Ector County Independent School District

Burleson Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Burleson Elementary will provide quality instruction in a nurturing, fun learning environment in order that all students can reach their full potential and meet or exceed state standards.

Vision

Burleson Elementary will be a successful learning environment where students will enjoy learning while we work toward excellence in student achievement. Our students will learn to be lifelong learners, appreciate diversity, and respect themselves and others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Economically Disadantaged:

08 Economically Disadvantaged Percent

CMP	GR	TOT	ECO DIS		ECO DIS ELL		ECO DIS MVG		ECO DIS SPED		ECO DIS DYS		ECO DIS GT		ECO DIS ASIAN			ECO DIS BLACK			ECO DIS HISPANIC		
			TOT	% CMP	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	% CMP	TOT	% ECO	% CMP	TOT	% ECO	% CMP
103-BURLESON ELEM SCHOOL	KG	74	60	81.08%	16	26.67%	4	6.67%	10	16.67%	0	%	0	%	1	1.67%	1.35%	1	1.67%	1.35%	52	86.67%	70.27%
	01	93	70	75.27%	10	14.29%	4	5.71%	17	24.29%	0	%	0	%	2	2.86%	2.15%	0	%	0.00%	57	81.43%	61.29%
	02	92	78	84.78%	20	25.64%	5	6.41%	20	25.64%	0	%	2	2.56%	1	1.28%	1.09%	4	5.13%	4.35%	64	82.05%	69.57%
	03	86	72	83.72%	13	18.06%	5	6.94%	28	38.89%	5	6.94%	2	2.78%	2	2.78%	2.33%	3	4.17%	3.49%	58	80.56%	67.44%
	04	75	67	89.33%	20	29.85%	4	5.97%	10	14.93%	4	5.97%	4	5.97%	2	2.99%	2.67%	2	2.99%	2.67%	56	83.58%	74.67%
	05	61	51	83.61%	12	23.53%	3	5.88%	11	21.57%	4	7.84%	2	3.92%	1	1.96%	1.64%	0	%	0.00%	45	88.24%	73.77%
	TOT CMP:	481	398	82.74%	91	22.86%	25	6.28%	96	24.12%	13	3.27%	10	2.51%	9	2.26%	1.87%	10	2.51%	2.08%	332	83.42%	69.02%
	TOT RPT:	481	398	82.74%	91	22.86%	25	6.28%	96	24.12%	13	3.27%	10	3.27%	9	2.26%	1.87%	10	2.51%	2.08%	332	83.42%	69.02%

At Risk:

02 At Risk (AR) Percent

CMP	GR	TOT	AT-RISK		AR ELL		AR ECO DIS		AR SPED		AR DYS		AR GT		AR ASIAN			AR BLACK			AR HISPANIC		
			TOT	% CMP	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	% CMP	TOT	% AR	% CMP	TOT	% AR	% CMP
103-BURLESON ELEM SCHOOL	KG	74	21	28.38%	19	90.48%	18	85.71%	2	9.52%	0	0.00%	0	0.00%	1	4.76%	1.35%	0	0.00%	0.00%	20	95.24%	27.03%
	01	93	20	21.51%	13	65.00%	16	80.00%	2	10.00%	0	0.00%	0	0.00%	1	5.00%	1.08%	0	0.00%	0.00%	19	95.00%	20.43%

GR	TOT STU																						
01	93	20	21.51%	13	65.00%	16	80.00%	2	10.00%	0	0.00%	0	0.00%	1	5.00%	1.08%	0	0.00%	0.00%	19	95.00%	20.43%
02	92	27	29.35%	21	77.78%	25	92.59%	6	22.22%	0	0.00%	1	3.70%	0	0.00%	0.00%	0	0.00%	0.00%	25	92.59%	27.17%
03	86	24	27.91%	18	75.00%	18	75.00%	5	20.83%	3	12.50%	2	8.33%	1	4.17%	1.16%	1	4.17%	1.16%	21	87.50%	24.42%
04	75	26	34.67%	20	76.92%	25	96.15%	3	11.54%	1	3.85%	3	11.54%	1	3.85%	1.33%	1	3.85%	1.33%	22	84.62%	29.33%
05	61	39	63.93%	13	33.33%	36	92.31%	8	20.51%	3	7.69%	0	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	35	89.74%	57.38%
TOT CMP:	481	157	32.64%	104	66.24%	138	87.90%	26	16.56%	7	4.46%	6	3.82%	4	2.55%	0.83%	2	1.27%	0.42%	142	90.45%	29.52%
TOT RPT:	481	157	32.64%	104	66.24%	138	87.90%	26	16.56%	7	4.46%	6	4.46%	4	2.55%	0.83%	2	1.27%	0.42%	142	90.45%	29.52%

Sp Ed Population:

35b SPED Special Populations

CMP	GR	TOT STU	SPED		SPED ECO DIS		SPED LEP	
			TOT	% CMP	TOT	% SPED	TOT	% SPED
103-BURLESON ELEM SCHOOL	KG	74	12	16.22%	10	83.33%	2	16.67%
	01	93	20	21.51%	17	85%	1	5%
	02	92	20	21.74%	20	100%	5	25%
	03	86	30	34.88%	28	93.33%	3	10%
	04	75	13	17.33%	10	76.92%	0	%
	05	61	13	21.31%	11	84.62%	2	15.38%
	TOT CMP:	481	108	22.45%	96	88.89%	13	12.04%
	TOT RPT:	481	108	22.45%	96	88.89%	13	12.04%

