary (113)	50	308.28	0	0%	26	52%	10	20%	14	28%	

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	
Paige Elementary (113)	0	0%	29	50	0	0	0%	19	38%	12	

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%	
Paige Elementary (113)	24%	19	38%	0	0%	30	50	61.02	0	0%	

HOUSTON ISD

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**
Paige Elementary (113)	26	52%	10	20%	14	28%	0	0%	29	50

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**
Paige Elementary (113)	4.8	50	7.82	0	0%	34	68%	8	16%	7

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
Paige Elementary (113)	14%	1	2%	29	50	9.4	50	3.56

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%
Paige Elementary (113)	25	272.36	0	0%	12	48%

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
Paige Elementary (113)	3	12%	8	32%	2	8%	34	25	14.16	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	
Paige Elementary (113)	0%	6	24%	2	8%	8	32%	9	36%	49	

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%	
Paige Elementary (113)	25	0.6	0	0%	25	100%	0	0%	0	0%	

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**
Paige Elementary (113)	0	0%	17	23	2	23	100%	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%**
Paige Elementary (113)	0%	0	0%	0	0%	63	25	10.24	0	0%

School	mCLASS Lectura BOY 23-24									Sonidos de letras FSL K-Inicio
	Sonidos de letras - FSL									
	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**
Paige Elementary (113)	10	40%	4	16%	4	16%	7	28%	47	24

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%**
Paige Elementary (113)	9	15	62.5%	9	37.5%	30	25	0.92	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**
Paige Elementary (113)	0	0%	19	76%	5	20%	1	4%	64	8

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**
Paige Elementary (113)	1.38	0	0%	0	0%	22	275%	2	25%	1

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%**
Paige Elementary (113)	12.5%	33	25	6	24%	19	76%

Grade 1

School	mCLASS Lectura BOY 23-24		
	Composite		
	# Tested	Avg SS	Not Determined
			#
Houston ISD	**4744**	**358.52**	**0**
Paige Elementary (113)	23	357.26	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**
Paige Elementary (113)	0%	10	43.48%	2	8.7%	7	30.43%	4	17.39%	48

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%**
Paige Elementary (113)	23	28.7	0	0%	9	39.13%	0	0%	11	47.83%

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**
Paige Elementary (113)	3	13.04%	49	23	20.91	0	0%	15	65.22%	6

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%**
Paige Elementary (113)	26.09%	2	8.7%	0	0%	33		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**
Paige Elementary (113)	0	0%	0	0%	0	0%	0	0%	0		23

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**	
Paige Elementary (113)	22.7	0	0%	12	52.17%	1	4.35%	8	34.78%	2	

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**
Paige Elementary (113)	8.7%	48	0	0	0	0%	0	0%	0	23

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**
Paige Elementary (113)	15.87	0	0%	11	47.83%	1	4.35%	7	30.43%	4

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%**
Paige Elementary (113)	17.39%	49	23	10.3	0	0%	9	39.13%	4	17.39%

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**
Paige Elementary (113)	6	26.09%	4	17.39%	49	10	40.2	0	0%	13

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**
Paige Elementary (113)	130%	0	0%	2	20%	8	80%	70	10	94.4

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%**
Paige Elementary (113)	0	0%	13	130%	0	0%	10	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
Paige Elementary (113)	69	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
Paige Elementary (113)	0%	0	0%	0	0	0	0	0	23	7

School	mCLASS Lectura BOY 23-24		
	Risk Indicator Level		
	At Risk	Low Risk	
	%	#	%
Houston ISD	28.14%	3409	71.86%
Paige Elementary (113)	30.43%	16	69.57%

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
Paige Elementary (113)	26	353.5	0	0%	8	30.77%	3

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%
Paige Elementary (113)	11.54%	10	38.46%	5	19.23%	34	20	4	20	100%

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - QQ									Lectura de palabras - FEP
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	
	#	%	#	%	#	%	#	%	#	# Tested
Houston ISD	0	0%	0	0%	0	0%	0	0%	54	1111
Paige Elementary (113)	0	0%	0	0%	0	0%	0	0%	44	26

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**		
Paige Elementary (113)	18.85	0	0%	9	34.62%	3	11.54%	9	34.62%	5		

