

Weatherford ISD Annual Report

2023–2024 School Year



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Texas Academic Performance Report

2023–2024 School Year



2023-24 Texas Academic Performance Report (TAPR)

District Name: WEATHERFORD ISD

District Number: 184903

2024 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 74% | 74% | 75% | 85% | 66% | 79% | * | * | - | 70% | 47% | 91% | 76% | 75% | 67% | 58% |
| | 2023 | 76% | 76% | 79% | 73% | 67% | 83% | 86% | * | - | 89% | 53% | 85% | 78% | 81% | 71% | 47% |
| At Meets Grade Level or Above | 2024 | 48% | 48% | 50% | 46% | 39% | 54% | * | * | - | 50% | 24% | 45% | 52% | 44% | 39% | 23% |
| | 2023 | 50% | 51% | 50% | 27% | 33% | 57% | 71% | * | - | 52% | 25% | 54% | 50% | 50% | 39% | 17% |
| At Masters Grade Level | 2024 | 21% | 20% | 19% | 15% | 10% | 23% | * | * | - | 20% | 5% | 27% | 20% | 17% | 13% | 6% |
| | 2023 | 20% | 20% | 17% | 9% | 9% | 20% | 14% | * | - | 26% | 6% | 8% | 17% | 19% | 11% | 5% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 70% | 71% | 74% | 62% | 66% | 78% | * | * | - | 70% | 47% | 100% | 75% | 71% | 67% | 66% |
| | 2023 | 73% | 73% | 71% | 55% | 57% | 77% | 100% | * | - | 70% | 51% | 92% | 73% | 67% | 61% | 48% |
| At Meets Grade Level or Above | 2024 | 42% | 44% | 45% | 38% | 34% | 51% | * | * | - | 40% | 22% | 73% | 48% | 38% | 34% | 32% |
| | 2023 | 45% | 45% | 43% | 9% | 26% | 50% | 57% | * | - | 44% | 22% | 54% | 44% | 39% | 31% | 19% |
| At Masters Grade Level | 2024 | 15% | 16% | 16% | 8% | 8% | 19% | * | * | - | 15% | 9% | 27% | 16% | 16% | 9% | 6% |
| | 2023 | 19% | 19% | 19% | 0% | 7% | 25% | 14% | * | - | 19% | 4% | 46% | 21% | 16% | 12% | 5% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 81% | 81% | 83% | 56% | 76% | 87% | 80% | * | * | 94% | 61% | 93% | 86% | 78% | 76% | 62% |
| | 2023 | 77% | 78% | 79% | 91% | 72% | 82% | * | * | - | 91% | 64% | 71% | 80% | 79% | 72% | 67% |
| At Meets Grade Level or Above | 2024 | 51% | 51% | 55% | 13% | 41% | 63% | 60% | * | * | 55% | 22% | 64% | 57% | 52% | 43% | 29% |
| | 2023 | 48% | 49% | 47% | 27% | 35% | 51% | * | * | - | 65% | 23% | 41% | 48% | 45% | 34% | 30% |
| At Masters Grade Level | 2024 | 23% | 23% | 23% | 6% | 13% | 27% | 10% | * | * | 32% | 4% | 43% | 23% | 23% | 13% | 5% |
| | 2023 | 22% | 22% | 19% | 0% | 12% | 22% | * | * | - | 22% | 4% | 12% | 19% | 19% | 10% | 7% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 69% | 68% | 73% | 31% | 61% | 79% | 70% | * | * | 81% | 45% | 79% | 75% | 67% | 62% | 52% |
| | 2023 | 71% | 70% | 73% | 55% | 61% | 78% | * | * | - | 91% | 55% | 71% | 73% | 72% | 62% | 70% |
| At Meets Grade Level or Above | 2024 | 46% | 45% | 50% | 13% | 35% | 58% | 50% | * | * | 48% | 22% | 57% | 52% | 46% | 39% | 31% |
| | 2023 | 48% | 48% | 47% | 27% | 37% | 52% | * | * | - | 57% | 34% | 47% | 48% | 46% | 36% | 41% |
| At Masters Grade Level | 2024 | 21% | 21% | 24% | 0% | 12% | 30% | 20% | * | * | 19% | 7% | 29% | 24% | 23% | 14% | 8% |
| | 2023 | 22% | 22% | 20% | 0% | 9% | 26% | * | * | - | 17% | 7% | 24% | 21% | 17% | 14% | 11% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Approaches Grade Level or Above | 2024 | 79% | 79% | 76% | 67% | 71% | 78% | * | * | * | 84% | 51% | 86% | 78% | 71% | 66% | 70% |
| | 2023 | 81% | 81% | 80% | 64% | 78% | 81% | * | - | * | 83% | 55% | 78% | 82% | 76% | 74% | 73% |
| At Meets Grade Level or Above | 2024 | 55% | 55% | 53% | 50% | 43% | 56% | * | * | * | 80% | 19% | 64% | 54% | 51% | 43% | 36% |
| | 2023 | 57% | 57% | 57% | 50% | 49% | 60% | * | - | * | 57% | 27% | 52% | 58% | 54% | 46% | 38% |
| At Masters Grade Level | 2024 | 29% | 28% | 27% | 8% | 19% | 31% | * | * | * | 36% | 8% | 21% | 28% | 27% | 20% | 15% |
| | 2023 | 28% | 29% | 29% | 14% | 22% | 33% | * | - | * | 30% | 6% | 17% | 29% | 29% | 20% | 17% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 77% | 76% | 77% | 75% | 66% | 81% | * | * | * | 84% | 54% | 93% | 78% | 74% | 65% | 57% |
| | 2023 | 80% | 79% | 80% | 64% | 78% | 82% | * | - | * | 65% | 66% | 87% | 82% | 76% | 73% | 73% |
| At Meets Grade Level or Above | 2024 | 50% | 50% | 50% | 42% | 35% | 57% | * | * | * | 60% | 26% | 64% | 52% | 47% | 39% | 30% |
| | 2023 | 51% | 50% | 51% | 21% | 47% | 54% | * | - | * | 52% | 26% | 48% | 52% | 51% | 41% | 42% |
| At Masters Grade Level | 2024 | 19% | 20% | 17% | 8% | 9% | 21% | * | * | * | 24% | 5% | 36% | 19% | 15% | 11% | 11% |
| | 2023 | 21% | 22% | 21% | 7% | 16% | 23% | * | - | * | 22% | 8% | 26% | 21% | 20% | 15% | 8% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 58% | 58% | 56% | 42% | 43% | 61% | * | * | * | 72% | 33% | 71% | 58% | 50% | 46% | 40% |
| | 2023 | 65% | 66% | 70% | 57% | 65% | 72% | * | - | * | 70% | 48% | 82% | 70% | 69% | 62% | 54% |
| At Meets Grade Level or Above | 2024 | 28% | 28% | 21% | 33% | 13% | 24% | * | * | * | 32% | 9% | 21% | 22% | 19% | 14% | 11% |
| | 2023 | 36% | 37% | 36% | 21% | 25% | 42% | * | - | * | 26% | 23% | 55% | 37% | 34% | 27% | 14% |
| At Masters Grade Level | 2024 | 11% | 11% | 7% | 8% | 2% | 9% | * | * | * | 16% | 2% | 0% | 7% | 8% | 4% | 4% |
| | 2023 | 16% | 16% | 14% | 7% | 7% | 18% | * | - | * | 13% | 7% | 27% | 13% | 16% | 10% | 3% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 77% | 78% | 75% | 64% | 71% | 77% | * | - | * | 72% | 40% | 77% | 76% | 71% | 67% | 63% |
| | 2023 | 77% | 78% | 75% | 67% | 68% | 79% | * | * | * | 72% | 42% | 75% | 78% | 68% | 65% | 61% |
| At Meets Grade Level or Above | 2024 | 57% | 57% | 55% | 36% | 46% | 60% | * | - | * | 44% | 22% | 46% | 56% | 52% | 45% | 36% |
| | 2023 | 52% | 54% | 48% | 40% | 38% | 53% | * | * | * | 44% | 17% | 53% | 51% | 41% | 37% | 34% |
| At Masters Grade Level | 2024 | 26% | 26% | 24% | 7% | 17% | 28% | * | - | * | 24% | 4% | 12% | 24% | 22% | 11% | 10% |
| | 2023 | 22% | 23% | 17% | 7% | 11% | 19% | * | * | * | 28% | 3% | 9% | 17% | 16% | 10% | 8% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 72% | 72% | 70% | 64% | 68% | 72% | * | - | * | 60% | 47% | 70% | 73% | 64% | 62% | 67% |
| | 2023 | 75% | 77% | 76% | 60% | 70% | 80% | * | * | * | 72% | 51% | 88% | 78% | 71% | 69% | 66% |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2024 | 39% | 40% | 29% | 14% | 23% | 34% | * | - | * | 20% | 11% | 37% | 32% | 24% | 19% | 15% |
| | 2023 | 40% | 42% | 37% | 33% | 24% | 42% | * | * | * | 44% | 17% | 25% | 38% | 33% | 26% | 18% |
| At Masters Grade Level | 2024 | 14% | 14% | 7% | 0% | 5% | 7% | * | - | * | 8% | 1% | 4% | 7% | 6% | 2% | 3% |
| | 2023 | 16% | 17% | 10% | 7% | 9% | 12% | * | * | * | 11% | 3% | 6% | 10% | 12% | 6% | 2% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 74% | 75% | 75% | 73% | 64% | 80% | * | * | * | 85% | 29% | 88% | 75% | 77% | 66% | 55% |
| | 2023 | 78% | 79% | 81% | 70% | 73% | 86% | 71% | * | - | 73% | 49% | 78% | 82% | 78% | 71% | 61% |
| At Meets Grade Level or Above | 2024 | 54% | 55% | 56% | 53% | 46% | 61% | * | * | * | 50% | 10% | 63% | 56% | 57% | 43% | 34% |
| | 2023 | 55% | 56% | 57% | 30% | 48% | 62% | 57% | * | - | 52% | 21% | 53% | 59% | 54% | 50% | 39% |
| At Masters Grade Level | 2024 | 29% | 30% | 28% | 13% | 18% | 33% | * | * | * | 35% | 2% | 28% | 27% | 30% | 15% | 8% |
| | 2023 | 27% | 28% | 27% | 20% | 20% | 31% | 14% | * | - | 18% | 5% | 17% | 29% | 24% | 19% | 22% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 56% | 56% | 67% | 67% | 55% | 72% | * | * | * | 73% | 32% | 70% | 66% | 69% | 56% | 52% |
| | 2023 | 63% | 64% | 70% | 40% | 57% | 76% | 57% | * | - | 79% | 34% | 69% | 71% | 67% | 59% | 46% |
| At Meets Grade Level or Above | 2024 | 34% | 33% | 45% | 33% | 30% | 53% | * | * | * | 32% | 12% | 42% | 44% | 46% | 31% | 28% |
| | 2023 | 37% | 38% | 44% | 30% | 33% | 50% | 14% | * | - | 42% | 17% | 31% | 45% | 42% | 32% | 31% |
| At Masters Grade Level | 2024 | 11% | 10% | 15% | 13% | 10% | 18% | * | * | * | 14% | 0% | 9% | 15% | 15% | 9% | 8% |
| | 2023 | 11% | 11% | 14% | 0% | 10% | 15% | 0% | * | - | 15% | 4% | 14% | 14% | 13% | 7% | 5% |
| Grade 8 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 81% | 80% | 81% | 62% | 76% | 84% | 50% | * | - | 79% | 35% | 89% | 81% | 79% | 76% | 64% |
| | 2023 | 83% | 83% | 84% | 60% | 77% | 87% | 86% | * | - | 89% | 49% | 81% | 85% | 80% | 78% | 67% |
| At Meets Grade Level or Above | 2024 | 56% | 57% | 57% | 15% | 50% | 63% | 50% | * | - | 38% | 9% | 60% | 58% | 55% | 48% | 38% |
| | 2023 | 58% | 57% | 59% | 40% | 52% | 63% | 71% | * | - | 42% | 27% | 50% | 61% | 55% | 48% | 38% |
| At Masters Grade Level | 2024 | 29% | 31% | 30% | 0% | 22% | 35% | 0% | * | - | 21% | 3% | 26% | 30% | 29% | 20% | 21% |
| | 2023 | 28% | 28% | 28% | 0% | 22% | 31% | 43% | * | - | 16% | 7% | 0% | 29% | 25% | 17% | 12% |
| Grade 8 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 72% | 71% | 63% | 40% | 54% | 69% | 60% | * | - | 65% | 32% | 80% | 65% | 59% | 58% | 44% |
| | 2023 | 76% | 76% | 70% | 40% | 61% | 74% | 67% | * | - | 85% | 47% | 63% | 72% | 65% | 64% | 60% |
| At Meets Grade Level or Above | 2024 | 43% | 42% | 26% | 10% | 18% | 31% | 20% | * | - | 26% | 9% | 40% | 28% | 20% | 24% | 11% |
| | 2023 | 46% | 46% | 35% | 20% | 25% | 40% | 33% | * | - | 38% | 27% | 29% | 35% | 33% | 28% | 21% |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2024 | 16% | 15% | 4% | 0% | 3% | 3% | 0% | * | - | 10% | 0% | 4% | 3% | 4% | 3% | 2% |
| | 2023 | 17% | 17% | 6% | 0% | 4% | 6% | 17% | * | - | 15% | 7% | 0% | 5% | 9% | 6% | 3% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 70% | 70% | 79% | 54% | 70% | 83% | 83% | * | - | 82% | 41% | 94% | 81% | 74% | 74% | 60% |
| | 2023 | 74% | 74% | 76% | 20% | 67% | 81% | 86% | * | - | 84% | 50% | 65% | 78% | 72% | 67% | 56% |
| At Meets Grade Level or Above | 2024 | 44% | 43% | 51% | 31% | 39% | 57% | 67% | * | - | 41% | 11% | 57% | 53% | 45% | 41% | 29% |
| | 2023 | 47% | 46% | 47% | 20% | 37% | 51% | 57% | * | - | 47% | 29% | 31% | 49% | 40% | 34% | 24% |
| At Masters Grade Level | 2024 | 17% | 16% | 22% | 0% | 14% | 26% | 17% | * | - | 18% | 1% | 20% | 22% | 22% | 12% | 10% |
| | 2023 | 17% | 16% | 14% | 0% | 11% | 16% | 14% | * | - | 21% | 7% | 4% | 15% | 13% | 7% | 8% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 60% | 61% | 64% | 38% | 56% | 69% | 50% | * | - | 62% | 23% | 77% | 65% | 62% | 56% | 45% |
| | 2023 | 62% | 63% | 67% | 20% | 57% | 72% | 71% | * | - | 63% | 43% | 38% | 69% | 61% | 56% | 44% |
| At Meets Grade Level or Above | 2024 | 33% | 34% | 38% | 8% | 29% | 44% | 33% | * | - | 32% | 6% | 46% | 39% | 37% | 29% | 22% |
| | 2023 | 33% | 34% | 37% | 0% | 30% | 41% | 43% | * | - | 37% | 27% | 15% | 38% | 34% | 27% | 18% |
| At Masters Grade Level | 2024 | 17% | 18% | 21% | 0% | 13% | 25% | 33% | * | - | 24% | 1% | 26% | 21% | 22% | 13% | 10% |
| | 2023 | 16% | 17% | 18% | 0% | 13% | 21% | 29% | * | - | 16% | 12% | 4% | 19% | 16% | 11% | 9% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 70% | 71% | 69% | 61% | 56% | 76% | 86% | * | - | 77% | 26% | 64% | 69% | 67% | 59% | 42% |
| | 2023 | 72% | 74% | 69% | 48% | 60% | 76% | * | * | - | 72% | 24% | 71% | 70% | 68% | 59% | 44% |
| At Meets Grade Level or Above | 2024 | 52% | 53% | 52% | 22% | 38% | 61% | 86% | * | - | 65% | 11% | 43% | 52% | 51% | 41% | 23% |
| | 2023 | 52% | 55% | 51% | 13% | 38% | 60% | * | * | - | 66% | 15% | 50% | 52% | 50% | 37% | 22% |
| At Masters Grade Level | 2024 | 16% | 16% | 14% | 0% | 10% | 18% | 29% | * | - | 15% | 0% | 4% | 17% | 9% | 8% | 4% |
| | 2023 | 13% | 15% | 11% | 0% | 6% | 14% | * | * | - | 19% | 3% | 8% | 12% | 9% | 6% | 2% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 75% | 77% | 72% | 50% | 62% | 79% | * | * | - | 77% | 25% | 76% | 73% | 68% | 61% | 47% |
| | 2023 | 74% | 76% | 72% | 38% | 64% | 78% | * | * | * | 75% | 38% | 50% | 71% | 75% | 62% | 46% |
| At Meets Grade Level or Above | 2024 | 58% | 60% | 52% | 8% | 41% | 62% | * | * | - | 50% | 15% | 52% | 54% | 48% | 39% | 23% |
| | 2023 | 54% | 57% | 53% | 10% | 43% | 60% | * | * | * | 58% | 24% | 33% | 52% | 55% | 40% | 18% |