Gender:

43 Campus Gender Ethnicity Percent

CAMPUS	TOT STU	F	M	ASIAN	BLACK	HISPANIC	MULTI RACIAL	PACIFIC ISLANDER	WHITE

103-BURLESON ELEM SCHOOL	481	229	47.61%	252	52.39%	9	1.87%	15	3.12%	397	82.54%	11	2.29%	5	1.04%	44	9.15%
TOT RPT:	**481**	**229**	47.61%	**252**	52.39%	**9**	1.87%	**15**	3.12%	**397**	82.54%	**11**	2.29%	**5**	1.04%	**44**	9.15%

Economically Disadvantaged by Ethnicity:

11 - Economically Disadvantaged Ethnicity Tally

CAMPUS ID	GR	AMER IND	ASIAN	BLACK	HISP	MULTI	PAC ISL	WHITE	TOTAL
103	KG	0	1	1	52	2	0	4	60
	01	0	2	0	57	1	0	10	70
	02	0	1	4	64	1	0	8	78
	03	0	2	3	58	2	3	4	72
	04	0	2	2	56	0	1	6	67
	05	0	1	0	45	2	0	3	51
		0	*9*	*10*	*332*	*8*	*4*	*35*	*398*
		0	*9*	*10*	*332*	*8*	*4*	*35*	*398*

Problem Statements Identifying Demographics Needs

Problem Statement 1: 30% of Burleson Teachers have less than 5 years of teaching experience. **Root Cause:** Lack of structure for what needs to happen to support inexperienced teachers, PLC process and ongoing support.

Student Learning

Student Learning Summary

Historical STAAR data:

3	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance	64.0	48.0	53.0
				% Masters Grade Level Performance	8.0	2.0	5.0
				% Meets Grade Level Performance	28.0	17.0	21.0
		Economic Status	Econ Disadv	% Approaches Grade Level Performance	57.0	51.0	50.0
				% Masters Grade Level Performance	9.0	2.0	4.0
				% Meets Grade Level Performance	30.0	19.0	18.0
			Not Econ Disadv	% Approaches Grade Level Performance	83.0	36.0	58.0
				% Masters Grade Level Performance	6.0	0.0	6.0
				% Meets Grade Level Performance	22.0	9.0	26.0
		ELL/LEP	LEP	% Approaches Grade Level Performance	90.0	58.0	73.0
				% Masters Grade Level Performance	0.0	0.0	13.0
				% Meets Grade Level Performance	30.0	33.0	33.0
			Other Non-LEP	% Approaches Grade Level Performance	60.0	46.0	48.0
				% Masters Grade Level Performance	10.0	2.0	3.0
				% Meets Grade Level Performance	27.0	13.0	18.0
		Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	64.0	49.0	51.0
				% Masters Grade Level Performance	9.0	2.0	6.0
				% Meets Grade Level Performance	24.0	18.0	19.0
			White	% Approaches Grade Level Performance	71.0	33.0	50.0
				% Masters Grade Level Performance	7.0	0.0	0.0
				% Meets Grade Level Performance	43.0	17.0	10.0
		Special Education	Not Special Ed	% Approaches Grade Level Performance	68.0	52.0	56.0
				% Masters Grade Level Performance	9.0	2.0	4.0
				% Meets Grade Level Performance	30.0	19.0	19.0
			Special Education	% Approaches Grade Level Performance	17.0	17.0	33.0
				% Masters Grade Level Performance	0.0	0.0	11.0
				% Meets Grade Level Performance	0.0	0.0	33.0
	Reading (E)	All Students	All Students	% Approaches Grade Level Performance	57.0	46.0	58.0
				% Masters Grade Level Performance	17.0	5.0	11.0
				% Meets Grade Level Performance	25.0	16.0	16.0
		Economic Status	Econ Disadv	% Approaches Grade Level Performance	48.0	47.0	52.0
				% Masters Grade Level Performance	17.0	6.0	10.0
				% Meets Grade Level Performance	23.0	17.0	16.0

				2017	2018	2019
		Not Econ Disadv	% Approaches Grade Level Performance	82.0	40.0	68.0
			% Masters Grade Level Performance	18.0	0.0	13.0
			% Meets Grade Level Performance	29.0	10.0	16.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	50.0	55.0	80.0
			% Masters Grade Level Performance	17.0	9.0	13.0
			% Meets Grade Level Performance	17.0	9.0	27.0
		Other Non-LEP	% Approaches Grade Level Performance	57.0	43.0	53.0
			% Masters Grade Level Performance	17.0	4.0	11.0
			% Meets Grade Level Performance	25.0	17.0	14.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	57.0	48.0	52.0
			% Masters Grade Level Performance	17.0	4.0	10.0
			% Meets Grade Level Performance	26.0	15.0	13.0
		White	% Approaches Grade Level Performance	62.0	17.0	80.0
			% Masters Grade Level Performance	23.0	17.0	10.0
			% Meets Grade Level Performance	23.0	17.0	20.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	60.0	49.0	61.0
			% Masters Grade Level Performance	19.0	6.0	11.0
			% Meets Grade Level Performance	27.0	18.0	17.0
		Special Education	% Approaches Grade Level Performance	17.0	17.0	33.0
			% Masters Grade Level Performance	0.0	0.0	11.0
			% Meets Grade Level Performance	0.0	0.0	11.0