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%**		
Paige Elementary (113)	19.23%	33	26	34.08	0	0%	8	30.77%	3	11.54%		

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	
Paige Elementary (113)	10	38.46%	5	19.23%	32	26	82.54	0	0%	6	

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	
Paige Elementary (113)	23.08%	4	15.38%	16	61.54%	0	0%	48	26	2.35	

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%
Paige Elementary (113)	0	0%	0	0%	16	61.54%	10	38.46%	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%**
Paige Elementary (113)	57	26	4.54	26	5.92	26	8	30.77%	18	69.23%

Grade 3

School	mCLASS Lectura BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	**646**	**382.94**	**0**	**0%**	**111**	**17.18%**	**57**	**8.82%**	**234**	**36.22%**
Paige Elementary (113)	13	404.77	0	0%	2	15.38%	0	0%	2	15.38%

School	mCLASS Lectura BOY 23-24									
	Composite		Lectura de palabras - FEP							
	Above Benchmark		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	#	%			#	%	#	%	#	%
Houston ISD	**244**	**37.77%**	**646**	**29.36**	**0**	**0%**	**118**	**18.27%**	**65**	**10.06%**
Paige Elementary (113)	9	69.23%	13	37.62	0	0%	2	15.38%	0	0%

School	mCLASS Lectura BOY 23-24									
	Composite		# Tested	Avg SS	Lectura de palabras - FEP					
	Above Benchmark				Not Determined		Well Below Benchmark		Below Benchmark	
	#	%			#	%	#	%	#	%

School	mCLASS Lectura BOY 23-24									
	Lectura de palabras - FEP				Fluidez en la lectura - FLO					
	At Benchmark		Above Benchmark		# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	**260**	**40.25%**	**203**	**31.42%**	**646**	**60.34**	**0**	**0%**	**122**	**18.89%**
Paige Elementary (113)	3	23.08%	8	61.54%	13	72	0	0%	2	15.38%

School	mCLASS Lectura BOY 23-24									
	Fluidez en la lectura - FLO						Precision en la lectura FLO-Prec			
	Below Benchmark		At Benchmark		Above Benchmark		# Tested	Avg SS	Not Determined	
	#	%	#	%	#	%			#	%
Houston ISD	**50**	**7.74%**	**228**	**35.29%**	**246**	**38.08%**	**646**	**91.29**	**0**	**0%**
Paige Elementary (113)	0	0%	2	15.38%	9	69.23%	13	92.62	0	0%

School	mCLASS Lectura BOY 23-24								Comprension basica - CP	
	Precision en la lectura FLO-Prec									
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	**130**	**20.12%**	**107**	**16.56%**	**409**	**63.31%**	**0**	**0%**	**646**	**7.05**
Paige Elementary (113)	2	15.38%	1	7.69%	10	76.92%	0	0%	13	11.88

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%**	**238**	**36.84%**	**408**	**63.16%**	**0**	**0%**
Paige Elementary (113)	0	0%	0	0%	1	7.69%	12	92.31%	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	**59**	**646**	**9.99**	**646**	**6.9**	**646**	**100**	**15.48%**	**546**	**84.52%**
Paige Elementary (113)	79	13	13.31	13	2.85	13	2	15.38%	11	84.62%

Grade 4

School	mCLASS Lectura BOY 23-24										
			Composite								
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	499	375.33	0	0%	132	26.45%	45	9.02%	155	31.06%
Paige Elementary (113)	14	351.86	0	0%	6	42.86%	0	0%	5	35.71%

School	mCLASS Lectura BOY 23-24										
	Composite		Fluidez en la lectura - FLO								
	Above Benchmark		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	#	%			#	%	#	%	#	%
Houston ISD	167	33.47%	499	72.77	0	0%	145	29.06%	34	6.81%
Paige Elementary (113)	3	21.43%	14	57	0	0%	6	42.86%	0	0%

School	mCLASS Lectura BOY 23-24										
	Fluidez en la lectura - FLO				Precision en la lectura FLO-Prec						
	At Benchmark		Above Benchmark		# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	129	25.85%	191	38.28%	499	93.68	0	0%	70	14.03%
Paige Elementary (113)	5	35.71%	3	21.43%	14	76.07	0	0%	4	28.57%