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2023-24 STAAR Performance (TAPR)
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| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2024 | 9% | 9% | 6% | 0% | 3% | 9% | * | * | - | 4% | 0% | 0% | 7% | 5% | 2% | 0% |
| | 2023 | 9% | 9% | 7% | 0% | 4% | 8% | * | * | * | 8% | 4% | 0% | 6% | 7% | 4% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 81% | 79% | 76% | 70% | 69% | 79% | 88% | * | * | 88% | 40% | 74% | 77% | 75% | 71% | 65% |
| | 2023 | 79% | 78% | 67% | 38% | 62% | 72% | * | * | * | 63% | 40% | 53% | 68% | 65% | 56% | 53% |
| At Meets Grade Level or Above | 2024 | 43% | 41% | 38% | 15% | 29% | 45% | 25% | * | * | 44% | 11% | 33% | 39% | 37% | 29% | 26% |
| | 2023 | 43% | 43% | 27% | 0% | 23% | 31% | * | * | * | 23% | 10% | 11% | 27% | 26% | 15% | 9% |
| At Masters Grade Level | 2024 | 24% | 23% | 18% | 10% | 13% | 21% | 13% | * | * | 32% | 0% | 15% | 18% | 18% | 11% | 10% |
| | 2023 | 23% | 23% | 12% | 0% | 9% | 15% | * | * | * | 6% | 5% | 0% | 13% | 10% | 6% | 4% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 91% | 92% | 90% | 91% | 86% | 92% | 100% | * | - | 88% | 69% | 80% | 89% | 91% | 84% | 80% |
| | 2023 | 88% | 89% | 88% | 78% | 83% | 91% | * | * | - | 92% | 53% | 95% | 89% | 87% | 84% | 75% |
| At Meets Grade Level or Above | 2024 | 56% | 57% | 57% | 18% | 44% | 66% | 57% | * | - | 54% | 19% | 60% | 62% | 48% | 47% | 31% |
| | 2023 | 56% | 58% | 62% | 39% | 45% | 72% | * | * | - | 60% | 23% | 57% | 63% | 57% | 45% | 29% |
| At Masters Grade Level | 2024 | 19% | 19% | 14% | 9% | 11% | 16% | 14% | * | - | 19% | 1% | 4% | 16% | 11% | 9% | 7% |
| | 2023 | 21% | 23% | 26% | 0% | 18% | 32% | * | * | - | 32% | 6% | 19% | 28% | 22% | 16% | 8% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 96% | 96% | 96% | 75% | 94% | 98% | - | * | - | 97% | 82% | 100% | 96% | 96% | 93% | 88% |
| | 2023 | 94% | 94% | 96% | 74% | 92% | 98% | * | * | * | 100% | 84% | 100% | 96% | 96% | 93% | 85% |
| At Meets Grade Level or Above | 2024 | 69% | 70% | 74% | 17% | 67% | 80% | - | * | - | 79% | 42% | 80% | 75% | 74% | 64% | 48% |
| | 2023 | 70% | 72% | 73% | 30% | 58% | 81% | * | * | * | 89% | 40% | 100% | 74% | 70% | 60% | 42% |
| At Masters Grade Level | 2024 | 37% | 39% | 37% | 8% | 25% | 44% | - | * | - | 31% | 13% | 40% | 34% | 44% | 27% | 10% |
| | 2023 | 38% | 40% | 39% | 17% | 28% | 45% | * | * | * | 50% | 11% | 60% | 44% | 23% | 30% | 10% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 88% | 90% | 85% | - | 79% | 87% | - | * | - | 80% | * | - | 86% | 75% | 86% | 50% |
| | 2023 | 90% | 93% | 91% | * | 86% | 93% | - | * | - | 80% | - | * | 90% | 100% | 88% | * |
| At Meets Grade Level or Above | 2024 | 59% | 63% | 52% | - | 45% | 54% | - | * | - | 60% | * | - | 54% | 25% | 45% | 33% |
| | 2023 | 61% | 65% | 60% | * | 51% | 63% | - | * | - | 60% | - | * | 62% | 47% | 55% | * |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2024 | 12% | 13% | 1% | - | 0% | 1% | - | * | - | 0% | * | - | 0% | 13% | 0% | 0% |
| | 2023 | 12% | 13% | 3% | * | 0% | 4% | - | * | - | 0% | - | * | 3% | 7% | 3% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 75% | 75% | 75% | 61% | 67% | 79% | 79% | 90% | 60% | 78% | 44% | 81% | 76% | 72% | 67% | 59% |
| | 2023 | 76% | 77% | 76% | 58% | 68% | 80% | 79% | 90% | 75% | 78% | 50% | 74% | 77% | 74% | 67% | 59% |
| At Meets Grade Level or Above | 2024 | 48% | 49% | 48% | 25% | 37% | 55% | 53% | 73% | 30% | 47% | 17% | 50% | 50% | 45% | 38% | 28% |
| | 2023 | 49% | 50% | 48% | 24% | 37% | 54% | 51% | 73% | 50% | 50% | 24% | 42% | 49% | 45% | 36% | 26% |
| At Masters Grade Level | 2024 | 20% | 20% | 19% | 6% | 12% | 22% | 15% | 56% | 10% | 21% | 4% | 17% | 19% | 18% | 11% | 7% |
| | 2023 | 20% | 21% | 18% | 5% | 12% | 21% | 16% | 45% | 13% | 19% | 6% | 13% | 19% | 17% | 11% | 7% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 76% | 76% | 75% | 63% | 67% | 80% | 80% | 87% | * | 80% | 43% | 82% | 76% | 73% | 67% | 55% |
| | 2023 | 77% | 78% | 77% | 60% | 69% | 81% | 85% | 91% | * | 80% | 49% | 76% | 77% | 76% | 68% | 55% |
| At Meets Grade Level or Above | 2024 | 54% | 55% | 54% | 28% | 43% | 60% | 69% | 74% | * | 54% | 18% | 55% | 55% | 51% | 42% | 29% |
| | 2023 | 53% | 55% | 53% | 26% | 42% | 58% | 62% | 82% | * | 55% | 23% | 50% | 53% | 51% | 41% | 28% |
| At Masters Grade Level | 2024 | 22% | 22% | 21% | 6% | 13% | 25% | 14% | 65% | * | 23% | 4% | 19% | 21% | 20% | 12% | 7% |
| | 2023 | 20% | 21% | 18% | 5% | 12% | 22% | 18% | 50% | * | 20% | 5% | 10% | 18% | 18% | 12% | 8% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 72% | 72% | 72% | 59% | 64% | 77% | 77% | 86% | 80% | 74% | 44% | 77% | 74% | 69% | 64% | 59% |
| | 2023 | 75% | 75% | 73% | 51% | 64% | 78% | 70% | 83% | * | 74% | 51% | 75% | 74% | 69% | 63% | 58% |
| At Meets Grade Level or Above | 2024 | 43% | 43% | 41% | 23% | 30% | 48% | 39% | 64% | 40% | 39% | 17% | 44% | 43% | 37% | 31% | 25% |
| | 2023 | 45% | 45% | 41% | 19% | 31% | 46% | 36% | 72% | * | 42% | 23% | 34% | 42% | 39% | 30% | 24% |
| At Masters Grade Level | 2024 | 17% | 17% | 15% | 6% | 9% | 17% | 13% | 36% | 0% | 17% | 4% | 14% | 15% | 14% | 9% | 7% |
| | 2023 | 19% | 19% | 14% | 2% | 9% | 17% | 9% | 44% | * | 14% | 5% | 14% | 15% | 14% | 9% | 5% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 75% | 75% | 76% | 61% | 68% | 80% | 93% | 100% | * | 81% | 45% | 85% | 77% | 73% | 69% | 64% |
| | 2023 | 77% | 77% | 79% | 62% | 73% | 82% | 85% | 100% | * | 82% | 50% | 80% | 80% | 76% | 72% | 64% |
| At Meets Grade Level or Above | 2024 | 43% | 44% | 44% | 28% | 33% | 50% | 53% | 70% | * | 42% | 12% | 51% | 47% | 39% | 34% | 25% |
| | 2023 | 47% | 48% | 49% | 30% | 37% | 56% | 54% | 60% | * | 45% | 24% | 46% | 51% | 44% | 36% | 24% |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level | 2024 | 16% | 16% | 15% | 6% | 9% | 17% | 13% | 60% | * | 18% | 2% | 11% | 15% | 13% | 8% | 7% |
| | 2023 | 18% | 19% | 19% | 3% | 13% | 22% | 15% | 20% | * | 22% | 7% | 16% | 19% | 17% | 11% | 7% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 78% | 79% | 80% | 56% | 76% | 83% | 50% | 100% | - | 78% | 46% | 80% | 81% | 78% | 74% | 69% |
| | 2023 | 78% | 79% | 81% | 64% | 74% | 85% | 78% | * | * | 81% | 62% | 48% | 83% | 77% | 73% | 64% |
| At Meets Grade Level or Above | 2024 | 51% | 53% | 56% | 12% | 49% | 62% | 33% | 100% | - | 54% | 20% | 50% | 57% | 54% | 45% | 36% |
| | 2023 | 52% | 54% | 55% | 25% | 43% | 62% | 56% | * | * | 62% | 33% | 29% | 57% | 51% | 42% | 30% |
| At Masters Grade Level | 2024 | 27% | 29% | 29% | 4% | 19% | 34% | 33% | 86% | - | 27% | 6% | 28% | 28% | 32% | 20% | 10% |
| | 2023 | 27% | 29% | 29% | 14% | 20% | 33% | 33% | * | * | 32% | 11% | 13% | 32% | 20% | 20% | 9% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 35% | 36% | 36% | 38% | 24% | 42% | * | * | - | 35% | 16% | 45% | 38% | 32% | 24% | 11% |
| | 2023 | 37% | 38% | 37% | 9% | 21% | 43% | 43% | * | - | 41% | 17% | 46% | 37% | 35% | 26% | 10% |
| Reading and Mathematics Including EOC | 2024 | 35% | 36% | 36% | 38% | 24% | 42% | * | * | - | 35% | 16% | 45% | 38% | 32% | 24% | 11% |
| | 2023 | 37% | 38% | 37% | 9% | 21% | 43% | 43% | * | - | 41% | 17% | 46% | 37% | 35% | 26% | 10% |
| Reading Including EOC | 2024 | 48% | 48% | 50% | 46% | 39% | 54% | * | * | - | 50% | 24% | 45% | 52% | 44% | 39% | 23% |
| | 2023 | 50% | 51% | 50% | 27% | 33% | 57% | 71% | * | - | 52% | 25% | 54% | 50% | 50% | 39% | 17% |
| Math Including EOC | 2024 | 42% | 44% | 45% | 38% | 34% | 51% | * | * | - | 40% | 22% | 73% | 48% | 38% | 34% | 32% |
| | 2023 | 45% | 45% | 43% | 9% | 26% | 50% | 57% | * | - | 44% | 22% | 54% | 44% | 39% | 31% | 19% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 38% | 38% | 43% | 6% | 27% | 50% | 50% | * | * | 45% | 16% | 50% | 44% | 40% | 31% | 21% |
| | 2023 | 38% | 39% | 37% | 18% | 27% | 42% | * | * | - | 48% | 20% | 35% | 38% | 35% | 26% | 26% |
| Reading and Mathematics Including EOC | 2024 | 38% | 38% | 43% | 6% | 27% | 50% | 50% | * | * | 45% | 16% | 50% | 44% | 40% | 31% | 21% |
| | 2023 | 38% | 39% | 37% | 18% | 27% | 42% | * | * | - | 48% | 20% | 35% | 38% | 35% | 26% | 26% |
| Reading Including EOC | 2024 | 51% | 51% | 55% | 13% | 41% | 63% | 60% | * | * | 55% | 22% | 64% | 57% | 52% | 43% | 29% |
| | 2023 | 48% | 49% | 47% | 27% | 35% | 51% | * | * | - | 65% | 23% | 41% | 48% | 45% | 34% | 30% |
| Math Including EOC | 2024 | 46% | 46% | 50% | 13% | 35% | 58% | 50% | * | * | 48% | 22% | 57% | 52% | 46% | 39% | 31% |
| | 2023 | 48% | 48% | 47% | 27% | 37% | 52% | * | * | - | 57% | 34% | 47% | 48% | 46% | 36% | 41% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 42% | 42% | 41% | 25% | 29% | 46% | * | * | * | 60% | 13% | 50% | 43% | 37% | 30% | 21% |
| | 2023 | 43% | 43% | 43% | 14% | 38% | 47% | * | - | * | 39% | 20% | 39% | 43% | 43% | 33% | 32% |