					2017	2018	2019
4	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance	64.0	69.0	48.0
				% Masters Grade Level Performance	11.0	8.0	14.0
				% Meets Grade Level Performance	32.0	31.0	23.0

STAAR Detail Results Grid By School
ECTOR COUNTY ISD
Source: TEA STAAR Data

					2017	2018	2019
4	Mathematics (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	60.0	65.0	43.0
				% Masters Grade Level Performance	7.0	11.0	13.0

			% Meets Grade Level Performance	29.0	30.0	25.0
	Not Econ Disadv		% Approaches Grade Level Performance	79.0	76.0	58.0
			% Masters Grade Level Performance	21.0	3.0	17.0
			% Meets Grade Level Performance	43.0	31.0	17.0
ELL/LEP	LEP		% Approaches Grade Level Performance	89.0	83.0	74.0
			% Masters Grade Level Performance	22.0	0.0	16.0
			% Meets Grade Level Performance	67.0	33.0	42.0
	Other Non-LEP		% Approaches Grade Level Performance	60.0	67.0	40.0
			% Masters Grade Level Performance	9.0	10.0	14.0
			% Meets Grade Level Performance	26.0	30.0	17.0
Race/Ethnicity	Hispanic		% Approaches Grade Level Performance	63.0	67.0	49.0
			% Masters Grade Level Performance	12.0	9.0	13.0
			% Meets Grade Level Performance	29.0	28.0	23.0
	African American		% Approaches Grade Level Performance		67.0	
			% Masters Grade Level Performance		0.0	
			% Meets Grade Level Performance		50.0	
	White		% Approaches Grade Level Performance	64.0	82.0	63.0
			% Masters Grade Level Performance	9.0	9.0	38.0
			% Meets Grade Level Performance	45.0	36.0	38.0
Special Education	Not Special Ed		% Approaches Grade Level Performance	67.0	73.0	53.0
			% Masters Grade Level Performance	12.0	7.0	16.0
			% Meets Grade Level Performance	35.0	33.0	25.0
	Special Education		% Approaches Grade Level Performance		38.0	0.0
			% Masters Grade Level Performance		13.0	0.0
			% Meets Grade Level Performance		13.0	0.0

Reading (E)	All Students	All Students	% Approaches Grade Level Performance	56.0	61.0	44.0
			% Masters Grade Level Performance	7.0	7.0	10.0
			% Meets Grade Level Performance	22.0	25.0	23.0
	Economic Status	Econ Disadv	% Approaches Grade Level Performance	54.0	55.0	42.0
			% Masters Grade Level Performance	5.0	7.0	12.0
			% Meets Grade Level Performance	20.0	26.0	25.0
		Not Econ Disadv	% Approaches Grade Level Performance	62.0	69.0	48.0
			% Masters Grade Level Performance	15.0	7.0	5.0
			% Meets Grade Level Performance	31.0	24.0	14.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	75.0	75.0	60.0
			% Masters Grade Level Performance	0.0	13.0	0.0
			% Meets Grade Level Performance	13.0	38.0	33.0
		Other Non-LEP	% Approaches Grade Level Performance	52.0	59.0	40.0
			% Masters Grade Level Performance	9.0	6.0	12.0

				2017	2018	2019
			% Masters Grade Level Performance			
			% Meets Grade Level Performance	24.0	24.0	20.0
Race/Ethnicity	Hispanic		% Approaches Grade Level Performance	46.0	59.0	45.0
			% Masters Grade Level Performance	8.0	6.0	9.0
			% Meets Grade Level Performance	21.0	26.0	23.0
	African American		% Approaches Grade Level Performance		50.0	
			% Masters Grade Level Performance		0.0	
			% Meets Grade Level Performance		0.0	
	White		% Approaches Grade Level Performance	82.0	70.0	63.0
			% Masters Grade Level Performance	0.0	20.0	25.0
			% Meets Grade Level Performance	27.0	40.0	38.0
Special Education	Not Special Ed		% Approaches Grade Level Performance	59.0	67.0	49.0
			% Masters Grade Level Performance	8.0	8.0	11.0
			% Meets Grade Level Performance	24.0	27.0	25.0
	Special Education		% Approaches Grade Level Performance		13.0	0.0
			% Masters Grade Level Performance		0.0	0.0
			% Meets Grade Level Performance		13.0	0.0
Writing (E)	All Students	All Students	% Approaches Grade Level Performance	60.0	46.0	45.0
			% Masters Grade Level Performance	11.0	0.0	4.0
			% Meets Grade Level Performance	22.0	17.0	18.0

STAAR Detail Results Grid By School
ECTOR COUNTY ISD
Source: TEA STAAR Data

				2017	2018	2019
Writing (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	56.0	46.0	46.0
			% Masters Grade Level Performance	10.0	0.0	5.0
			% Meets Grade Level Performance	22.0	12.0	21.0
		Not Econ Disadv	% Approaches Grade Level Performance	71.0	45.0	41.0
			% Masters Grade Level Performance	14.0	0.0	0.0
			% Meets Grade Level Performance	21.0	24.0	9.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	57.0	57.0	62.0