School	mCLASS Lectura BOY 23-24										
	Fluidez en la lectura - FLO				Precision en la lectura FLO-Prec						
	At Benchmark		Above Benchmark		# Tested	Avg SS	Not Determined		Well Below Benchmark		
	#	%	#	%			#	%	#	%	

School	mCLASS Lectura BOY 23-24										
	Precision en la lectura FLO-Prec						Comprension basica - CP				
	Below Benchmark		At Benchmark		Above Benchmark		# Tested	Avg SS	Not Determined		
	#	%	#	%	#	%			#	%	
Houston ISD	**100**	**20.04%**	**329**	**65.93%**	**0**	**0%**	**499**	**5.49**	**0**	**0%**	
Paige Elementary (113)	3	21.43%	7	50%	0	0%	14	3.75	0	0%	

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP								Correct Responses - CP	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	**0**	**0%**	**266**	**53.31%**	**233**	**46.69%**	**0**	**0%**	**499**	**8.66**
Paige Elementary (113)	0	0%	10	71.43%	4	28.57%	0	0%	14	7.86

School	mCLASS Lectura BOY 23-24	
	Incorrect Responses - CP	
	# Tested	Avg RS
Houston ISD	499	6.98
Paige Elementary (113)	14	8.21

Roderick R. Paige Elementary School ⌄   23-24 Year ⌄

Incident Management

| Incident Counts by Behavior | Date Range | Prior School Year ⌄ | 8/22/2022 to 5/31/2023 |

Incident Element Behavior ⌄ ⚙

3	41 - Fighting/Mutual Combat^	1	DF21 - Chronic failure to adhere to directive
1	RT21 - Deroga/Abusive Staff	3	SC21 - Inappropriate physical contact (student)
1	ST21 - Stealing (non-criminal)	5	VP21 - Vaping/Possession of Vaping Device

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)
Paige Elementary	113	2021-2022	Math	156	49%	51%	21%	10%
Paige Elementary	113	2021-2022	Reading	156	53%	47%	25%	12%
Paige Elementary	113	2021-2022	Science	51	63%	37%	12%	4%
Paige Elementary	113	2022-2023	Math	136	68%	32%	12%	1%
Paige Elementary	113	2022-2023	Reading	134	51%	49%	16%	3%
Paige Elementary	113	2022-2023	Science	49	76%	24%	6%	0%

Roderick Paige Elementary School
#WeAreALLinOnePaige!

October 13th PD Day

Agenda

Time	Learning	Presenter/Facilitator	Location
7:45 - 8:15	Ice Breaker/Core Values	Johnson	Library
8:15 - 9:15	Revisiting Staff Handbook ● Staff Attendance Expectations ● Communication ● Duties	Alcaraz	Library
9:15 - 9:30	Break		
9:30 - 11:00	IAT/504	Davis	Library
11:00 - 12:00	Designated Supports	Alcaraz Tyler	Library
12:00 - 12:55	Lunch on your own		
1:00 - 2:30	● MAP Reports (VIRT 1509193); Kinder – 5th Teachers, Teacher Apprentices, Science Teachers ● Sped Teachers, including SLL, SLC-Alt Teachers & TAs - HELC ● PK Best Practices to Develop Language (VIRT 1509183); PK Teachers & TAs		
2:35 - 4:05	● Intro to Workstations (VIRT 1509181); PK teachers and & TAs ● Sped Teachers, including SLL, SLC-Alt Teachers & TAs - HELC ● Lesson Internalization; Kinder – 2nd Teachers & Teacher Apprentices ● PLC Protocol Revisited and Lesson Internalization: 3rd – 5th Grades Teacher & Teacher Apprentices, Science Teachers	Johnson Alcaraz	C150 B123

Roderick Paige Elementary

Home of the Majestic Eagles!

Marilou J. Alcaraz
Principal
malcaraz@houstonisd.org

SDMC MEETING ATTENDANCE
SEPTEMBER 26, 2023

Name	Position
Elena Osegueda	Teacher Apprentice
Ariadna Colón	NES Counselor
TAnyn Fontaine Clark	WrapAround Resource Specialist
Sharon Pe Benito	Parent
Carolyn Bass Fairley	Nurse
Michael Tyler	SPED Chair
CORAZON FLORES	AOT Teacher
Kenneth Williams	Community - SDMC
Carlton D. Barlow	Parent
Tonya Gullen	Principal Apprentice
Nikia Johnson	Assistant Principal
Marilou Alcaraz	Principal

WHAT WE DO

We are the Paige Eagles! We are tenacious and strong!