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

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|---------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2024 | 42% | 42% | 41% | 25% | 29% | 46% | * | * | * | 60% | 13% | 50% | 43% | 37% | 30% | 21% |
| | 2023 | 43% | 43% | 43% | 14% | 38% | 47% | * | - | * | 39% | 20% | 39% | 43% | 43% | 33% | 32% |
| Reading Including EOC | 2024 | 55% | 55% | 53% | 50% | 43% | 56% | * | * | * | 80% | 19% | 64% | 54% | 51% | 43% | 36% |
| | 2023 | 57% | 57% | 57% | 50% | 49% | 60% | * | - | * | 57% | 27% | 52% | 58% | 54% | 46% | 38% |
| Math Including EOC | 2024 | 51% | 50% | 50% | 42% | 35% | 57% | * | * | * | 60% | 26% | 64% | 52% | 47% | 39% | 30% |
| | 2023 | 51% | 51% | 51% | 21% | 47% | 54% | * | - | * | 52% | 26% | 48% | 52% | 51% | 41% | 42% |
| 6th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 36% | 37% | 26% | 14% | 19% | 31% | * | - | * | 16% | 7% | 27% | 28% | 23% | 17% | 12% |
| | 2023 | 35% | 37% | 32% | 27% | 21% | 36% | * | * | * | 39% | 11% | 22% | 32% | 30% | 21% | 15% |
| Reading and Mathematics Including EOC | 2024 | 36% | 37% | 26% | 14% | 19% | 31% | * | - | * | 16% | 7% | 27% | 28% | 23% | 17% | 12% |
| | 2023 | 35% | 37% | 32% | 27% | 21% | 36% | * | * | * | 39% | 11% | 22% | 32% | 30% | 21% | 15% |
| Reading Including EOC | 2024 | 57% | 57% | 55% | 36% | 46% | 60% | * | - | * | 44% | 22% | 46% | 56% | 52% | 45% | 36% |
| | 2023 | 52% | 54% | 48% | 40% | 38% | 53% | * | * | * | 44% | 17% | 53% | 51% | 41% | 37% | 34% |
| Math Including EOC | 2024 | 40% | 41% | 29% | 14% | 23% | 34% | * | - | * | 20% | 11% | 37% | 32% | 24% | 19% | 15% |
| | 2023 | 40% | 43% | 37% | 33% | 24% | 42% | * | * | * | 44% | 17% | 25% | 38% | 34% | 26% | 18% |
| 7th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 35% | 35% | 39% | 27% | 27% | 45% | * | * | * | 25% | 4% | 31% | 38% | 40% | 26% | 22% |
| | 2023 | 37% | 39% | 38% | 20% | 30% | 43% | 14% | * | - | 33% | 12% | 22% | 39% | 36% | 28% | 29% |
| Reading and Mathematics Including EOC | 2024 | 36% | 36% | 39% | 27% | 27% | 46% | * | * | * | 25% | 4% | 31% | 38% | 40% | 26% | 22% |
| | 2023 | 38% | 40% | 38% | 20% | 30% | 43% | 14% | * | - | 33% | 12% | 22% | 39% | 36% | 28% | 29% |
| Reading Including EOC | 2024 | 54% | 56% | 56% | 53% | 46% | 61% | * | * | * | 50% | 10% | 63% | 56% | 57% | 43% | 34% |
| | 2023 | 55% | 56% | 57% | 30% | 48% | 62% | 57% | * | - | 52% | 21% | 53% | 59% | 54% | 50% | 39% |
| Math Including EOC | 2024 | 40% | 41% | 45% | 33% | 30% | 53% | * | * | * | 32% | 12% | 42% | 44% | 46% | 31% | 28% |
| | 2023 | 43% | 45% | 44% | 30% | 33% | 50% | 14% | * | - | 42% | 17% | 31% | 45% | 42% | 32% | 31% |
| 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 28% | 25% | 20% | 0% | 15% | 23% | 0% | * | - | 16% | 4% | 28% | 20% | 17% | 17% | 11% |
| | 2023 | 31% | 30% | 27% | 20% | 17% | 32% | 33% | * | - | 23% | 20% | 25% | 27% | 26% | 20% | 10% |
| Reading and Mathematics Including EOC | 2024 | 41% | 41% | 38% | 8% | 33% | 43% | 17% | * | - | 24% | 5% | 35% | 40% | 35% | 29% | 28% |
| | 2023 | 44% | 44% | 42% | 20% | 33% | 47% | 43% | * | - | 32% | 20% | 27% | 43% | 39% | 29% | 18% |
| Reading Including EOC | 2024 | 57% | 58% | 57% | 15% | 50% | 63% | 50% | * | - | 38% | 9% | 60% | 58% | 55% | 48% | 38% |
| | 2023 | 58% | 59% | 59% | 40% | 52% | 64% | 71% | * | - | 42% | 27% | 50% | 61% | 55% | 48% | 38% |

Texas Education Agency
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 WEATHERFORD ISD (184903) - PARKER COUNTY

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|---------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Math Including EOC | 2024 | 49% | 47% | 45% | 15% | 36% | 51% | 33% | * | - | 32% | 12% | 50% | 46% | 40% | 36% | 28% |
| | 2023 | 51% | 50% | 48% | 20% | 39% | 53% | 43% | * | - | 53% | 29% | 31% | 50% | 45% | 35% | 27% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2024 | 36% | 36% | 35% | 19% | 24% | 41% | 39% | 71% | * | 33% | 11% | 35% | 36% | 32% | 25% | 17% |
| | 2023 | 37% | 38% | 36% | 18% | 26% | 41% | 34% | 80% | * | 38% | 17% | 29% | 37% | 35% | 26% | 20% |
| Reading and Mathematics Including EOC | 2024 | 38% | 39% | 37% | 19% | 27% | 43% | 42% | 74% | * | 34% | 11% | 37% | 39% | 34% | 26% | 19% |
| | 2023 | 39% | 40% | 38% | 18% | 28% | 43% | 37% | 81% | * | 38% | 17% | 29% | 39% | 36% | 27% | 21% |
| Reading Including EOC | 2024 | 54% | 54% | 54% | 35% | 44% | 60% | 67% | 84% | * | 52% | 19% | 58% | 55% | 52% | 44% | 33% |
| | 2023 | 53% | 54% | 53% | 36% | 43% | 58% | 60% | 88% | * | 52% | 24% | 51% | 54% | 50% | 42% | 33% |
| Math Including EOC | 2024 | 45% | 45% | 44% | 25% | 32% | 51% | 46% | 74% | * | 39% | 19% | 50% | 46% | 40% | 33% | 27% |
| | 2023 | 47% | 47% | 45% | 24% | 35% | 50% | 40% | 81% | * | 48% | 25% | 36% | 46% | 43% | 34% | 29% |

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

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 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress - Annual Growth by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2024 | 67% | 67% | 72% | 50% | 65% | 76% | 63% | * | - | 70% | 57% | 92% | 73% | 70% | 66% | 57% |
| | 2023 | 55% | 55% | 55% | 67% | 46% | 59% | * | * | - | 65% | 42% | 44% | 56% | 53% | 49% | 36% |
| Grade 4 Mathematics | 2024 | 60% | 59% | 65% | 42% | 56% | 70% | 38% | * | - | 63% | 49% | 58% | 65% | 64% | 60% | 53% |
| | 2023 | 63% | 62% | 64% | 72% | 53% | 68% | * | * | - | 80% | 59% | 56% | 64% | 63% | 60% | 52% |
| Grade 5 ELA/Reading | 2024 | 70% | 69% | 71% | 65% | 71% | 70% | * | * | * | 76% | 58% | 82% | 73% | 65% | 65% | 76% |
| | 2023 | 65% | 64% | 64% | 60% | 62% | 65% | * | - | * | 64% | 50% | 66% | 65% | 62% | 60% | 55% |
| Grade 5 Mathematics | 2024 | 65% | 65% | 70% | 70% | 67% | 70% | * | * | * | 76% | 62% | 79% | 70% | 69% | 64% | 60% |
| | 2023 | 71% | 70% | 70% | 85% | 67% | 70% | * | - | * | 82% | 69% | 80% | 70% | 70% | 70% | 64% |
| Grade 6 ELA/Reading | 2024 | 61% | 62% | 62% | 50% | 55% | 65% | * | - | * | 66% | 43% | 66% | 61% | 63% | 54% | 42% |
| | 2023 | 51% | 51% | 43% | 39% | 40% | 45% | * | * | * | 35% | 33% | 41% | 45% | 36% | 37% | 41% |
| Grade 6 Mathematics | 2024 | 48% | 50% | 37% | 55% | 32% | 39% | * | - | * | 34% | 33% | 33% | 36% | 38% | 31% | 33% |
| | 2023 | 54% | 57% | 50% | 54% | 52% | 49% | * | * | * | 58% | 57% | 30% | 49% | 52% | 47% | 45% |
| Grade 7 ELA/Reading | 2024 | 66% | 67% | 72% | 75% | 64% | 75% | * | * | * | 78% | 32% | 77% | 69% | 79% | 62% | 52% |
| | 2023 | 71% | 70% | 72% | 83% | 67% | 74% | 57% | * | - | 68% | 55% | 67% | 72% | 71% | 69% | 70% |
| Grade 7 Mathematics | 2024 | 49% | 46% | 63% | 71% | 51% | 68% | * | * | * | 64% | 39% | 59% | 62% | 64% | 54% | 50% |
| | 2023 | 56% | 55% | 62% | 56% | 54% | 65% | 50% | * | - | 71% | 44% | 50% | 63% | 60% | 51% | 51% |
| Grade 8 ELA/Reading | 2024 | 69% | 69% | 67% | 30% | 65% | 68% | 42% | * | - | 65% | 40% | 74% | 68% | 63% | 62% | 58% |
| | 2023 | 63% | 62% | 65% | 60% | 63% | 66% | 71% | * | - | 50% | 48% | 62% | 66% | 60% | 58% | 54% |
| Grade 8 Mathematics | 2024 | 66% | 64% | 60% | 57% | 60% | 62% | 50% | * | - | 45% | 52% | 78% | 61% | 57% | 62% | 60% |
| | 2023 | 74% | 73% | 70% | 60% | 65% | 74% | 50% | * | - | 58% | 61% | 71% | 70% | 70% | 67% | 59% |
| End of Course English I | 2024 | 64% | 65% | 64% | 71% | 57% | 67% | 75% | * | - | 65% | 37% | 52% | 65% | 62% | 58% | 48% |
| | 2023 | 57% | 57% | 56% | 41% | 52% | 58% | * | * | - | 75% | 45% | 40% | 56% | 57% | 51% | 52% |
| End of Course English II | 2024 | 69% | 69% | 61% | 36% | 58% | 66% | * | * | - | 40% | 31% | 56% | 62% | 60% | 54% | 51% |
| | 2023 | 74% | 74% | 74% | 57% | 71% | 76% | * | * | - | 76% | 53% | 75% | 76% | 69% | 66% | 62% |
| End of Course Algebra I | 2024 | 72% | 71% | 72% | 60% | 71% | 73% | 83% | * | - | 88% | 62% | 53% | 71% | 74% | 70% | 71% |
| | 2023 | 76% | 77% | 58% | 67% | 62% | 57% | * | * | - | 47% | 63% | 44% | 58% | 59% | 53% | 60% |
| All Grades Both Subjects | 2024 | 64% | 64% | 64% | 56% | 59% | 67% | 62% | 85% | 67% | 63% | 48% | 64% | 64% | 64% | 59% | 54% |
| | 2023 | 64% | 64% | 62% | 60% | 58% | 64% | 53% | 62% | * | 66% | 52% | 54% | 62% | 61% | 57% | 54% |
| All Grades ELA/Reading | 2024 | 67% | 67% | 67% | 53% | 62% | 70% | 65% | 87% | * | 66% | 46% | 70% | 67% | 66% | 60% | 54% |
| | 2023 | 63% | 62% | 62% | 56% | 58% | 64% | 63% | 65% | * | 65% | 46% | 55% | 63% | 59% | 56% | 53% |
| All Grades Mathematics | 2024 | 60% | 60% | 61% | 59% | 56% | 64% | 58% | 82% | * | 59% | 49% | 58% | 61% | 61% | 57% | 54% |
| | 2023 | 66% | 66% | 62% | 65% | 59% | 64% | 42% | 58% | * | 69% | 59% | 53% | 62% | 62% | 58% | 55% |
| School Progress - Accelerated Learning by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2024 | 38% | 39% | 42% | 20% | 38% | 45% | * | - | - | * | 37% | * | 48% | 28% | 40% | 33% |
| | 2023 | 33% | 33% | 36% | * | 33% | 35% | - | - | - | * | 30% | * | 42% | 22% | 28% | 38% |
| Grade 4 Mathematics | 2024 | 26% | 25% | 29% | 14% | 18% | 39% | * | * | - | 29% | 14% | * | 28% | 31% | 25% | 16% |
| | 2023 | 27% | 24% | 26% | * | 21% | 28% | * | - | - | 67% | 19% | * | 24% | 29% | 24% | 31% |