				% Masters Grade Level Performance	14.0	0.0	0.0
				% Meets Grade Level Performance	29.0	0.0	15.0
			Other Non-LEP	% Approaches Grade Level Performance	60.0	44.0	42.0
				% Masters Grade Level Performance	10.0	0.0	5.0
				% Meets Grade Level Performance	21.0	19.0	18.0
		Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	58.0	45.0	48.0
				% Masters Grade Level Performance	15.0	0.0	3.0
				% Meets Grade Level Performance	20.0	15.0	19.0
			African American	% Approaches Grade Level Performance		17.0	
				% Masters Grade Level Performance		0.0	
				% Meets Grade Level Performance		17.0	
			White	% Approaches Grade Level Performance	73.0	70.0	63.0
				% Masters Grade Level Performance	0.0	0.0	13.0
				% Meets Grade Level Performance	36.0	30.0	25.0
		Special Education	Not Special Ed	% Approaches Grade Level Performance	63.0	50.0	51.0
				% Masters Grade Level Performance	12.0	0.0	4.0
				% Meets Grade Level Performance	23.0	18.0	20.0
			Special Education	% Approaches Grade Level Performance		13.0	0.0
				% Masters Grade Level Performance		0.0	0.0
				% Meets Grade Level Performance		13.0	0.0
5	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance		50.0	58.0	59.0
				% Masters Grade Level Performance		9.0	8.0	16.0
				% Meets Grade Level Performance		14.0	21.0	31.0
		Economic Status	Econ Disadv	% Approaches Grade Level Performance		46.0	58.0	60.0
				% Masters Grade Level Performance		6.0	7.0	14.0
				% Meets Grade Level Performance		7.0	19.0	30.0
			Not Econ Disadv	% Approaches Grade Level Performance		60.0	56.0	59.0
				% Masters Grade Level Performance		20.0	13.0	21.0
				% Meets Grade Level Performance		30.0	25.0	34.0
		ELL/LEP	LEP	% Approaches Grade Level Performance		83.0	91.0	87.0
				% Masters Grade Level Performance		8.0	18.0	40.0
				% Meets Grade Level Performance		25.0	45.0	67.0
			Other Non-LEP	% Approaches Grade Level Performance		42.0	50.0	54.0
				% Masters Grade Level Performance		7.0	7.0	11.0
				% Meets Grade Level Performance		8.0	13.0	24.0
		Race/Ethnicity	Hispanic	% Approaches Grade Level Performance		50.0	61.0	59.0
				% Masters Grade Level Performance		11.0	8.0	17.0
				% Meets Grade Level Performance		16.0	21.0	33.0
			African American	% Approaches Grade Level Performance				50.0

			% Masters Grade Level Performance			0.0
			% Meets Grade Level Performance			33.0
	White		% Approaches Grade Level Performance	71.0	50.0	67.0
			% Masters Grade Level Performance	0.0	13.0	11.0
			% Meets Grade Level Performance	0.0	25.0	11.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	51.0	61.0	60.0
			% Masters Grade Level Performance	10.0	9.0	17.0
			% Meets Grade Level Performance	13.0	22.0	34.0
		Special Education	% Approaches Grade Level Performance	40.0	17.0	56.0
			% Masters Grade Level Performance	0.0	0.0	11.0
			% Meets Grade Level Performance	20.0	0.0	11.0
Reading (E)	All Students	All Students	% Approaches Grade Level Performance	29.0	46.0	55.0
			% Masters Grade Level Performance	1.0	8.0	12.0
			% Meets Grade Level Performance	8.0	24.0	34.0

STAAR Detail Results Grid By School
ECTOR COUNTY ISD
Source: TEA STAAR Data

				2017	2018	2019
Reading (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	25.0	44.0	59.0
			% Masters Grade Level Performance	0.0	5.0	11.0
			% Meets Grade Level Performance	5.0	22.0	36.0
		Not Econ Disadv	% Approaches Grade Level Performance	40.0	53.0	48.0
			% Masters Grade Level Performance	5.0	18.0	14.0
			% Meets Grade Level Performance	15.0	29.0	31.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	8.0	40.0	79.0
			% Masters Grade Level Performance	0.0	0.0	14.0
			% Meets Grade Level Performance	0.0	10.0	50.0
		Other Non-LEP	% Approaches Grade Level Performance	31.0	45.0	51.0
			% Masters Grade Level Performance	2.0	10.0	11.0
			% Meets Grade Level Performance	8.0	23.0	31.0

Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	32.0	48.0	59.0
		% Masters Grade Level Performance	2.0	8.0	11.0
		% Meets Grade Level Performance	9.0	23.0	32.0
	African American	% Approaches Grade Level Performance			33.0
		% Masters Grade Level Performance			0.0
		% Meets Grade Level Performance			17.0
	White	% Approaches Grade Level Performance	14.0	38.0	44.0
		% Masters Grade Level Performance	0.0	0.0	11.0
		% Meets Grade Level Performance	0.0	25.0	44.0
Special Education	Not Special Ed	% Approaches Grade Level Performance	30.0	51.0	59.0
		% Masters Grade Level Performance	1.0	9.0	11.0
		% Meets Grade Level Performance	9.0	26.0	36.0
	Special Education	% Approaches Grade Level Performance	17.0	0.0	22.0
		% Masters Grade Level Performance	0.0	0.0	22.0
		% Meets Grade Level Performance	0.0	0.0	22.0