We educate our students and are preparing them to be world-class citizens and prepared for the Year 2035.

Paige SDMC Members:

Marilu Alcaraz, Principal

Carlton Barlow, Parent

Ashley Jackson, Parent

Ken Williams, Community Member

Michael Tyler, Teacher

Corazon Florez, Teacher

Elena Osegueda, Instructional Staff

Tanya Fontaine Clark, Wrap-Around

Ariadna Colon, Counselor

Nikia Johnson, Assistant Principal

Sharon PeBenito, Assistant Principal

Carolyn Bass-Bailey, Nurse

PAIGE ES

INSTRUCTIONAL COMMITMENTS

We believe:
1. All students can learn and reach their potential.
2. Effective teachers make the most difference in student academic performance.
3. For every child to succeed, we must hold students and ourselves to high expectations.
4. We value parent engagement and community support.
5. We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.
6. We value equity and commit to reducing inequities inherent in the education system.

PRINCIPAL ALCARAZ

📞 713-696-2855

✉ malcaraz@houstonisd.org

🌐 https://www.houstonisd.org/Domain/11227

🏠 7501 Curry Rd. Houston, TX 77093

THANK YOU FOR JOINING US!

Your dedication to our school is what makes a successful partnership!

PAIGE

RODERICK PAIGE ELEMENTARY SCHOOL

PAIGE

ES

SDMC

GO EAGLES!

Roderick Paige Elementary

Home of the Majestic Eagles!

Marilou J. Alcaraz
Principal
malcaraz@houstonisd.org

SDMC MEETING AGENDA
SEPTEMBER 26, 2023

- Welcome/Introduction of Members

- Principal Evaluation System

- Upcoming Calendar Events

    - Paige Open House (Grades PK-2)   October 3, 2023 (5:00-6:30 PM)
    - Paige Open House (Grades 3-5)   October 4, 2023 (5:00-6:30 PM)
    - Fall Holiday – NO SCHOOL   September 25, 2023
    - Staff PD Day – NO SCHOOL   October 13. 2023

- Action Plan 2023-2024

- Staffing

- Budget/Enrollment

- Questions, Comments, Suggestions
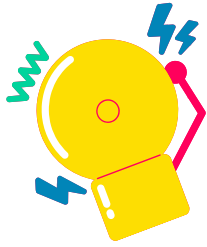
RODERICK PAIGE ELEMENTARY

COME CELEBRATE GRANPARENT'S DAY

TUESDAY | SEPTEMBER 12, 2023

GRANDPARENT'S ARE INVITED TO JOIN US FOR A SPECIAL LUNCH IN THEIR HONOR. *ID REQUIRED. ONLY 2 GRANDPARENTS PER STUDENT. NO SIBLINGS ALLOWED.*

COST: $5.00

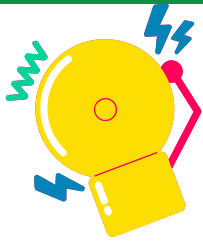TICKETS MUST BE PURCHASED IN ADVANCE.

TICKETS WILL NOT BE SOLD THE DAY OF.

NO TICKET = NO ENTRY.

OPTIONAL: PHOTOS $5 CASH ONLY PAID DURING LUNCHEON

STUDENT LUNCH SCHEDULE ON NEXT PAGE

VENGA A CELEBRAR EL DÍA DE LOS ABUELOS

MARTES | 12 DE SEPTIEMBRE DEL 2023

INVITAMOS A LOS ABUELOS A ACOMPAÑARNOS EN UN ALMUERZO ESPECIAL QUE SE OFRECERA EN SU HONOR.

IDENTIFICACIÓN REQUERIDA. SOLO 2 ABUELOS POR ESTUDIANTE. NO SE PERMITEN HERMANOS.

COSTO: $5.00

BOLETOS DEBEN SER COMPRADOS POR ADELANTADO.

BOLETOS NO SERAN VENDIDOS EL DIA DEL ALMUERZO.