Texas Education Agency
2023-24 STAAR Progress (TAPR)
WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Grade 5 ELA/Reading | 2024 | 35% | 34% | 31% | * | 35% | 27% | - | - | * | * | 25% | * | 35% | 24% | 23% | 40% |
| | 2023 | 37% | 36% | 31% | * | 38% | 27% | - | - | - | * | 15% | 38% | 29% | 34% | 29% | 33% |
| Grade 5 Mathematics | 2024 | 41% | 39% | 44% | * | 42% | 45% | * | - | * | * | 32% | * | 43% | 47% | 37% | 27% |
| | 2023 | 48% | 45% | 52% | 67% | 46% | 57% | - | - | - | 22% | 50% | 57% | 53% | 48% | 43% | 32% |
| Grade 6 ELA/Reading | 2024 | 24% | 24% | 23% | * | 23% | 22% | - | - | - | 17% | 13% | * | 19% | 29% | 22% | 11% |
| | 2023 | 26% | 25% | 20% | * | 18% | 23% | - | - | * | * | 16% | * | 23% | 14% | 16% | 18% |
| Grade 6 Mathematics | 2024 | 27% | 28% | 25% | * | 18% | 29% | * | - | - | 27% | 21% | * | 29% | 19% | 27% | 15% |
| | 2023 | 35% | 37% | 43% | * | 40% | 46% | * | - | * | * | 31% | * | 40% | 52% | 42% | 42% |
| Grade 7 ELA/Reading | 2024 | 23% | 23% | 28% | 20% | 20% | 32% | - | * | * | 60% | 13% | 83% | 25% | 33% | 25% | 9% |
| | 2023 | 39% | 38% | 47% | * | 41% | 52% | * | - | - | 50% | 35% | 14% | 51% | 39% | 37% | 31% |
| Grade 7 Mathematics | 2024 | 14% | 13% | 21% | 40% | 21% | 17% | - | * | - | 40% | 10% | 20% | 25% | 10% | 21% | 20% |
| | 2023 | 22% | 21% | 25% | * | 23% | 28% | * | - | - | 43% | 15% | * | 28% | 20% | 20% | 11% |
| Grade 8 ELA/Reading | 2024 | 34% | 33% | 30% | * | 29% | 26% | * | - | - | 70% | 22% | 56% | 31% | 28% | 29% | 17% |
| | 2023 | 39% | 38% | 45% | * | 45% | 45% | - | - | - | * | 28% | 56% | 45% | 43% | 38% | 35% |
| Grade 8 Mathematics | 2024 | 44% | 39% | 38% | 40% | 41% | 35% | * | - | - | 22% | 25% | 56% | 41% | 28% | 37% | 26% |
| | 2023 | 49% | 47% | 43% | * | 42% | 45% | * | - | - | * | 23% | 27% | 42% | 46% | 41% | 37% |
| End of Course English I | 2024 | 20% | 20% | 22% | * | 17% | 25% | * | - | - | * | 17% | * | 20% | 26% | 18% | 8% |
| | 2023 | 26% | 28% | 29% | 40% | 20% | 35% | - | - | - | * | 11% | 60% | 26% | 36% | 27% | 25% |
| End of Course English II | 2024 | 29% | 29% | 20% | 29% | 20% | 19% | - | * | - | - | 4% | * | 21% | 18% | 23% | 25% |
| | 2023 | 41% | 42% | 39% | 40% | 35% | 43% | - | - | - | 33% | 19% | * | 39% | 40% | 36% | 25% |
| End of Course Algebra I | 2024 | 55% | 51% | 50% | * | 45% | 52% | * | - | - | * | 30% | 29% | 51% | 48% | 53% | 44% |
| | 2023 | 58% | 56% | 39% | 33% | 38% | 41% | - | * | - | * | 32% | 29% | 38% | 39% | 33% | 40% |
| All Grades Both Subjects | 2024 | 32% | 31% | 32% | 34% | 29% | 33% | 50% | * | * | 39% | 22% | 41% | 33% | 30% | 30% | 22% |
| | 2023 | 38% | 37% | 37% | 38% | 34% | 40% | 20% | * | * | 41% | 26% | 33% | 38% | 36% | 33% | 31% |
| All Grades ELA/Reading | 2024 | 30% | 29% | 29% | 31% | 26% | 30% | * | * | * | 52% | 21% | 48% | 30% | 27% | 27% | 21% |
| | 2023 | 35% | 35% | 37% | 38% | 34% | 38% | * | - | * | 41% | 23% | 33% | 38% | 33% | 31% | 29% |
| All Grades Mathematics | 2024 | 35% | 33% | 35% | 37% | 32% | 37% | 63% | * | * | 29% | 22% | 34% | 36% | 32% | 33% | 24% |
| | 2023 | 40% | 39% | 38% | 38% | 34% | 41% | 13% | * | * | 40% | 30% | 32% | 38% | 38% | 34% | 33% |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 75% | 75% | 75% | 61% | 72% | - | - | 57% | - | 56% | 56% | 56% | - | 70% | 77% | 57% | 93% |
| | 2023 | 76% | 77% | 76% | 56% | 60% | - | - | 53% | - | 57% | 65% | 55% | - | 64% | 78% | 57% | 95% |
| At Meets Grade Level or Above | 2024 | 48% | 49% | 48% | 23% | 19% | - | - | 25% | - | 25% | 29% | 25% | - | 37% | 51% | 26% | 75% |
| | 2023 | 49% | 50% | 48% | 22% | 25% | - | - | 20% | - | 24% | 32% | 22% | - | 31% | 51% | 24% | 77% |
| At Masters Grade Level | 2024 | 20% | 20% | 19% | 7% | 8% | - | - | 6% | - | 6% | 7% | 6% | - | 8% | 20% | 6% | 27% |
| | 2023 | 20% | 21% | 18% | 4% | 3% | - | - | 4% | - | 6% | 10% | 5% | - | 8% | 19% | 6% | 29% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 76% | 76% | 75% | 60% | 83% | - | - | 55% | - | 52% | 65% | 49% | - | 59% | 78% | 53% | 93% |
| | 2023 | 77% | 78% | 77% | 56% | 65% | - | - | 50% | - | 53% | 66% | 50% | - | 71% | 80% | 54% | 96% |
| At Meets Grade Level or Above | 2024 | 54% | 55% | 54% | 25% | 33% | - | - | 24% | - | 27% | 29% | 26% | - | 33% | 57% | 27% | 80% |
| | 2023 | 53% | 55% | 53% | 22% | 31% | - | - | 16% | - | 26% | 32% | 24% | - | 33% | 56% | 25% | 88% |
| At Masters Grade Level | 2024 | 22% | 22% | 21% | 6% | 8% | - | - | 6% | - | 7% | 8% | 6% | - | 0% | 23% | 6% | 32% |
| | 2023 | 20% | 21% | 18% | 5% | 4% | - | - | 5% | - | 7% | 13% | 5% | - | 5% | 20% | 6% | 32% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 72% | 72% | 72% | 59% | 58% | - | - | 59% | - | 56% | 57% | 56% | - | 73% | 74% | 57% | 94% |
| | 2023 | 75% | 75% | 73% | 59% | 65% | - | - | 55% | - | 57% | 67% | 54% | - | 45% | 75% | 57% | 88% |
| At Meets Grade Level or Above | 2024 | 43% | 43% | 41% | 24% | 17% | - | - | 25% | - | 23% | 34% | 19% | - | 32% | 43% | 24% | 63% |
| | 2023 | 45% | 45% | 41% | 25% | 27% | - | - | 24% | - | 22% | 39% | 16% | - | 20% | 43% | 23% | 63% |
| At Masters Grade Level | 2024 | 17% | 17% | 15% | 8% | 17% | - | - | 6% | - | 5% | 8% | 5% | - | 14% | 15% | 6% | 25% |
| | 2023 | 19% | 19% | 14% | 3% | 4% | - | - | 3% | - | 5% | 10% | 3% | - | 5% | 15% | 5% | 19% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 75% | 75% | 76% | 75% | 75% | - | - | - | - | 61% | 29% | 68% | - | 89% | 77% | 63% | 90% |
| | 2023 | 77% | 77% | 79% | 38% | 38% | - | - | - | - | 63% | 59% | 65% | - | 82% | 81% | 63% | 100% |
| At Meets Grade Level or Above | 2024 | 43% | 44% | 44% | 8% | 8% | - | - | - | - | 23% | 13% | 25% | - | 56% | 46% | 24% | 67% |
| | 2023 | 47% | 48% | 49% | 8% | 8% | - | - | - | - | 22% | 16% | 23% | - | 36% | 52% | 22% | 78% |
| At Masters Grade Level | 2024 | 16% | 16% | 15% | 0% | 0% | - | - | - | - | 6% | 6% | 6% | - | 22% | 16% | 7% | 19% |
| | 2023 | 18% | 19% | 19% | 0% | 0% | - | - | - | - | 6% | 5% | 6% | - | 9% | 20% | 6% | 43% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2024 | 78% | 79% | 80% | - | - | - | - | - | - | 66% | - | 66% | - | * | 81% | 67% | 93% |
| | 2023 | 78% | 79% | 81% | - | - | - | - | - | - | 62% | - | 62% | - | 67% | 83% | 63% | 100% |
| At Meets Grade Level or Above | 2024 | 51% | 53% | 56% | - | - | - | - | - | - | 32% | - | 32% | - | * | 58% | 32% | 86% |
| | 2023 | 52% | 54% | 55% | - | - | - | - | - | - | 25% | - | 25% | - | 44% | 58% | 27% | 76% |
| At Masters Grade Level | 2024 | 27% | 29% | 29% | - | - | - | - | - | - | 8% | - | 8% | - | * | 31% | 8% | 28% |
| | 2023 | 27% | 29% | 29% | - | - | - | - | - | - | 7% | - | 7% | - | 22% | 31% | 8% | 28% |
| School Progress - Annual Growth | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | School Year | State | Region 11 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| All Grades Both Subjects | 2024 | 64% | 64% | 64% | 53% | 77% | - | - | 29% | - | 53% | 64% | 50% | - | 51% | 66% | 53% | 72% |
| | 2023 | 64% | 64% | 62% | 38% | 38% | - | - | - | - | 55% | 58% | 54% | - | 54% | 63% | 54% | 71% |
| All Grades ELA/Reading | 2024 | 67% | 67% | 67% | 58% | 79% | - | - | 38% | - | 53% | 67% | 50% | - | 43% | 68% | 53% | 69% |
| | 2023 | 63% | 62% | 62% | 34% | 34% | - | - | - | - | 53% | 49% | 54% | - | 68% | 63% | 53% | 70% |
| All Grades Mathematics | 2024 | 60% | 60% | 61% | 48% | 75% | - | - | 21% | - | 53% | 60% | 51% | - | 63% | 62% | 53% | 76% |
| | 2023 | 66% | 66% | 62% | 42% | 42% | - | - | - | - | 57% | 66% | 54% | - | 41% | 63% | 55% | 71% |
| School Progress - Accelerated Learning | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2024 | 32% | 31% | 32% | 21% | 50% | - | - | 0% | - | 22% | 31% | 20% | - | 25% | 34% | 22% | * |
| | 2023 | 38% | 37% | 37% | 25% | 25% | - | - | - | - | 31% | 36% | 29% | - | 44% | 39% | 31% | * |
| All Grades ELA/Reading | 2024 | 30% | 29% | 29% | 29% | 67% | - | - | 0% | - | 20% | 41% | 14% | - | 17% | 31% | 21% | * |
| | 2023 | 35% | 35% | 37% | 29% | 29% | - | - | - | - | 28% | 36% | 26% | - | 60% | 39% | 29% | - |
| All Grades Mathematics | 2024 | 35% | 33% | 35% | 14% | 33% | - | - | 0% | - | 25% | 22% | 26% | - | 33% | 37% | 24% | - |
| | 2023 | 40% | 39% | 38% | 22% | 22% | - | - | - | - | 34% | 36% | 34% | - | * | 39% | 33% | * |

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 2024 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 99% | 100% | 100% | 100% | 99% | 99% | 99% | 99% | 99% | 100% |
| Included in Accountability | 92% | 93% | 94% | 91% | 92% | 95% | 91% | 91% | 100% | 95% | 95% | 93% | 98% | 87% | 94% | 87% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 9% | 4% | 4% | 8% | 7% | 0% | 5% | 4% | 6% | 1% | 10% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 2% | 2% | 1% | 0% | 2% | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 1% | 1% | 1% | 7% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 1% | 1% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 1% | 1% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 97% | 100% | * | 99% | 99% | 98% | 99% | 99% | 99% | 100% |
| Included in Accountability | 91% | 91% | 93% | 91% | 91% | 95% | 92% | 88% | * | 95% | 94% | 92% | 97% | 86% | 93% | 83% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 8% | 4% | 4% | 5% | 8% | * | 5% | 4% | 6% | 1% | 11% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 4% | 4% | 2% | 0% | 5% | 0% | 0% | 4% | * | 0% | 1% | 1% | 1% | 2% | 2% | 12% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 3% | 0% | * | 1% | 1% | 2% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 1% | 1% | 1% | 3% | 0% | * | 0% | 1% | 2% | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 93% | 94% | 95% | 90% | 94% | 96% | 91% | 92% | 100% | 96% | 96% | 94% | 98% | 88% | 95% | 90% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 9% | 4% | 4% | 9% | 8% | 0% | 4% | 4% | 6% | 1% | 11% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 2% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 1% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 98% | 99% | 100% | 100% | * | 100% | 99% | 99% | 99% | 97% | 98% | 98% |
| Included in Accountability | 93% | 94% | 94% | 88% | 93% | 95% | 94% | 91% | * | 93% | 95% | 93% | 98% | 86% | 93% | 88% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 12% | 4% | 4% | 6% | 9% | * | 7% | 3% | 6% | 1% | 10% | 5% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 1% | 1% | 4% |
| Not Tested | 1% | 1% | 1% | 0% | 2% | 1% | 0% | 0% | * | 0% | 1% | 1% | 1% | 3% | 2% | 2% |

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 1% | 1% | 0% | 2% | 1% | 0% | 0% | * | 0% | 1% | 1% | 1% | 2% | 2% | 2% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 100% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 95% | 96% | 96% | 94% | 97% | 75% | 100% | - | 94% | 96% | 93% | 98% | 90% | 95% | 92% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 4% | 4% | 3% | 25% | 0% | - | 6% | 3% | 7% | 1% | 9% | 3% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 2% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 93% | 91% | 96% | - | 88% | 98% | - | * | - | 100% | * | - | 98% | 67% | 91% | 100% |
| 2023 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 100% | 100% | 100% | 100% | 99% | 100% | 99% | 98% | 98% | 99% |
| Included in Accountability | 93% | 93% | 94% | 88% | 93% | 95% | 98% | 94% | 100% | 92% | 94% | 96% | 98% | 86% | 92% | 89% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 10% | 5% | 4% | 2% | 0% | 0% | 7% | 5% | 3% | 1% | 12% | 6% | 5% |
| Not Included in Accountability: Other Exclusions | 2% | 2% | 1% | 1% | 2% | 0% | 0% | 6% | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 5% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 0% | 1% | 0% | 1% | 2% | 2% | 1% |
| Absent | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 0% | 1% | 0% | 1% | 1% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 100% | 100% | * | 100% | 99% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 92% | 92% | 94% | 90% | 91% | 95% | 97% | 92% | * | 94% | 94% | 96% | 97% | 86% | 91% | 86% |
| Not Included in Accountability: Mobile | 4% | 5% | 4% | 8% | 5% | 4% | 3% | 0% | * | 6% | 4% | 4% | 1% | 12% | 6% | 5% |
| Not Included in Accountability: Other Exclusions | 3% | 3% | 1% | 1% | 3% | 0% | 0% | 8% | * | 0% | 1% | 1% | 1% | 1% | 1% | 9% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | * | 0% | 1% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | * | 0% | 1% | 0% | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 99% | 100% | 100% | * | 100% | 99% | 99% | 100% | 99% | 99% | 99% |
| Included in Accountability | 94% | 94% | 95% | 87% | 94% | 95% | 97% | 95% | * | 93% | 95% | 95% | 98% | 86% | 93% | 92% |

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Not Included in Accountability: Mobile | 5% | 5% | 5% | 11% | 5% | 4% | 3% | 0% | * | 7% | 4% | 4% | 1% | 12% | 6% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 1% | 0% | 0% | 0% | 5% | * | 0% | 0% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | * | 0% | 1% | 1% | 0% | 1% | 1% | 1% |
| Absent | 1% | 1% | 1% | 1% | 0% | 1% | 0% | 0% | * | 0% | 1% | 1% | 0% | 1% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 98% | 98% | 98% | 98% | 100% | 100% | * | 100% | 99% | 99% | 99% | 97% | 97% | 98% |
| Included in Accountability | 93% | 94% | 94% | 88% | 93% | 95% | 100% | 100% | * | 92% | 93% | 99% | 98% | 85% | 91% | 92% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 10% | 5% | 3% | 0% | 0% | * | 8% | 6% | 0% | 1% | 12% | 6% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 1% | 0% | 2% |
| Not Tested | 1% | 1% | 2% | 2% | 2% | 2% | 0% | 0% | * | 0% | 1% | 1% | 1% | 3% | 3% | 2% |
| Absent | 1% | 1% | 1% | 2% | 1% | 1% | 0% | 0% | * | 0% | 1% | 1% | 1% | 2% | 2% | 2% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 98% | 97% | 97% | 98% | 100% | * | * | 98% | 98% | 100% | 98% | 97% | 97% | 96% |
| Included in Accountability | 94% | 94% | 95% | 85% | 94% | 96% | 100% | * | * | 86% | 94% | 100% | 98% | 88% | 94% | 92% |
| Not Included in Accountability: Mobile | 4% | 4% | 3% | 12% | 2% | 2% | 0% | * | * | 12% | 4% | 0% | 0% | 8% | 3% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | * | * | 0% | 0% | 0% | 0% | 1% | 0% | 2% |
| Not Tested | 1% | 1% | 2% | 3% | 3% | 2% | 0% | * | * | 2% | 2% | 0% | 2% | 3% | 3% | 4% |
| Absent | 1% | 1% | 2% | 3% | 3% | 2% | 0% | * | * | 2% | 2% | 0% | 2% | 3% | 3% | 4% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 93% | 92% | 96% | * | 97% | 95% | - | * | - | 100% | - | * | 97% | 83% | 97% | * |