Science (E)	All Students	All Students	% Approaches Grade Level Performance	40.0	40.0	44.0
			% Masters Grade Level Performance	4.0	3.0	7.0
			% Meets Grade Level Performance	13.0	10.0	21.0
	Economic Status	Econ Disadv	% Approaches Grade Level Performance	40.0	41.0	41.0
			% Masters Grade Level Performance	3.0	4.0	7.0
			% Meets Grade Level Performance	12.0	11.0	15.0
		Not Econ Disadv	% Approaches Grade Level Performance	41.0	35.0	50.0
			% Masters Grade Level Performance	6.0	0.0	7.0
			% Meets Grade Level Performance	18.0	6.0	32.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	33.0	64.0	73.0
			% Masters Grade Level Performance	0.0	0.0	20.0
			% Meets Grade Level Performance	0.0	18.0	40.0
		Other Non-LEP	% Approaches Grade Level Performance	39.0	33.0	37.0
			% Masters Grade Level Performance	2.0	3.0	4.0
			% Meets Grade Level Performance	13.0	8.0	16.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	43.0	40.0	45.0
			% Masters Grade Level Performance	5.0	3.0	7.0
			% Meets Grade Level Performance	15.0	12.0	22.0
		African American	% Approaches Grade Level Performance			33.0
			% Masters Grade Level Performance			0.0
			% Meets Grade Level Performance			0.0
		White	% Approaches Grade Level Performance	29.0	33.0	33.0
			% Masters Grade Level Performance	0.0	0.0	22.0
			% Meets Grade Level Performance	0.0	0.0	33.0

Special Education	Not Special Ed	% Approaches Grade Level Performance	41.0	42.0	46.0
		% Masters Grade Level Performance	4.0	3.0	8.0
		% Meets Grade Level Performance	13.0	10.0	22.0
	Special Education	% Approaches Grade Level Performance	20.0	17.0	25.0
		% Masters Grade Level Performance	0.0	0.0	0.0
		% Meets Grade Level Performance	20.0	0.0	13.0

Burleson Retention Rate:

89	0.00%	0	86	0.00%	0	68	0.00%
94	2.13%	6	100	6.00%	1	90	1.11%
96	7.29%	2	104	1.92%	1	90	1.11%
88	0.00%	0	82	0.00%	0	85	0.00%
91	0.00%	0	81	0.00%	0	78	0.00%
85	0.00%	4	88	4.55%	0	62	0.00%
543	1.66%	12	541	2.22%	2	473	0.42%

Burleson Map Data:

Growth: Math 2-5 TX 2012
TX Essential Knowledge and Skills Math: 2012

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and M Transaction
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean
Spring 2020-2021	03	18	191.4	13.8	191	193.4	14.2	190.9	15.0	190.3	13.2	190.6
Winter 2020-2021	03	18	189.2	13.1	191	185.4	15.0	193.3	15.7	187.9	14.8	188.7
Fall 2020-2021	03	18	180.9	10.6	180	181.7	12.1	179.3	12.8	180.4	11.8	182.7
Spring 2020-2021	4	20	203.9	16.0	204	201.6	18.9	205.4	17.4	203.2	16.2	205.3
Winter 2020-2021	4	20	198.0	15.7	199	198.9	17.5	201.3	16.7	192.9	17.5	199.7
Fall 2020-2021	4	22	193.0	17.5	194	191.0	20.7	194.0	18.4	191.4	18.7	195.0
Spring 2020-2021	5	12	206.1	16.3	211	208.3	18.2	208.8	15.5	203.9	17.4	203.4
Winter 2020-2021	5	12	202.3	14.1	206	202.4	17.8	207.6	15.6	197.6	9.4	202.0
Fall 2020-2021	5	13	193.7	15.4	187	194.5	16.8	199.2	19.1	191.6	15.9	188.5

Growth: Math K-2 TX 2012
TX Essential Knowledge and Skills Math: 2012

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean
Spring 2020-2021	K	1										
Winter 2020-2021	K	1										
Fall 2020-2021	K	1										

Term	Grade	Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean
Spring 2020-2021	01	2										
Winter 2020-2021	01	2										
Fall 2020-2021	01	3										
Spring 2020-2021	2	21	169.3	16.5	170	169.0	17.8	172.1	15.6	167.4	23.1	168.4
Winter 2020-2021	2	21	168.0	23.0	170	168.3	24.1	172.9	19.2	165.2	28.3	165.2
Fall 2020-2021	2	22	163.7	22.3	165	163.0	21.8	167.5	22.9	162.5	24.9	161.5

Language Arts: Reading

BURLESON ELEM SCHOOL

Program: English Language Learner (ELL)

Growth: Reading 2-5 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017 | Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Vocabulary		Multiple Genres		Author's Purpose and C	
						Mean	Std Dev	Mean	Std Dev	Mean	S
Spring 2020-2021	03	18	188.8	16.2	187	*184.0*	15.4	193.1	15.9	189.1	
Winter 2020-2021	03	18	182.4	16.7	185	179.5	16.1	185.8	18.3	182.4	
Fall 2020-2021	03	18	172.8	16.8	169	171.2	16.4	175.9	18.6	171.6	
Spring 2020-2021	4	20	197.1	14.8	202	197.9	14.8	197.1	14.7	196.2	
Winter 2020-2021	4	19	190.1	17.0	196	190.9	19.6	189.4	17.1	190.4	
Fall 2020-2021	4	22	189.4	15.4	190	189.5	17.8	190.4	15.0	188.4	
Spring 2020-2021	5	12	201.9	15.7	207	205.2	19.6	200.2	14.1	199.8	
Winter 2020-2021	5	12	196.8	15.2	197	195.8	12.5	197.5	19.0	196.8	
Fall 2020-2021	5	13	192.2	15.7	195	191.2	17.8	190.7	14.4	194.6	