NO BOLETO=NO ENTRADA.

OPCIONAL: FOTOS $5 SOLO EN EFECTIVO PAGADO DURANTE EL ALMUERZO

HORARIO DE ALMUERZO PARA ESTUDIANTES EN LA PÁGINA SIGUIENTE

LUNCH SCHEDULE

Teacher	Grade	Time
Wheeler	1	10:00 – 10:30
Gamit	1	10:00 – 10:30
Salinas	1	10:00 – 10:30
Samien	K	10:30 – 11:00
Pormento	K	10:30 – 11:00
Arzate	K	10:30 – 11:00
Keys	SLC	10:45 – 11:15
Boyce	SLL	10:45 – 11:15
Giles	PK	11:00 – 11:30
George	PK	11:00 – 11:30
Rivas	PK	11:00 – 11:30
Alvarez	4	11:00 – 11:30
Hendrix	4	11:00 – 11:30
Lobo	4	11:00 – 11:30
Bermudez	4	11:00 – 11:30
Jenkins	5	11:30 – 12:00
Ribas	5	11:30 – 12:00
Chapman	5	11:30 – 12:00
Trevino	3	12:00 – 12:30
Cooper	3	12:00 – 12:30
Clark	3	12:00 – 12:30
Hutton	3	12:00 – 12:30
Ramirez	2	12:30 – 1:00
Jasso	2	12:30 – 1:00
Harris	2	12:30 – 1:00
Foster	2	12:30 – 1:00

HORARIO DE ALMUERZO

Maestro/a	Grado	Horario
Wheeler	1	10:00 – 10:30
Gamit	1	10:00 – 10:30
Salinas	1	10:00 – 10:30
Samien	K	10:30 – 11:00
Pormento	K	10:30 – 11:00
Arzate	K	10:30 – 11:00
Keys	SLC	10:45 – 11:15
Boyce	SLL	10:45 – 11:15
Giles	PK	11:00 – 11:30
George	PK	11:00 – 11:30
Rivas	PK	11:00 – 11:30
Alvarez	4	11:00 – 11:30
Hendrix	4	11:00 – 11:30
Lobo	4	11:00 – 11:30
Bermudez	4	11:00 – 11:30
Jenkins	5	11:30 – 12:00
Ribas	5	11:30 – 12:00
Chapman	5	11:30 – 12:00
Trevino	3	12:00 – 12:30
Cooper	3	12:00 – 12:30
Clark	3	12:00 – 12:30
Hutton	3	12:00 – 12:30
Ramirez	2	12:30 – 1:00
Jasso	2	12:30 – 1:00
Harris	2	12:30 – 1:00
Foster	2	12:30 – 1:00

Celebrate
HISPANIC
HERITAGE MONTH
WITH PAIGE ELEMENTARY

NATIONAL HISPANIC HERITAGE MONTH

MONDAY 10/3

Wear the colors of a Latin American Flag

TUESDAY 10/4

Dress as your Hispanic Role Model or wear a shirt honoring a Hispanic Heritage Month

WEDNESDAY 10/5

Wear a Jersey to show appreciation to Hispanic teams or player

THURSDAY 10/6

Wear Cowboy attire to celebrate Vaqueros

FRIDAY 10/7

Wear bright colors to highlight Hispanic Culture

Celebra el
MES DE LA HERENCIA
HISPANA
CON LA PRIMARIA PAIGE

LUNES 10/3

Usa los colores de una bandera latinoamericana.

MARTES 10/4

Vístete como un modelo hispano a seguir o usa una camisa en honor a el mes de herencia hispana

MIÉRCOLES 10/5

Usa una camiseta para mostrar agradecimiento a los equipos o jugadores hispanos.
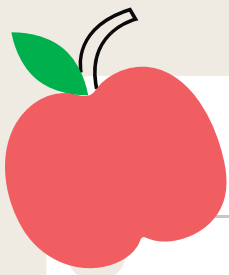
JUEVES 10/6

Usa atuendo vaquero para celebrar a los Vaqueros

VIERNES 10/7

Use colores brillantes para resaltar la cultura hispana

Roderick Paige Elementary

MEET THE TEACHER

Please Join Us!