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2022-23 | 93.3% | 93.9% | 93.9% | 93.0% | 93.3% | 94.2% | 94.3% | 95.6% | * | 93.5% | 93.6% | 92.7% | 93.5% |
| 2021-22 | 92.2% | 92.7% | 92.7% | 91.8% | 92.4% | 92.9% | 92.7% | 92.9% | * | 91.8% | 92.4% | 91.6% | 93.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2022-23 | 20.3% | 17.9% | 18.1% | 24.2% | 19.9% | 17.0% | 20.8% | 7.7% | * | 18.6% | 19.3% | 23.8% | 19.4% |
| 2021-22 | 25.7% | 23.8% | 23.2% | 26.9% | 25.5% | 21.6% | 25.5% | 15.2% | * | 30.6% | 25.1% | 29.0% | 21.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2022-23 | 0.8% | 0.8% | 0.1% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | - | 0.0% | 0.0% | 0.1% | 0.8% |
| 2021-22 | 0.7% | 0.8% | 0.4% | 0.0% | 0.3% | 0.3% | 0.0% | 0.0% | - | 2.1% | 0.0% | 0.5% | 0.7% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2022-23 | 2.0% | 1.8% | 0.6% | 1.4% | 1.0% | 0.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.8% | 1.2% |
| 2021-22 | 2.2% | 2.1% | 0.7% | 1.5% | 0.9% | 0.5% | 0.0% | 0.0% | * | 2.2% | 1.9% | 1.4% | 2.2% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2023 | | | | | | | | | | | | | |
| Graduated | 90.3% | 89.9% | 96.2% | 93.3% | 94.1% | 97.3% | * | 100.0% | - | 94.1% | 93.8% | 91.8% | 91.3% |
| Received TxCHSE | 0.3% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.1% | 3.8% | 1.2% | 0.0% | 1.8% | 1.1% | * | 0.0% | - | 0.0% | 0.0% | 2.9% | 2.2% |
| Dropped Out | 6.3% | 6.1% | 2.6% | 6.7% | 4.1% | 1.6% | * | 0.0% | - | 5.9% | 6.3% | 5.3% | 6.5% |
| Graduates and TxCHSE | 90.6% | 90.2% | 96.2% | 93.3% | 94.1% | 97.3% | * | 100.0% | - | 94.1% | 93.8% | 91.8% | 91.3% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.9% | 97.4% | 93.3% | 95.9% | 98.4% | * | 100.0% | - | 94.1% | 93.8% | 94.7% | 93.5% |
| Class of 2022 | | | | | | | | | | | | | |
| Graduated | 89.7% | 89.5% | 97.0% | 100.0% | 96.1% | 97.7% | 100.0% | * | - | 95.5% | 90.9% | 94.6% | 97.3% |
| Received TxCHSE | 0.3% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.5% | 4.0% | 1.3% | 0.0% | 1.3% | 1.5% | 0.0% | * | - | 0.0% | 6.8% | 1.5% | 0.0% |
| Dropped Out | 6.4% | 6.2% | 1.7% | 0.0% | 2.6% | 0.9% | 0.0% | * | - | 4.5% | 2.3% | 3.9% | 2.7% |
| Graduates and TxCHSE | 90.0% | 89.8% | 97.0% | 100.0% | 96.1% | 97.7% | 100.0% | * | - | 95.5% | 90.9% | 94.6% | 97.3% |
| Graduates, TxCHSE, and Continuers | 93.6% | 93.8% | 98.3% | 100.0% | 97.4% | 99.1% | 100.0% | * | - | 95.5% | 97.7% | 96.1% | 97.3% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2022 | | | | | | | | | | | | | |
| Graduated | 91.8% | 92.1% | 98.1% | 100.0% | 96.8% | 99.1% | 100.0% | * | - | 95.5% | 97.7% | 95.6% | 97.4% |
| Received TxCHSE | 0.4% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 1.0% | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.8% | 6.4% | 1.9% | 0.0% | 3.2% | 0.9% | 0.0% | * | - | 4.5% | 2.3% | 4.4% | 2.6% |
| Graduates and TxCHSE | 92.2% | 92.5% | 98.1% | 100.0% | 96.8% | 99.1% | 100.0% | * | - | 95.5% | 97.7% | 95.6% | 97.4% |
| Graduates, TxCHSE, and Continuers | 93.2% | 93.6% | 98.1% | 100.0% | 96.8% | 99.1% | 100.0% | * | - | 95.5% | 97.7% | 95.6% | 97.4% |

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|--------|
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.9% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| Received TxCHSE | 0.4% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 1.0% | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 5.6% | 2.0% | 0.0% | 0.7% | 2.7% | * | 0.0% | - | 0.0% | 5.1% | 4.5% | 0.0% |
| Graduates and TxCHSE | 92.7% | 93.3% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.4% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 92.7% | 93.4% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| Received TxCHSE | 0.5% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 0.5% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 5.6% | 2.0% | 0.0% | 0.7% | 2.7% | * | 0.0% | - | 0.0% | 5.1% | 4.5% | 0.0% |
| Graduates and TxCHSE | 93.2% | 93.9% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.7% | 94.4% | 98.0% | 100.0% | 99.3% | 97.3% | * | 100.0% | - | 100.0% | 94.9% | 95.5% | 100.0% |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.7% | 93.8% | 97.5% | 100.0% | 97.5% | 97.2% | * | * | * | 100.0% | 91.4% | 94.0% | 91.3% |
| Received TxCHSE | 0.5% | 0.6% | 0.6% | 0.0% | 0.0% | 0.9% | * | * | * | 0.0% | 0.0% | 0.7% | 0.0% |
| Continued HS | 0.5% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.2% | 5.0% | 1.9% | 0.0% | 2.5% | 1.9% | * | * | * | 0.0% | 8.6% | 5.3% | 8.7% |
| Graduates and TxCHSE | 93.2% | 94.4% | 98.1% | 100.0% | 97.5% | 98.1% | * | * | * | 100.0% | 91.4% | 94.7% | 91.3% |
| Graduates, TxCHSE, and Continuers | 93.8% | 95.0% | 98.1% | 100.0% | 97.5% | 98.1% | * | * | * | 100.0% | 91.4% | 94.7% | 91.3% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2023 | 90.3% | 89.9% | 95.1% | 93.3% | 91.4% | 96.8% | * | 100.0% | - | 94.1% | 91.8% | 89.3% | 85.7% |
| Class of 2022 | 89.7% | 89.5% | 95.1% | 100.0% | 94.3% | 95.4% | 100.0% | * | - | 95.5% | 74.1% | 92.8% | 97.3% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2023 | 72.3% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2022 | 59.5% | * | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2023 | 4.3% | 2.6% | 7.5% | 7.1% | 11.3% | 5.8% | * | 0.0% | - | 12.5% | 15.6% | 8.4% | 21.4% |
| Class of 2022 | 3.7% | 3.5% | 3.7% | 0.0% | 4.7% | 3.0% | 0.0% | * | - | 9.5% | 10.0% | 5.7% | 2.8% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2023 | 84.3% | 83.1% | 75.9% | 57.1% | 67.9% | 79.9% | * | 50.0% | - | 87.5% | 53.3% | 69.6% | 47.6% |
| Class of 2022 | 84.3% | 81.7% | 82.5% | 50.0% | 77.2% | 86.3% | 100.0% | * | - | 66.7% | 40.0% | 73.4% | 72.2% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2023 | 88.6% | 85.7% | 83.4% | 64.3% | 79.2% | 85.7% | * | 50.0% | - | 100.0% | 68.9% | 78.0% | 69.0% |
| Class of 2022 | 88.0% | 85.2% | 86.2% | 50.0% | 81.9% | 89.3% | 100.0% | * | - | 76.2% | 50.0% | 79.2% | 75.0% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2022-23 | 38.4% | 14.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2021-22 | 23.6% | 23.1% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2022-23 | 4.4% | 2.6% | 7.0% | 12.5% | 9.7% | 5.6% | * | * | - | 11.1% | 13.2% | 7.8% | 20.5% |
| 2021-22 | 3.9% | 3.5% | 3.9% | 0.0% | 6.0% | 2.9% | 0.0% | * | - | 9.1% | 9.5% | 6.6% | 5.7% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2022-23 | 82.5% | 81.2% | 74.8% | 50.0% | 68.5% | 78.3% | * | * | - | 77.8% | 45.3% | 67.3% | 51.3% |
| 2021-22 | 82.3% | 79.6% | 80.5% | 57.1% | 74.8% | 84.5% | 100.0% | * | - | 63.6% | 35.7% | 70.2% | 68.6% |
| Texas First DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2022-23 | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | 0.0% | 0.0% | 0.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2022-23 | 86.8% | 83.8% | 81.8% | 62.5% | 78.2% | 83.9% | * | * | - | 88.9% | 58.5% | 75.1% | 71.8% |
| 2021-22 | 86.0% | 83.1% | 84.4% | 57.1% | 80.8% | 87.5% | 100.0% | * | - | 72.7% | 45.2% | 76.8% | 74.3% |

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | District Count | District Percent | State Count | State Percent |
|---|-------------------|---------------------|----------------|------------------|
| Graduates (2022-23 Annual Graduates) | | | | |
| Total Graduates | 584 | 100.0% | 377,367 | 100.0% |
| By Ethnicity: | | | | |
| African American | 16 | 2.7% | 46,822 | 12.4% |
| Hispanic | 165 | 28.3% | 197,333 | 52.3% |
| White | 378 | 64.7% | 103,009 | 27.3% |
| American Indian | 3 | 0.5% | 1,181 | 0.3% |
| Asian | 4 | 0.7% | 19,151 | 5.1% |
| Pacific Islander | 0 | 0.0% | 574 | 0.2% |
| Two or More Races | 18 | 3.1% | 9,297 | 2.5% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 433 | 0.1% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 270 | 0.1% |
| Foundation H.S. Program (No Endorsement) | 106 | 18.2% | 49,278 | 13.1% |
| Foundation H.S. Program (Endorsement) | 41 | 7.0% | 16,475 | 4.4% |
| Foundation H.S. Program (DLA) | 437 | 74.8% | 310,689 | 82.3% |
| Texas First Early H.S. Completion Program (Texas First-DLA) | 0 | 0.0% | 222 | 0.1% |
| Special Education Graduates | 53 | 9.1% | 34,589 | 9.2% |
| Economically Disadvantaged Graduates | 205 | 35.1% | 206,367 | 54.7% |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 39 | 6.7% | 50,229 | 13.3% |
| At-Risk Graduates | 242 | 41.4% | 168,430 | 44.6% |
| CTE Completers | 285 | 48.8% | 116,959 | 31.0% |

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Academic Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement)† | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 76.3% | 73.7% | 82.2% | 68.8% | 81.7% | 83.6% | * | * | - | 77.8% | 84.9% | 80.4% | 84.6% |
| 2021-22 | 70.0% | 66.6% | 77.3% | 57.1% | 71.5% | 80.8% | 80.0% | * | - | 77.3% | 71.4% | 69.7% | 62.9% |
| College Ready Graduates† | | | | | | | | | | | | | |
| College Ready (Annual Graduates)† | | | | | | | | | | | | | |
| 2022-23 | 57.8% | 56.8% | 50.5% | 25.0% | 44.2% | 55.3% | * | * | - | 38.9% | 24.5% | 44.9% | 41.0% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 62.8% | 64.9% | 58.2% | 25.0% | 44.2% | 65.9% | * | * | - | 61.1% | 15.1% | 47.3% | 17.9% |
| 2021-22 | 57.1% | 58.6% | 55.5% | 42.9% | 41.7% | 62.4% | 60.0% | * | - | 50.0% | 7.1% | 40.9% | 14.3% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 54.3% | 54.5% | 40.4% | 12.5% | 30.9% | 46.6% | * | * | - | 27.8% | 11.3% | 31.2% | 15.4% |
| 2021-22 | 48.2% | 47.7% | 35.3% | 28.6% | 24.5% | 39.7% | 60.0% | * | - | 36.4% | 4.8% | 26.3% | 5.7% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 48.4% | 49.2% | 40.2% | 12.5% | 30.9% | 46.3% | * | * | - | 27.8% | 11.3% | 30.7% | 15.4% |
| 2021-22 | 42.2% | 42.0% | 33.5% | 28.6% | 21.9% | 38.2% | 60.0% | * | - | 36.4% | 2.4% | 23.2% | 5.7% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 20.4% | 20.2% | 13.2% | 6.3% | 7.3% | 15.9% | * | * | - | 22.2% | 0.0% | 6.8% | 5.1% |
| 2021-22 | 20.5% | 20.6% | 8.6% | 0.0% | 9.3% | 9.0% | 0.0% | * | - | 4.5% | 0.0% | 5.1% | 0.0% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 2.5% | 1.4% | 0.9% | 0.0% | 1.2% | 0.8% | * | * | - | 0.0% | 0.0% | 1.0% | 0.0% |
| 2021-22 | 2.4% | 1.6% | 0.6% | 0.0% | 0.0% | 0.6% | 20.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 23.6% | 17.9% | 20.5% | 12.5% | 21.8% | 21.4% | * | * | - | 5.6% | 13.2% | 20.0% | 25.6% |
| 2021-22 | 24.0% | 18.6% | 16.4% | 14.3% | 11.9% | 18.7% | 40.0% | * | - | 9.1% | 9.5% | 10.6% | 17.1% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 4.8% | 6.6% | 0.3% | 0.0% | 0.0% | 0.5% | * | * | - | 0.0% | 0.0% | 0.5% | 0.0% |
| 2021-22 | 4.4% | 5.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 5.6% | 4.4% | 5.3% | 12.5% | 6.1% | 4.8% | * | * | - | 0.0% | 58.5% | 8.3% | 7.7% |
| 2021-22 | 5.0% | 3.8% | 3.6% | 0.0% | 2.6% | 3.2% | 0.0% | * | - | 13.6% | 45.2% | 4.5% | 5.7% |
| Career / Military Ready Graduates† | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates)† | | | | | | | | | | | | | |