Growth: Reading K-2 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017 | Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Beginning Reading and Writing		Foundational Language Skills: Vocabulary		Multiple Genres; Author's Purpose and Craft		Composition; Inc Researc
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean
Spring 2020-2021	K	18	137.9	9.2	137	136.7	8.4	138.2	12.2	141.7	10.1	135.1
Winter 2020-2021	K	16	131.9	10.6	132	133.1	10.9	132.1	9.1	135.4	14.3	*128.4*
Fall 2020-2021	K	1										
Spring 2020-2021	01	13	148.3	11.9	152	148.1	13.0	146.1	13.4	155.6	15.4	*143.2*
Winter 2020-2021	01	2										
Fall 2020-2021	01	3										
Spring 2020-2021	2	21	153.1	19.3	153	153.3	18.7	153.6	21.2	154.9	19.6	150.8

2021 STAAR data:

	May 2021 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	74	16	1360	50.23%	51.35%	16.22%	6.76%
Economic Disadvantage	62	16	1349	49.02%	51.61%	12.9%	3.23%
Asian	2	22	1508	69%	50%	50%	50%
Black/African American	2	13	1299	39%	50%	0%	0%
Hispanic	63	16	1358	50.25%	52.38%	14.29%	4.76%
Native Hawaiian/Pacific Islander	2	17	1377	53%	50%	50%	0%
Two or More Races	2	8	1207	23.50%	0%	0%	0%
White	3	19	1435	60.67%	66.67%	33.33%	33.33%
LEP	18	16	1367	49.67%	44.44%	16.67%	11.11%
Special Ed Indicator	22	13	1309	42%	36.36%	4.55%	0%

	May 2021 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	76	17	1328	48.80%	44.74%	15.79%	7.89%
Economic Disadvantage	63	17	1331	49.37%	46.03%	14.29%	4.76%
Asian	2	29	1617	85.50%	100%	100%	50%
Black/African American	2	16	1317	47%	50%	0%	0%
Hispanic	64	16	1323	48.39%	45.31%	12.5%	6.25%
Native Hawaiian/Pacific Islander	3	15	1307	45%	33.33%	33.33%	0%
Two or More Races	2	7	1145	19.50%	0%	0%	0%
White	3	20	1401	57.67%	33.33%	33.33%	33.33%
LEP	19	17	1336	48.74%	42.11%	21.05%	15.79%
Special Ed Indicator	22	15	1291	43.27%	31.82%	9.09%	4.55%

	May 2021 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	68	14	1427	41.62%	32.35%	7.35%	4.41%
Economic Disadvantage	61	14	1429	42.02%	32.79%	8.2%	4.92%
Black/African American	2	11	1370	31%	0%	0%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Native Hawaiian/Pacific Islander	1	16	1457	47%	0%	0%	0%
Hispanic	56	14	1422	40.88%	30.36%	7.14%	3.57%
White	7	15	1454	45.29%	42.86%	14.29%	14.29%
Asian	2	20	1509	57.50%	100%	0%	0%
LEP	19	18	1488	52.32%	52.63%	21.05%	10.53%
Special Ed Indicator	10	9	1338	25.90%	0%	0%	0%

	May 2021 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	67	16	1370	43.63%	29.85%	5.97%	0%
Economic Disadvantage	60	16	1370	43.60%	28.33%	5%	0%
Black/African American	2	11	1294	29.50%	0%	0%	0%
Native Hawaiian/Pacific Islander	1	13	1333	36%	0%	0%	0%
Hispanic	55	15	1365	42.69%	25.45%	5.45%	0%
White	7	19	1415	51.86%	57.14%	14.29%	0%
Asian	2	21	1448	58.50%	100%	0%	0%
LEP	19	18	1406	49.95%	42.11%	15.79%	0%
Special Ed Indicator	10	13	1326	36%	20%	0%	0%

	May 2021 STAAR Writing, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	69	14	3253	45.20%	31.88%	4.35%	0%
Economic Disadvantage	62	14	3244	44.92%	30.65%	4.84%	0%
Black/African American	2	10	2871	29.50%	0%	0%	0%
Native Hawaiian/Pacific Islander	1	17	3441	53%	0%	0%	0%
Hispanic	57	14	3237	44.68%	29.82%	3.51%	0%
White	7	15	3325	47.43%	42.86%	14.29%	0%
Asian	2	21	3754	64%	100%	0%	0%
LEP	19	17	3478	53.16%	52.63%	10.53%	0%
Special Ed Indicator	10	11	2892	33.20%	10%	0%	0%

	April 2021 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	56	16	1501	45.14%	42.86%	19.64%	5.36%
Economic Disadvantage	47	16	1495	43.72%	40.43%	17.02%	6.38%
White	4	17	1503	46%	25%	25%	0%
Hispanic	49	16	1491	43.18%	40.82%	16.33%	4.08%
Asian	1	23	1589	64%	100%	0%	0%
Black/African American	1	28	1672	78%	100%	100%	0%
Two or More Races	1	31	1741	86%	100%	100%	100%
LEP	12	22	1599	60.25%	66.67%	41.67%	8.33%
Special Ed Indicator	9	10	1397	28.11%	11.11%	11.11%	0%