Drop off school supplies

Wednesday, August 23, 2023

5:30 PM - 7:00 PM

¡Por favor únete a nosotros!

Traiga útiles escolares

Primaria Roderick Paige

¡CONOZCA A LOS MAESTROS!

miércoles, 23 de agosto del 2023

5:30 PM - 7:00 PM

Roderick Paige Elementary

MEET THE TEACHER

Please Join Us!

Drop off school supplies

Wednesday, August 23, 2023

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¡Por favor únete a nosotros!

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¡CONOZCA A LOS MAESTROS!

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5:30 PM - 7:00 PM

TRUE NORTH
WHEN YOU KNOW — YOU KNOW —
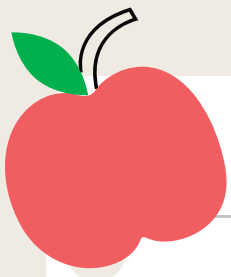
Campus Needs Analysis Agenda
Paige Elementary School
October 25, 2023
4:30 p.m. - 5:15 p.m.

I. Introduction	5 minutes

II. Campus SWOT Analysis	35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions	10 minutes

IV. Notes Section	

TRUE NORTH
WHEN YOU KNOW
YOU KNOW

Campus Needs Analysis Agenda
Paige Elementary School
October 26, 2023
9:00 a.m - 9:45 p.m.

I. Introduction	5 minutes

II. Campus SWOT Analysis	35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions	10 minutes

IV. Notes Section	

TRUE NORTH
WHEN YOU KNOW YOU KNOW

Campus Needs Analysis Minutes
Paige Elementary School
October 26, 2023
9:00 a. m. - 9:45 a.m.

I. Introduction	5 minutes

Members introduced themselves. Members present were Sharon PeBenito (Parent), Michael Tyler (SpEd Chair), Ariadna Colon (Counselor), Kenneth Williams (Community Member), Corazon Flores (Teacher), Elena Osegueda(Teacher Apprentice), and Marilou Alcaraz (Principal). Principal Alcaraz presented the agenda and the objectives of the meeting.

II. Campus SWOT Analysis	35 minutes

Strengths
  A. Instructional
    ● More structured lesson framework
    ● Teacher-student engagement
    ● Higher expectations
    ● Teachers teaching with fidelity
    ● More rigorous curriculum
  B. Culture and Climate
    ● Less discipline referrals
    ● Higher attendance rate compared to last year
    ● Accountability
    ● Everyone is flexible
    ● Family-like culture
    ● DYADS
Weaknesses
  A. Previous year's observations/assumptions
    ● STAAR performance data show negative results in all content areas
    ● Insufficient quality instruction
    ● Unclear set of processes to hold all team members accountable
    ● No consistent schoolwide systems in place to implement intervention programs
    ● Low parental involvement
    ● SEL
  B. Current year
    ● Most teachers in PreK-1st are first year teachers

Opportunities
  A. Community and family engagement
  B. Re-establish PTO
  C. Businesses around the area
  D. Community centers
  E. Public libraries

Threats
  A. Mobility/Transient families
  B. Surrounding charter schools (enrollment)
  C. Low-income area
  D. High-crime area

III.	**Questions**	**5 minutes**

Members asked what possible after-school programs can be added. Principal Alcaraz said that she talked with staff members. Possible additions are Ballet Folklorico and Sports.

IV.	**Minutes Section**

Reading of the minutes.

Roderick Paige Elementary

Home of the Majestic Eagles!

Marilou J. Alcaraz
Principal
malcaraz@houstonisd.org

SDMC MEETING ATTENDANCE
OCTOBER 25, 2023

Name	Position
SHARON PE BENITA	Parent / Assistant Principal
Michael Tyler	SPED Chair
Ariadna Colón	School Counselor
Kenneth Williams	Community - SDMC
CORA FLORES	Gen. Ed Teacher
Elena Osegueda	Teacher Apprentice
Marilou Alcaraz	Principal

Roderick Paige Elementary

Home of the Majestic Eagles!

Marilou J. Alcaraz
Principal
malcaraz@houstonisd.org

SDMC MEETING ATTENDANCE
OCTOBER 26, 2023

Name	Position
Tanya F. Clark	Wraparound Services
CARLTON BARLOW	Parent
Marilou Alcaraz	Principal