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Academic Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2022-23 | 39.5% | 34.4% | 60.4% | 56.3% | 62.4% | 59.8% | * | * | - | 66.7% | 79.2% | 58.0% | 64.1% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 33.4% | 28.6% | 55.8% | 25.0% | 57.0% | 56.3% | * | * | - | 66.7% | 30.2% | 48.8% | 59.0% |
| 2021-22 | 28.0% | 24.9% | 57.5% | 28.6% | 52.3% | 62.1% | 40.0% | * | - | 40.9% | 40.5% | 52.5% | 37.1% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 0.8% | 0.3% | 0.5% | 0.0% | 0.6% | 0.5% | * | * | - | 0.0% | 0.0% | 1.5% | 2.6% |
| 2021-22 | 0.7% | 0.3% | 1.5% | 0.0% | 2.6% | 0.9% | 20.0% | * | - | 0.0% | 0.0% | 3.0% | 2.9% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 2.7% | 3.1% | 1.9% | 18.8% | 2.4% | 1.1% | * | * | - | 0.0% | 20.8% | 4.4% | 2.6% |
| 2021-22 | 2.5% | 2.8% | 1.3% | 0.0% | 0.0% | 1.5% | 0.0% | * | - | 9.1% | 16.7% | 1.5% | 0.0% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2022-23 | 0.6% | 0.5% | 0.7% | 0.0% | 0.6% | 0.8% | * | * | - | 0.0% | 0.0% | 1.5% | 0.0% |

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | Academic Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2022-23 | 21.0% | 17.5% | 27.2% | 0.0% | 20.6% | 31.2% | * | * | - | 33.3% | 1.9% | 18.0% | 5.1% |
| | 2021-22 | 22.8% | 21.2% | 22.9% | 14.3% | 17.2% | 26.5% | 40.0% | * | - | 9.1% | 2.4% | 9.6% | 5.7% |
| Mathematics | 2022-23 | 19.9% | 15.5% | 18.0% | 0.0% | 16.4% | 19.6% | * | * | - | 16.7% | 0.0% | 13.2% | 2.6% |
| | 2021-22 | 18.7% | 15.3% | 16.9% | 14.3% | 10.6% | 19.8% | 40.0% | * | - | 9.1% | 0.0% | 7.1% | 0.0% |
| Both Subjects | 2022-23 | 12.5% | 9.4% | 15.2% | 0.0% | 15.2% | 16.1% | * | * | - | 11.1% | 0.0% | 11.2% | 2.6% |
| | 2021-22 | 12.6% | 10.3% | 12.6% | 14.3% | 7.3% | 15.2% | 40.0% | * | - | 4.5% | 0.0% | 4.5% | 0.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2022-23 | 18.2% | 19.3% | 10.8% | 6.3% | 10.9% | 11.1% | * | * | - | 5.6% | 11.3% | 13.7% | 12.8% |
| | 2021-22 | 11.7% | 12.5% | 5.5% | 14.3% | 4.0% | 5.0% | 0.0% | * | - | 22.7% | 0.0% | 8.6% | 5.7% |
| Mathematics | 2022-23 | 20.2% | 22.5% | 10.4% | 6.3% | 10.3% | 10.8% | * | * | - | 5.6% | 11.3% | 13.2% | 12.8% |
| | 2021-22 | 14.0% | 13.9% | 6.0% | 14.3% | 6.0% | 5.0% | 0.0% | * | - | 22.7% | 2.4% | 10.1% | 5.7% |
| Both Subjects | 2022-23 | 12.5% | 13.5% | 10.1% | 6.3% | 10.3% | 10.3% | * | * | - | 5.6% | 11.3% | 13.2% | 12.8% |
| | 2021-22 | 7.5% | 6.8% | 5.3% | 14.3% | 4.0% | 4.7% | 0.0% | * | - | 22.7% | 0.0% | 8.1% | 5.7% |
| AP/IB-Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2023 | 24.2% | 22.9% | 21.7% | 16.2% | 11.6% | 26.0% | 0.0% | 42.9% | * | 28.1% | 1.4% | 12.4% | 5.4% |
| | 2022 | 23.0% | 22.1% | 12.7% | 3.7% | 9.2% | 14.8% | 0.0% | 11.1% | - | 10.0% | 0.0% | 8.2% | 0.0% |
| English Language Arts | 2023 | 13.8% | 12.5% | 8.8% | 5.4% | 4.9% | 10.5% | 0.0% | 14.3% | * | 15.6% | 0.7% | 4.4% | 0.0% |
| | 2022 | 13.2% | 12.1% | 6.4% | 3.7% | 3.8% | 7.7% | 0.0% | 0.0% | - | 6.7% | 0.0% | 3.2% | 0.0% |
| Mathematics | 2023 | 7.0% | 6.3% | 5.2% | 2.7% | 2.1% | 6.7% | 0.0% | 0.0% | * | 6.3% | 0.0% | 2.1% | 1.1% |
| | 2022 | 6.9% | 6.4% | 2.3% | 0.0% | 1.9% | 2.7% | 0.0% | 0.0% | - | 0.0% | 0.0% | 0.9% | 0.0% |
| Science | 2023 | 10.3% | 9.9% | 11.0% | 10.8% | 5.8% | 13.2% | 0.0% | 14.3% | * | 12.5% | 0.0% | 6.2% | 5.4% |
| | 2022 | 9.6% | 9.6% | 6.4% | 0.0% | 4.1% | 7.7% | 0.0% | 0.0% | - | 6.7% | 0.0% | 3.9% | 0.0% |
| Social Studies | 2023 | 13.1% | 12.9% | 14.5% | 5.4% | 8.2% | 17.7% | 0.0% | 28.6% | * | 15.6% | 0.7% | 7.4% | 1.1% |
| | 2022 | 12.5% | 12.6% | 7.7% | 3.7% | 5.1% | 9.2% | 0.0% | 11.1% | - | 3.3% | 0.0% | 4.3% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2023 | 53.3% | 57.4% | 48.6% | 33.3% | 50.0% | 47.2% | - | * | - | 77.8% | * | 40.7% | 40.0% |
| | 2022 | 53.3% | 57.5% | 50.7% | * | 51.7% | 50.0% | - | * | - | * | - | 41.7% | - |
| English Language Arts | 2023 | 52.3% | 61.0% | 76.9% | * | 81.3% | 76.3% | - | * | - | 80.0% | * | 68.4% | - |
| | 2022 | 53.2% | 62.4% | 62.5% | * | 75.0% | 57.9% | - | - | - | * | - | 64.3% | - |
| Mathematics | 2023 | 50.8% | 54.2% | 26.2% | * | 28.6% | 25.5% | - | - | - | * | - | 22.2% | * |
| | 2022 | 50.4% | 54.0% | 34.6% | - | 0.0% | 45.0% | - | - | - | - | - | * | - |
| Science | 2023 | 44.8% | 49.2% | 31.0% | * | 21.1% | 30.7% | - | * | - | * | - | 25.9% | 20.0% |
| | 2022 | 44.7% | 48.4% | 27.8% | - | 30.8% | 26.3% | - | - | - | * | - | 29.4% | - |

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | Academic Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2023 | 42.0% | 48.7% | 33.9% | * | 29.6% | 32.6% | - | * | - | 80.0% | * | 31.3% | * |
| | 2022 | 41.9% | 47.5% | 44.8% | * | 37.5% | 45.6% | - | * | - | * | - | 42.1% | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2022-23 | 79.3% | 80.5% | 91.1% | 100.0% | 89.1% | 92.1% | * | * | - | 83.3% | 71.7% | 85.7% | 88.4% |
| | 2021-22 | 71.5% | 71.6% | 88.5% | 71.4% | 82.8% | 92.4% | 60.0% | * | - | 63.6% | 57.1% | 80.6% | 76.3% |
| At/Above Criterion for All Examinees | 2022-23 | 28.9% | 31.4% | 25.0% | 6.3% | 13.6% | 31.3% | * | * | - | 20.0% | 0.0% | 12.6% | 2.6% |
| | 2021-22 | 32.1% | 36.2% | 22.5% | 20.0% | 14.4% | 25.9% | * | 33.3% | - | 14.3% | 4.2% | 13.3% | 0.0% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2022-23 | 978 | 989 | 940 | 813 | 881 | 972 | * | * | - | 933 | 771 | 878 | 799 |
| | 2021-22 | 1001 | 1024 | 961 | 870 | 921 | 981 | 1030 | 922 | - | 926 | 795 | 910 | 813 |
| English Language Arts and Writing | 2022-23 | 497 | 503 | 485 | 433 | 454 | 502 | * | * | - | 478 | 392 | 454 | 394 |
| | 2021-22 | 506 | 518 | 495 | 456 | 469 | 507 | 547 | 450 | - | 479 | 403 | 467 | 403 |
| Mathematics | 2022-23 | 482 | 485 | 455 | 380 | 427 | 470 | * | * | - | 455 | 378 | 424 | 405 |
| | 2021-22 | 496 | 506 | 466 | 414 | 451 | 474 | 483 | 472 | - | 447 | 392 | 443 | 410 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2022-23 | 19.2 | 18.6 | 20.1 | * | * | 20.9 | - | - | - | * | * | * | - |
| | 2021-22 | 19.5 | 19.6 | 21.4 | - | 19.0 | 22.1 | - | - | - | - | 13.0 | 18.7 | 17.0 |
| English Language Arts | 2022-23 | 18.8 | 18.3 | 20.0 | * | * | 20.9 | - | - | - | * | * | * | - |
| | 2021-22 | 19.2 | 19.4 | 21.5 | - | 18.9 | 22.2 | - | - | - | - | 11.5 | 18.9 | 15.0 |
| Mathematics | 2022-23 | 18.9 | 18.5 | 19.1 | * | * | 19.4 | - | - | - | * | * | * | - |
| | 2021-22 | 19.3 | 19.3 | 20.3 | - | 17.8 | 21.0 | - | - | - | - | 13.0 | 17.7 | 17.0 |
| Science | 2022-23 | 19.5 | 18.9 | 21.0 | * | * | 21.9 | - | - | - | * | * | * | - |
| | 2021-22 | 19.8 | 19.8 | 22.2 | - | 20.4 | 22.6 | - | - | - | - | 16.5 | 19.6 | 21.0 |

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | Academic Year | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2022-23 | 45.4% | 42.0% | 44.4% | 31.1% | 38.9% | 47.7% | 38.5% | 50.0% | * | 41.5% | 29.3% | 37.1% | 29.1% |
| | 2021-22 | 44.2% | 40.6% | 41.2% | 22.2% | 40.8% | 42.5% | 46.2% | 50.0% | * | 29.8% | 25.8% | 36.3% | 36.8% |
| English Language Arts | 2022-23 | 17.4% | 14.9% | 7.0% | 3.3% | 3.5% | 8.7% | 7.7% | 9.1% | * | 8.6% | 0.4% | 2.7% | 0.4% |
| | 2021-22 | 16.6% | 13.9% | 7.8% | 3.8% | 5.8% | 9.1% | 7.7% | 6.3% | * | 3.7% | 0.4% | 4.2% | 7.7% |
| Mathematics | 2022-23 | 19.5% | 17.3% | 25.6% | 17.2% | 22.6% | 27.3% | 30.8% | 36.4% | * | 23.4% | 20.0% | 19.7% | 18.3% |
| | 2021-22 | 19.9% | 18.2% | 25.1% | 13.7% | 22.5% | 26.8% | 33.3% | 26.7% | * | 21.0% | 11.8% | 20.4% | 16.3% |
| Science | 2022-23 | 21.5% | 20.6% | 25.2% | 23.7% | 20.8% | 27.5% | 15.4% | 36.4% | * | 23.1% | 11.0% | 18.8% | 10.9% |
| | 2021-22 | 21.1% | 19.9% | 22.9% | 12.0% | 19.1% | 25.4% | 8.3% | 25.0% | * | 15.6% | 13.0% | 17.2% | 8.7% |
| Social Studies | 2022-23 | 24.0% | 23.6% | 14.2% | 5.0% | 7.7% | 17.6% | 9.1% | 16.7% | * | 15.0% | 1.2% | 7.1% | 1.3% |
| | 2021-22 | 22.8% | 22.3% | 11.6% | 1.9% | 9.1% | 13.3% | 25.0% | 12.5% | * | 4.9% | 0.8% | 7.0% | 1.0% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2021-22 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020-21 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2021-22 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020-21 | - | - | - | - | - | - | - | - | - | - | - | - | - |

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---|--------------|---------------|------------------|---------------|--------------|---------------|------------------|---------------|
| | District | | State | | District | | State | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 8,171 | 100.0% | 5,517,464 | 100.0% | 8,203 | 100.0% | 5,531,236 | 100.0% |
| Students by Grade | | | | | | | | |
| Early Childhood Education | 27 | 0.3% | 18,968 | 0.3% | 55 | 0.7% | 26,847 | 0.5% |
| Pre-Kindergarten | 179 | 2.2% | 247,979 | 4.5% | 179 | 2.2% | 248,576 | 4.5% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 42,448 | 0.8% | 0 | 0.0% | 42,669 | 0.8% |
| Pre-Kindergarten: 4-year Old | 179 | 2.2% | 205,531 | 3.7% | 179 | 2.2% | 205,907 | 3.7% |
| Kindergarten | 547 | 6.7% | 361,329 | 6.5% | 547 | 6.7% | 361,799 | 6.5% |
| Grade 1 | 555 | 6.8% | 385,096 | 7.0% | 557 | 6.8% | 385,471 | 7.0% |
| Grade 2 | 604 | 7.4% | 402,233 | 7.3% | 604 | 7.4% | 402,576 | 7.3% |
| Grade 3 | 625 | 7.6% | 399,869 | 7.2% | 626 | 7.6% | 400,181 | 7.2% |
| Grade 4 | 664 | 8.1% | 399,137 | 7.2% | 665 | 8.1% | 399,422 | 7.2% |
| Grade 5 | 593 | 7.3% | 399,200 | 7.2% | 593 | 7.2% | 399,419 | 7.2% |
| Grade 6 | 629 | 7.7% | 400,347 | 7.3% | 629 | 7.7% | 400,511 | 7.2% |
| Grade 7 | 584 | 7.1% | 405,118 | 7.3% | 584 | 7.1% | 405,298 | 7.3% |
| Grade 8 | 677 | 8.3% | 414,033 | 7.5% | 677 | 8.3% | 414,195 | 7.5% |
| Grade 9 | 684 | 8.4% | 472,595 | 8.6% | 684 | 8.3% | 472,783 | 8.5% |
| Grade 10 | 641 | 7.8% | 439,091 | 8.0% | 641 | 7.8% | 439,298 | 7.9% |
| Grade 11 | 620 | 7.6% | 406,681 | 7.4% | 620 | 7.6% | 406,966 | 7.4% |
| Grade 12 | 542 | 6.6% | 365,788 | 6.6% | 542 | 6.6% | 367,894 | 6.7% |
| Ethnic Distribution | | | | | | | | |
| African American | 186 | 2.3% | 706,235 | 12.8% | 187 | 2.3% | 707,609 | 12.8% |
| Hispanic | 2,545 | 31.1% | 2,936,051 | 53.2% | 2,552 | 31.1% | 2,942,144 | 53.2% |
| White | 5,002 | 61.2% | 1,379,090 | 25.0% | 5,022 | 61.2% | 1,384,437 | 25.0% |
| American Indian | 59 | 0.7% | 17,886 | 0.3% | 60 | 0.7% | 17,939 | 0.3% |
| Asian | 42 | 0.5% | 295,946 | 5.4% | 42 | 0.5% | 296,367 | 5.4% |
| Pacific Islander | 8 | 0.1% | 8,831 | 0.2% | 8 | 0.1% | 8,844 | 0.2% |
| Two or More Races | 329 | 4.0% | 173,425 | 3.1% | 332 | 4.0% | 173,896 | 3.1% |
| Sex | | | | | | | | |
| Female | 3,949 | 48.3% | 2,695,318 | 48.9% | 3,960 | 48.3% | 2,700,356 | 48.8% |
| Male | 4,222 | 51.7% | 2,822,146 | 51.1% | 4,243 | 51.7% | 2,830,880 | 51.2% |
| Other Student Cohorts | | | | | | | | |
| Economically Disadvantaged | 4,086 | 50.0% | 3,434,955 | 62.3% | 4,095 | 49.9% | 3,439,856 | 62.2% |
| Non-Educationally Disadvantaged | 4,085 | 50.0% | 2,082,509 | 37.7% | 4,108 | 50.1% | 2,091,380 | 37.8% |
| Section 504 Students | 714 | 8.7% | 399,808 | 7.2% | 714 | 8.7% | 400,078 | 7.2% |
| EB Students/EL | 850 | 10.4% | 1,344,804 | 24.4% | 853 | 10.4% | 1,345,917 | 24.3% |
| Students w/ Disciplinary Placements (2022-23) | 231 | 2.6% | 105,976 | 1.9% | | | | |
| Students w/ Dyslexia | 1,008 | 12.3% | 329,004 | 6.0% | 1,008 | 12.3% | 329,228 | 6.0% |