	April 2021 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	55	20	1453	51.89%	38.18%	16.36%	7.27%
Economic Disadvantage	46	19	1435	48.70%	30.43%	13.04%	8.7%
Hispanic	48	19	1438	49.65%	33.33%	10.42%	4.17%
White	4	20	1457	52.75%	50%	25%	0%
Asian	1	34	1712	89%	100%	100%	100%
Black/African American	1	30	1609	79%	100%	100%	0%
Two or More Races	1	35	1751	92%	100%	100%	100%
LEP	11	19	1432	48.91%	27.27%	9.09%	0%
Special Ed Indicator	9	14	1364	36.56%	11.11%	0%	0%

	May 2021 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	55	17	3309	46.24%	23.64%	10.91%	1.82%
Economic Disadvantage	46	16	3275	44.57%	19.57%	13.04%	2.17%
Hispanic	48	16	3275	44.71%	18.75%	8.33%	2.08%
White	4	16	3247	43.75%	25%	0%	0%

Asian	1	28	4000	78%	100%	100%	0%
Black/African American	1	22	3611	61%	100%	0%	0%
Two or More Races	1	30	4180	83%	100%	100%	0%
LEP	12	18	3412	50.17%	33.33%	16.67%	8.33%
Special Ed Indicator	9	13	3049	35%	11.11%	0%	0%

School Processes & Programs

School Processes & Programs Summary

Burleson Teachers by year of experience:

Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 20	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Pe
Beginning Teachers	11	37.7%	2	7.7%	4	12.2%	8.4	23.9%	5.5	
All Core Subjects	10.2	93.1%	1.8	92.9%	3.7	92.7%	5.4	64.1%	3.2	
Reading / ELA	5	46.0%	0.7	37.4%	1.8	46.5%	2.1	25.0%	1.5	
Mathematics	2.3	21.0%	0.4	19.2%	0	0.0%	2.5	29.3%	0.7	
Science	1.9	17.1%	0.4	18.2%	1.1	27.3%	0	0.0%	0.5	
Social Studies	1	9.0%	0.4	18.2%	0.8	18.9%	0.8	9.8%	0.5	
1 - 5 Years Experience	11.2	38.4%	14	53.6%	14.1	43.0%	9.1	25.9%	7.8	
All Core Subjects	9.2	81.8%	12	85.6%	11.9	84.3%	8.3	90.5%	5.6	
Reading / ELA	4.8	43.0%	4.6	33.1%	4	28.4%	4.4	48.2%	2.6	
Mathematics	2.2	19.4%	2.7	19.3%	3.6	25.3%	1.5	16.9%	1.2	
Science	1.4	12.8%	2.5	18.2%	2.1	14.6%	0.9	9.4%	0.9	
Social Studies	0.7	6.6%	2.1	15.0%	2.3	16.1%	1.5	16.1%	0.9	
6 - 10 Years Experience			1.8	6.9%	1.2	3.7%	4	11.4%	6	
All Core Subjects			1.6	92.7%	0.9	79.3%	2.8	69.4%	4.6	
Reading / ELA			0.7	37.3%	0.4	31.9%	0.9	22.7%	2	
Mathematics			0.3	19.2%	0.2	16.4%	0.4	10.5%	1	
Science			0.3	18.1%	0.2	15.5%	0.6	16.2%	0.8	
Social Studies			0.3	18.1%	0.2	15.5%	0.8	20.0%	0.8	
11 - 20 Years Experience	6.1	20.9%	6.9	26.4%	9.9	30.2%	7.9	22.4%	6.5	
All Core Subjects	3.7	60.1%	4.6	66.4%	7.5	75.4%	3.7	46.8%	4	
Reading / ELA	1.7	28.2%	2.1	30.3%	3.5	35.6%	2.5	32.3%	1.9	
Mathematics	0.9	14.3%	0.8	10.9%	1.4	14.0%	0.7	8.5%	0.8	
Science	0.6	10.4%	0.7	10.4%	1.3	12.9%	0	0.0%	0.6	
Social Studies	0.4	7.2%	1	14.8%	1.3	12.9%	0.5	5.9%	0.6	
Over 20 Years Experience					3.7	11.3%	5.8	16.5%	7.3	
All Core Subjects					1.3	36.0%	2.7	47.5%	4.6	
Reading / ELA					0.5	14.4%	1.6	27.8%	2.3	
Mathematics					0.3	7.4%	0.7	11.6%	1	
Science					0.3	7.1%	0	0.0%	0.7	
Social Studies					0.3	7.1%	0.5	8.1%	0.7	
Total Teacher FTEs	29.2	100.0%	26.1	100.0%	32.8	100.0%	35.2	100.0%	33.2	

Burleson Attendance:

Schools	Weekly Attendance % 5/24/21 to 5/27/21	Current Year to Date Attendance % through 5/27/2021	2019-2020 Final Official Attendance %	Membership on 5/27/2021	Number of Students with 1 or more Truancy Court Filings	Total Number of Truancy Contacts Submitted	5/24/21 to 5/27/21 Drop Outs on 6/7/2021 (Students who enrolled this year and dropped out)	CTE 2&3 Drop Outs	EL Drop Outs	Migrant Drop Outs	Homeless	Foster Care	Military Connected	SPED Drop Outs
103 - BURLESON ELEM SCHOOL	92	94.5	94.7	481	12	441								
	93.8	92.5	93.6	31,067	391	15,486	#REF!	47	53	0	32	2	1	40

Campus Level Goals: PreK 92.7, Elementary Non Magnet 94.7, Elementary Magnet 97.7, Middle School 95.5, High School 92.9

Red indicates an attendance % below the goal for the Campus Level
0-.9% Improvement over goal for Campus Level
1% to 1.9% Improvement over goal for Campus Level
2% or more improvement over goal for Campus Level

Burleson Retention Rate:

068901103 - Burleson EL	KG	0	89	0.00%	0	86	0.00%	0
068901103 - Burleson EL	1	2	94	2.13%	6	100	6.00%	1
068901103 - Burleson EL	2	7	96	7.29%	2	104	1.92%	1
068901103 - Burleson EL	3	0	88	0.00%	0	82	0.00%	0
068901103 - Burleson EL	4	0	91	0.00%	0	81	0.00%	0
068901103 - Burleson EL	5	0	85	0.00%	4	88	4.55%	0
068901103 - Burleson EL	All	9	543	1.66%	12	541	2.22%	2

Student Mobility Rate:

Student Mobility Rate Report for All Campuses

	2020 - 2021	2019 - 2020	2018 - 2019

	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Burleson EL	85	458	18.56%	80	506	15.81%	148	535	27.66%

Perceptions

Perceptions Summary

Student SEL & Well Being:

Student SEL & Well-Being (Spring 2021)

How did students perceive their own social-emotional skills?

Grades 3–5

204 responses | show breakdown

Topic	Percent Favorable	Compared to ⓘ ECTOR COUNTY ISD ...	Change since Fal
Supportive Relationships	85%	−2	▲ 1
Social Awareness	69%	+1 Greatest strength	▲ 4
Self-Management	68%	0	▲ 6 Greatest incre
Self-Efficacy	54%	−3 Greatest opportunity	▲ 3

Student Supports and Enriroment:
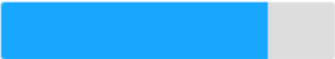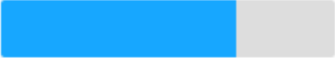
Student Supports + Environment (Spring 2021)

What feedback did students have for their school?

Grades 3–5

204 responses | show breakdown

Topic	⇕ Percent Favorable ❓	Compared to ❓ ECTOR COUNTY ISD ...	Change since Fa...
Rigorous Expectations	**80**%	−1	▲ 4 Greatest incre...
Connectedness Indicator	**71**%	0	▲ 1
School Climate	**68**%	−1	▼ 3
Sense of Belonging	**68**%	0	▲ 2
Engagement	**67**%	+1	0

Engagement   57%   Greatest strength

Adult SEL & Well-Being:

Adult SEL & Well-Being (Spring 2021)

What feedback did teachers & staff have for their school?

Staff Survey

16 responses | show breakdown
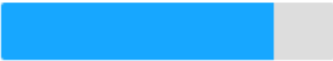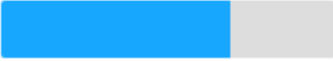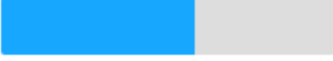
Topic	Percent Favorable	Compared to ECTOR COUNTY ISD ...	Change since Fall
Well-being	81%	+8 Greatest strength	▲ 14 Greatest incre
Belonging	61%	−10 Greatest opportunity	▼ 3
Cultural Awareness and Action (Adult Focus)	47%	−5	0

Teacher Survey:

Teacher Survey

29 responses | show breakdown

Topic	Percent Favorable	Compared to ⓘ ECTOR COUNTY ISD ...	Change since Fal
Teaching Efficacy	**82**%	+5	▲ 6
Faculty Growth Mindset	**69**%	+4	▲ 7
Well-being	**67**%	+6 Greatest strength	▲ 11 Greatest incre
Belonging	**58**%	–3	▲ 2
Cultural Awareness and Action (Adult Focus)	**38**%	–16 Greatest opportunity	▼ 11

Staff Supports & Environment:

Staff Supports & Environment (Spring 2021)

What feedback did teachers & staff have for their school?

Staff Survey

Save as PDF

Topic	⇕ Percent Favorable ❔	Compared to ❔ ECTOR COUNTY ISD ⇕	Change since Fall 2020 ❔
Staff-Leadership Relationships	**71%**	−6	▲ 10
School Climate	**62%**	0	▲ 11
School Leadership	**62%**	−8	▲ 4
Feedback and Coaching	**56%**	+1 Greatest strength	▲ 16 Greatest increase
Staff-Family Relationships	**55%**	−2	▼ 2
Professional Learning	**53%**	−8	▲ 2

Teacher Survey:
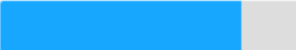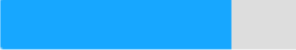
Teacher Survey
28 responses

Save as PDF

Topic	Percent Favorable	Compared to ⓘ ECTOR COUNTY ISD ⇕	Change since Fall 2020 ⓘ
Student Mindset	80%	+10	▲ 1
Feedback and Coaching	77%	+23 Greatest strength	▲ 9
Staff-Leadership Relationships	76%	+7	▲ 13
School Leadership	70%	+11	▲ 13
School Climate	63%	+7	▲ 11
Professional Learning	59%	+9	▲ 4
Staff-Family Relationships	55%	0	▲ 1

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: ECISD will provide and safe and supportive school environment

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

   Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

   Evaluation Data Sources: Attendance data, drop out data, graduation rates

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

    Targeted or ESF High Priority

    Evaluation Data Sources: TEA Accountability ratings

Addendums