Texas Education Agency
2023-24 Student Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---|--------------|--------------|----------------|--------------|------------|---------|-----------|---------|
| | District | | State | | District | | State | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Foster Care | 46 | 0.6% | 12,418 | 0.2% | 46 | 0.6% | 12,469 | 0.2% |
| Homeless | 60 | 0.7% | 77,809 | 1.4% | 60 | 0.7% | 77,942 | 1.4% |
| Immigrant | 80 | 1.0% | 158,717 | 2.9% | 80 | 1.0% | 158,832 | 2.9% |
| Migrant | 6 | 0.1% | 13,481 | 0.2% | 6 | 0.1% | 13,528 | 0.2% |
| Title I | 4,628 | 56.6% | 3,624,288 | 65.7% | 4,657 | 56.8% | 3,632,539 | 65.7% |
| Military Connected | 767 | 9.4% | 212,919 | 3.9% | 767 | 9.4% | 213,035 | 3.9% |
| At-Risk | 4,030 | 49.3% | 2,937,834 | 53.2% | 4,033 | 49.2% | 2,941,204 | 53.2% |
| Students by Instructional Program | | | | | | | | |
| Bilingual/ESL Education | 825 | 10.1% | 1,350,113 | 24.5% | 825 | 10.1% | 1,350,920 | 24.4% |
| Career and Technical Education | 3,302 | 40.4% | 1,485,646 | 26.9% | - | - | - | - |
| Career and Technical Education (9-12 grades only) | 2,094 | 84.2% | 1,234,615 | 73.3% | - | - | - | - |
| Gifted and Talented Education | 590 | 7.2% | 469,054 | 8.5% | 590 | 7.2% | 469,170 | 8.5% |
| Special Education | 1,539 | 18.8% | 764,858 | 13.9% | 1,571 | 19.2% | 774,489 | 14.0% |
| Students with Disabilities by Type of Primary Disability | | | | | | | | |
| Total Students with Disabilities | 1,539 | | 764,858 | | | | | |
| Students with Intellectual Disabilities | 930 | 60.4% | 349,307 | 45.7% | | | | |
| Students with Physical Disabilities | 278 | 18.1% | 144,191 | 18.9% | | | | |
| Students with Autism | 140 | 9.1% | 124,254 | 16.2% | | | | |
| Students with Behavioral Disabilities | 178 | 11.6% | 134,373 | 17.6% | | | | |
| Students with Non-Categorical Early Childhood | 13 | 0.8% | 12,733 | 1.7% | | | | |
| Mobility (2022-23) | | | | | | | | |
| Total Mobile Students | 1,114 | 13.9% | 864,058 | 16.1% | | | | |
| African American | 55 | 0.7% | 181,855 | 3.4% | | | | |
| Hispanic | 359 | 4.5% | 455,070 | 8.5% | | | | |
| White | 634 | 7.9% | 165,204 | 3.1% | | | | |
| American Indian | 6 | 0.1% | 3,184 | 0.1% | | | | |
| Asian | 1 | 0.0% | 27,631 | 0.5% | | | | |
| Pacific Islander | 0 | 0.0% | 1,840 | 0.0% | | | | |
| Two or More Races | 59 | 0.7% | 29,274 | 0.5% | | | | |
| Special Ed Students who are Mobile | 239 | 14.7% | 137,466 | 17.6% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 135 | 17.1% | 196,918 | 16.3% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 753 | 19.0% | 622,582 | 18.6% | | | | |
| Student Attrition (2022-23) | | | | | | | | |
| Total Student Attrition | 1,062 | 16.4% | 767,390 | 18.1% | | | | |

Texas Education Agency
2023-24 Student Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Student Information | Non-Special Education Rates | | Special Education Rates | |
|---------------------------------|-----------------------------|-------|-------------------------|-------|
| | District | State | District | State |
| Retention Rates by Grade | | | | |
| Kindergarten | 2.0% | 1.3% | 2.1% | 3.9% |
| Grade 1 | 0.4% | 2.1% | 3.2% | 3.3% |
| Grade 2 | 0.2% | 1.3% | 0.6% | 1.6% |
| Grade 3 | 0.0% | 0.7% | 0.5% | 0.7% |
| Grade 4 | 0.0% | 0.4% | 1.1% | 0.5% |
| Grade 5 | 0.2% | 0.2% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.3% | 0.0% | 0.3% |
| Grade 7 | 0.2% | 0.5% | 0.0% | 0.4% |
| Grade 8 | 0.2% | 0.4% | 0.0% | 0.5% |
| Grade 9 | 5.5% | 7.9% | 13.6% | 11.9% |

| | District | | State | |
|------------------------|----------|---------|-------|---------|
| | Count | Percent | Count | Percent |
| Data Quality | | | | |
| Underreported Students | 3 | 0.1% | 5,974 | 0.2% |

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

| Class Size Information | District | State |
|------------------------|----------|-------|
| Elementary | | |
| Kindergarten | 16.8 | 18.4 |
| Grade 1 | 17.2 | 18.8 |
| Grade 2 | 17.9 | 19.1 |
| Grade 3 | 19.0 | 19.4 |
| Grade 4 | 19.5 | 19.4 |
| Grade 5 | 20.3 | 20.9 |
| Grade 6 | 23.0 | 19.2 |
| Secondary | | |
| English/Language Arts | 17.2 | 16.3 |
| Foreign Languages | 20.4 | 18.8 |
| Mathematics | 19.2 | 17.5 |
| Science | 20.4 | 18.5 |
| Social Studies | 20.5 | 18.8 |

Texas Education Agency
2023-24 Staff Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| | District | | State | |
|--|----------------|---------------|------------------|---------------|
| Staff Information | Count | Percent | Count | Percent |
| Total Staff | 1,154.7 | 100.0% | 775,882.5 | 100.0% |
| Professional Staff | 772.3 | 66.9% | 496,151.0 | 63.9% |
| Teachers | 581.8 | 50.4% | 374,799.9 | 48.3% |
| Professional Support | 146.2 | 12.7% | 86,026.7 | 11.1% |
| Campus Administration (School Leadership) | 37.0 | 3.2% | 25,836.1 | 3.3% |
| Central Administration | 7.3 | 0.6% | 9,488.3 | 1.2% |
| Educational Aides | 144.6 | 12.5% | 88,200.6 | 11.4% |
| Auxiliary Staff | 237.8 | 20.6% | 191,530.9 | 24.7% |
| Librarians and Counselors (Headcount) | | | | |
| Full-time Librarians | 10.0 | n/a | 4,187.0 | n/a |
| Part-time Librarians | 0.0 | n/a | 651.0 | n/a |
| Full-time Counselors | 20.0 | n/a | 13,870.0 | n/a |
| Part-time Counselors | 1.0 | n/a | 1,172.0 | n/a |
| Total Minority Staff | 185.3 | 16.1% | 421,896.4 | 54.4% |
| Teachers by Ethnicity | | | | |
| African American | 4.0 | 0.7% | 47,341.1 | 12.6% |
| Hispanic | 49.9 | 8.6% | 112,921.8 | 30.1% |
| White | 518.0 | 89.0% | 200,118.0 | 53.4% |
| American Indian | 2.0 | 0.3% | 1,286.9 | 0.3% |
| Asian | 1.0 | 0.2% | 7,914.7 | 2.1% |
| Pacific Islander | 0.0 | 0.0% | 490.9 | 0.1% |
| Two or More Races | 6.9 | 1.2% | 4,726.6 | 1.3% |
| Teachers by Sex | | | | |
| Males | 135.8 | 23.3% | 91,815.2 | 24.5% |
| Females | 446.0 | 76.7% | 282,984.6 | 75.5% |
| Teachers by Highest Degree Held | | | | |
| No Degree | 7.5 | 1.3% | 9,453.8 | 2.5% |
| Bachelors | 423.7 | 72.8% | 268,886.4 | 71.7% |
| Masters | 146.6 | 25.2% | 93,414.7 | 24.9% |
| Doctorate | 4.0 | 0.7% | 3,044.9 | 0.8% |
| Teachers by Years of Experience | | | | |
| Beginning Teachers | 19.8 | 3.4% | 32,507.6 | 8.7% |
| 1-5 Years Experience | 151.0 | 26.0% | 102,619.4 | 27.4% |
| 6-10 Years Experience | 115.4 | 19.8% | 75,585.4 | 20.2% |
| 11-20 Years Experience | 195.3 | 33.6% | 101,415.3 | 27.1% |
| 21-30 Years Experience | 80.9 | 13.9% | 51,471.9 | 13.7% |
| Over 30 Years Experience | 19.4 | 3.3% | 11,200.2 | 3.0% |
| Number of Students per Teacher | 14.0 | n/a | 14.7 | n/a |

Texas Education Agency
2023-24 Staff Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Staff Information | District | State |
|--|-----------|-----------|
| Experience of Campus Leadership | | |
| Average Years Experience of Principals | 5.8 | 6.0 |
| Average Years Experience of Principals with District | 4.6 | 5.1 |
| Average Years Experience of Assistant Principals | 4.2 | 5.1 |
| Average Years Experience of Assistant Principals with District | 2.8 | 4.3 |
| Average Years Experience of Teachers | 12.1 | 11.1 |
| Average Years Experience of Teachers with District | 5.2 | 6.9 |
| Average Teacher Salary by Years of Experience (regular duties only) | | |
| Beginning Teachers | \$57,593 | \$54,272 |
| 1-5 Years Experience | \$58,548 | \$58,185 |
| 6-10 Years Experience | \$60,622 | \$61,494 |
| 11-20 Years Experience | \$65,363 | \$65,219 |
| 21-30 Years Experience | \$69,289 | \$69,723 |
| Over 30 Years Experience | \$75,336 | \$74,014 |
| Average Actual Salaries (regular duties only) | | |
| Teachers | \$63,268 | \$62,474 |
| Professional Support | \$77,647 | \$73,783 |
| Campus Administration (School Leadership) | \$89,155 | \$86,738 |
| Central Administration | \$173,645 | \$116,028 |
| Instructional Staff Percent | 68.1% | 65.0% |
| Turnover Rate for Teachers | 20.8% | 19.1% |
| Staff Exclusions | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,284.6 |
| Educational Aides | 0.0 | 181.6 |
| Auxiliary Staff | 0.0 | 373.8 |
| Contracted Instructional Staff | 0.0 | 1,970.1 |

| Designation | District | | State | |
|------------------------------------|-----------|----------------|-----------|----------------|
| | Headcount | Average Payout | Headcount | Average Payout |
| Teacher Incentive Allotment | | | | |
| Recognized | 33 | \$3,897 | 9,429 | \$5,848 |
| Exemplary | 33 | \$7,968 | 10,279 | \$11,434 |
| Master | 13 | \$14,937 | 5,255 | \$21,235 |

Texas Education Agency
2023-24 Staff Information (TAPR)
 WEATHERFORD ISD (184903) - PARKER COUNTY

| Program Information | District | | State | |
|--|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Teachers by Program (population served) | | | | |
| Bilingual/ESL Education | 18.3 | 3.1% | 22,656.0 | 6.0% |
| Career and Technical Education | 45.0 | 7.7% | 20,454.1 | 5.5% |
| Compensatory Education | 54.1 | 9.3% | 11,626.3 | 3.1% |
| Gifted and Talented Education | 35.0 | 6.0% | 6,181.4 | 1.6% |
| Regular Education | 344.4 | 59.2% | 261,452.4 | 69.8% |
| Special Education | 85.0 | 14.6% | 38,736.9 | 10.3% |
| Other | 0.0 | 0.0% | 13,749.8 | 3.7% |

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Academic Performance Report

PEIMS Financial
Standards Report

2022 – 2023



2022 - 2023 Actual Financial Data
Totals for WEATHERFORD ISD (184903)
Total Enrolled Membership: 8,226

| | District | | | | | | State | | |
|--|---------------------|----------------|-----------------|----------------------|----------------|-----------------|-------------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Revenues | | | | | | | | | |
| Operating Revenue | | | | | | | | | |
| Local Property Tax from M&O (excluding recapture) | \$57,967,177 | 68.22% | \$7,047 | \$57,967,177 | 58.86% | \$7,047 | \$28,691,872,133 | 40.66% | \$5,214 |
| State Operating Funds | \$19,898,287 | 23.42% | \$2,419 | \$21,048,128 | 21.37% | \$2,559 | \$23,719,158,787 | 33.61% | \$4,310 |
| Federal Funds | \$1,934,876 | 2.28% | \$235 | \$12,316,801 | 12.51% | \$1,497 | \$14,132,922,804 | 20.03% | \$2,568 |
| Other Local | \$5,167,493 | 6.08% | \$628 | \$7,145,338 | 7.26% | \$869 | \$4,021,402,796 | 5.70% | \$731 |
| Total Operating Revenue | \$84,967,833 | 100.00% | \$10,329 | \$98,477,444 | 100.00% | \$11,971 | \$70,565,356,520 | 100.00% | \$12,822 |
| Other Revenue | | | | | | | | | |
| Local Property Tax from I&S | \$0 | 0.00% | \$0 | \$17,308,306 | 94.26% | \$2,104 | \$10,181,652,781 | 86.55% | \$1,850 |
| State Assistance for Debt Service | \$0 | 0.00% | \$0 | \$560,787 | 3.05% | \$68 | \$388,614,109 | 3.30% | \$71 |
| Misc Rev Debt Service Fund (F599) | \$0 | 0.00% | \$0 | \$296,303 | 1.61% | \$36 | \$314,731,759 | 2.68% | \$57 |
| Other Receipts (excluding debt service financing) | \$195,958 | 100.00% | \$24 | \$195,958 | 1.07% | \$24 | \$879,081,869 | 7.47% | \$160 |
| Total Other Revenue | \$195,958 | 100.00% | \$24 | \$18,361,354 | 100.00% | \$2,232 | \$11,764,080,518 | 100.00% | \$2,138 |
| Subtotal: Operating and Other Revenue | \$85,163,791 | 100.00% | \$10,353 | \$116,838,798 | 100.00% | \$14,204 | \$82,329,437,038 | 100.00% | \$14,960 |
| Recapture Revenue | | | | | | | | | |
| Local Property Tax Recaptured | \$583,405 | 100.00% | \$71 | \$583,405 | 100.00% | \$71 | \$4,520,744,064 | 100.00% | \$821 |
| Total Recaptured Revenue | \$583,405 | 100.00% | \$71 | \$583,405 | 100.00% | \$71 | \$4,520,744,064 | 100.00% | \$821 |
| Subtotal: Operating, Other and Recaptured Revenue | \$85,747,196 | 100.00% | \$10,424 | \$117,422,203 | 100.00% | \$14,275 | \$86,850,181,102 | 100.00% | \$15,781 |
| Debt Service Financing and TRS Estimate Revenue | | | | | | | | | |
| Debt Service Financing Related Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,519,285,839 | 48.45% | \$458 |
| Estimated State TRS Contributions | \$4,658,617 | 100.00% | \$566 | \$4,702,367 | 100.00% | \$572 | \$2,680,158,246 | 51.55% | \$487 |
| Subtotal: Debt Service Financing and TRS Estimate Revenue | \$4,658,617 | 100.00% | \$566 | \$4,702,367 | 100.00% | \$572 | \$5,199,444,085 | 100.00% | \$945 |
| Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture | \$89,822,408 | 100.00% | \$10,919 | \$121,541,165 | 100.00% | \$14,775 | \$87,528,881,123 | 100.00% | \$15,905 |
| Expenditures | | | | | | | | | |
| Operating Expenditures by Object (61xx-64xx only) | | | | | | | | | |
| Payroll Expenditures (Object 61xx) | \$71,779,329 | 84.85% | \$8,726 | \$78,844,357 | 82.02% | \$9,585 | \$53,061,122,304 | 77.83% | \$9,642 |

2022 - 2023 Actual Financial Data
Totals for WEATHERFORD ISD (184903)
Total Enrolled Membership: 8,226

| | District | | | | | | State | | |
|--|---------------------|----------------|-----------------|----------------------|----------------|-----------------|-------------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Professional & Contracted Services (Object 62xx) | \$6,281,104 | 7.42% | \$764 | \$6,958,482 | 7.24% | \$846 | \$6,951,471,452 | 10.20% | \$1,263 |
| Supplies & Materials (Object 63xx) | \$4,430,049 | 5.24% | \$539 | \$7,862,296 | 8.18% | \$956 | \$6,000,809,548 | 8.80% | \$1,090 |
| Other Operating Expenditures (Object 64xx) | \$2,109,474 | 2.49% | \$256 | \$2,458,826 | 2.56% | \$299 | \$2,164,945,111 | 3.18% | \$393 |
| Total Operating Expenditures by Object | \$84,599,956 | 100.00% | \$10,284 | \$96,123,961 | 100.00% | \$11,685 | \$68,178,348,415 | 100.00% | \$12,389 |
| Non-Operating Expenditures by Object | | | | | | | | | |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$62,503,609 | 0.26% | \$11 |
| Debt Services (Object 65xx) | \$753,846 | 23.21% | \$92 | \$18,375,799 | 82.01% | \$2,234 | \$11,163,943,942 | 46.06% | \$2,029 |
| Capital Outlay (Object 66xx) | \$2,494,023 | 76.79% | \$303 | \$4,029,639 | 17.99% | \$490 | \$13,009,251,112 | 53.68% | \$2,364 |
| Total Non-Operating Expenditures by Object | \$3,247,869 | 100.00% | \$395 | \$22,405,438 | 100.00% | \$2,724 | \$24,235,698,663 | 100.00% | \$4,404 |
| Grand Total: Operating and Non-Operating Expenditures by Object | \$87,847,825 | 100.00% | \$10,679 | \$118,529,399 | 100.00% | \$14,409 | \$92,414,047,078 | 100.00% | \$16,792 |
| Operating Expenditures by Function (61xx-64xx only) | | | | | | | | | |
| Instruction (Function 11,95) | \$48,348,563 | 57.15% | \$5,878 | \$53,432,922 | 55.59% | \$6,496 | \$37,694,253,296 | 55.29% | \$6,849 |
| Instructional Resources & Media Services (Function 12) | \$869,651 | 1.03% | \$106 | \$943,065 | 0.98% | \$115 | \$666,798,594 | 0.98% | \$121 |
| Curriculum & Staff Development (Function 13) | \$1,403,477 | 1.66% | \$171 | \$1,782,519 | 1.85% | \$217 | \$1,695,187,680 | 2.49% | \$308 |
| Instructional Leadership (Function 21) | \$877,921 | 1.04% | \$107 | \$1,351,578 | 1.41% | \$164 | \$1,229,238,310 | 1.80% | \$223 |
| School Leadership (Function 23) | \$4,651,965 | 5.50% | \$566 | \$4,958,764 | 5.16% | \$603 | \$3,907,731,028 | 5.73% | \$710 |
| Guidance Counseling Services (Function 31) | \$3,519,672 | 4.16% | \$428 | \$4,457,710 | 4.64% | \$542 | \$2,737,811,247 | 4.02% | \$497 |
| Social Work Services (Function 32) | \$95,444 | 0.11% | \$12 | \$234,221 | 0.24% | \$28 | \$252,643,229 | 0.37% | \$46 |
| Health Services (Function 33) | \$1,208,596 | 1.43% | \$147 | \$1,485,105 | 1.54% | \$181 | \$732,011,214 | 1.07% | \$133 |
| Transportation (Function 34) | \$3,216,095 | 3.80% | \$391 | \$3,220,609 | 3.35% | \$392 | \$2,059,867,566 | 3.02% | \$374 |
| Food Services (Function 35) | \$13,090 | 0.02% | \$2 | \$3,144,848 | 3.27% | \$382 | \$3,474,009,318 | 5.10% | \$631 |
| Extracurricular (Function 36) | \$2,615,496 | 3.09% | \$318 | \$3,137,271 | 3.26% | \$381 | \$2,112,169,842 | 3.10% | \$384 |
| General Administration (Function 41,92) | \$3,020,447 | 3.57% | \$367 | \$3,062,214 | 3.19% | \$372 | \$2,263,873,359 | 3.32% | \$411 |
| Facilities Maintenance & Operations (Function 51) | \$11,156,819 | 13.19% | \$1,356 | \$11,198,948 | 11.65% | \$1,361 | \$6,750,271,702 | 9.90% | \$1,227 |
| Security & Monitoring Services (Function 52) | \$1,244,365 | 1.47% | \$151 | \$1,267,334 | 1.32% | \$154 | \$909,865,518 | 1.33% | \$165 |
| Data Processing Services (Function 53) | \$1,344,924 | 1.59% | \$163 | \$1,344,924 | 1.40% | \$163 | \$1,317,893,172 | 1.93% | \$239 |
| Community Services (Function 61) | \$1,013,431 | 1.20% | \$123 | \$1,101,929 | 1.15% | \$134 | \$352,764,015 | 0.52% | \$64 |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$21,959,325 | 0.03% | \$4 |

2022 - 2023 Actual Financial Data
Totals for WEATHERFORD ISD (184903)
Total Enrolled Membership: 8,226

| | District | | | | | | State | | |
|---|--------------|---------|-------------|---------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Total Operating Expenditures by Function | \$84,599,956 | 100.00% | \$10,284 | \$96,123,961 | 100.00% | \$11,685 | \$68,178,348,415 | 100.00% | \$12,389 |
| Non-Operating Expenditures by Function | | | | | | | | | |
| Non-Operating Expenditures by Function (81) (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$62,503,609 | 0.26% | \$11 |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | \$753,846 | 23.21% | \$92 | \$18,375,799 | 82.01% | \$2,234 | \$11,163,943,942 | 46.06% | \$2,029 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | \$2,494,023 | 76.79% | \$303 | \$4,029,639 | 17.99% | \$490 | \$13,009,251,112 | 53.68% | \$2,364 |
| Total Non-Operating Expenditures by Function | \$3,247,869 | 100.00% | \$395 | \$22,405,438 | 100.00% | \$2,724 | \$24,235,698,663 | 100.00% | \$4,404 |
| Grand Total: Operating and Non-Operating Expenditures by Function | \$87,847,825 | 100.00% | \$10,679 | \$118,529,399 | 100.00% | \$14,409 | \$92,414,047,078 | 100.00% | \$16,792 |
| Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only) | | | | | | | | | |
| Basic Educational Services (PIC 11) | \$34,081,750 | 40.29% | \$4,143 | \$34,942,955 | 36.35% | \$4,248 | \$27,689,146,835 | 40.61% | \$5,031 |
| Gifted and Talented (PIC 21) | \$2,476,223 | 2.93% | \$301 | \$2,476,223 | 2.58% | \$301 | \$402,862,418 | 0.59% | \$73 |
| Career and Technical (PIC 22) | \$5,398,615 | 6.38% | \$656 | \$6,164,379 | 6.41% | \$749 | \$2,307,412,199 | 3.38% | \$419 |
| Students with Disabilities (PICs 23,33,43) | \$14,996,741 | 17.73% | \$1,823 | \$16,635,069 | 17.31% | \$2,022 | \$8,680,955,352 | 12.73% | \$1,577 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | \$2,497,681 | 2.95% | \$304 | \$5,798,915 | 6.03% | \$705 | \$6,677,859,721 | 9.79% | \$1,213 |
| Bilingual (PICs 25,35) | \$373,639 | 0.44% | \$45 | \$471,535 | 0.49% | \$57 | \$757,673,102 | 1.11% | \$138 |
| High School Allotment (PIC 31) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Early Education Allotment (PIC 36) | \$1,412,769 | 1.67% | \$172 | \$1,442,922 | 1.50% | \$175 | \$1,312,642,101 | 1.93% | \$239 |
| Dyslexia or Related Disorder Services (PIC 37) | \$300,964 | 0.36% | \$37 | \$298,006 | 0.31% | \$36 | \$400,803,739 | 0.59% | \$73 |
| College, Career, and Military Readiness (CCMR) (PIC 38) | \$155,599 | 0.18% | \$19 | \$155,599 | 0.16% | \$19 | \$377,840,010 | 0.55% | \$69 |
| Athletics/Related Activities (PIC 91) | \$1,917,147 | 2.27% | \$233 | \$2,085,699 | 2.17% | \$254 | \$1,361,458,192 | 2.00% | \$247 |
| Un-Allocated (PIC 99) | \$20,988,828 | 24.81% | \$2,552 | \$25,652,659 | 26.69% | \$3,118 | \$18,209,694,746 | 26.71% | \$3,309 |
| Total Operating Expenditures by Program Intent Code (PIC) | \$84,599,956 | 100.00% | \$10,284 | \$96,123,961 | 100.00% | \$11,685 | \$68,178,348,415 | 100.00% | \$12,389 |
| Non-Operating Expenditures by PIC | | | | | | | | | |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$62,503,609 | 0.26% | \$11 |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | \$753,846 | 23.21% | \$92 | \$18,375,799 | 82.01% | \$2,234 | \$11,163,943,942 | 46.06% | \$2,029 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | \$2,494,023 | 76.79% | \$303 | \$4,029,639 | 17.99% | \$490 | \$13,009,251,112 | 53.68% | \$2,364 |
| Total Non-Operating Expenditures by Program Intent Code (PIC) | \$3,247,869 | 100.00% | \$395 | \$22,405,438 | 100.00% | \$2,724 | \$24,235,698,663 | 100.00% | \$4,404 |

2022 - 2023 Actual Financial Data
Totals for WEATHERFORD ISD (184903)
Total Enrolled Membership: 8,226

| | District | | | | | | State | | |
|---|--------------|---------|-------------|---------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC) | \$87,847,825 | 100.00% | \$10,679 | \$118,529,399 | 100.00% | \$14,409 | \$92,414,047,078 | 100.00% | \$16,792 |
| Disbursements | | | | | | | | | |
| Total Disbursements | | | | | | | | | |
| Operating Expenditures | \$84,599,956 | 94.34% | \$10,284 | \$96,123,961 | 79.82% | \$11,685 | \$68,178,348,415 | 68.96% | \$12,389 |
| Recapture | \$583,405 | 0.70% | \$71 | \$583,405 | 0.50% | \$71 | \$4,520,744,064 | 4.57% | \$821 |
| Total Other Uses | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$1,186,632,466 | 1.20% | \$216 |
| Intergovernmental Charge | \$1,247,548 | 1.39% | \$152 | \$1,307,073 | 1.09% | \$159 | \$748,756,781 | 0.76% | \$136 |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$62,503,609 | 0.06% | \$11 |
| Debt Service (Object 65xx) | \$753,846 | 0.84% | \$92 | \$18,375,799 | 15.26% | \$2,234 | \$11,163,943,942 | 11.29% | \$2,029 |
| Capital Projects (Object 66xx) | \$2,494,023 | 2.78% | \$303 | \$4,029,639 | 3.35% | \$490 | \$13,009,251,112 | 13.16% | \$2,364 |
| Total Disbursements | \$89,678,778 | 100.00% | \$10,902 | \$120,419,877 | 100.00% | \$14,639 | \$98,870,180,389 | 100.00% | \$17,966 |
| Tax Rates | | | | | | | | | |
| 2022 - 2023 (current tax year) Tax Rates | | | | | | | | | |
| Maintenance & Operations Tax Rate | | | | 0.9429 | | | 0.9123 | | |
| Interest & Sinking Tax Rate | | | | 0.2790 | | | 0.2273 | | |
| Total Tax Rate | | | | 1.2219 | | | 1.1396 | | |
| Tax Detail | | | | | | | | | |
| Maximum Compressed Tax Rate (MCR) | | | | 0.8046 | | | 0.8185 | | |
| Tier I Tax Rate | | | | 0.8046 | | | 0.8182 | | |
| Tier II Tax Rate (Enrichment Pennies) | | | | 0.1383 | | | 0.0941 | | |
| Fund Balance** | | | | | | | | | |
| Fund Balance | | | | | | | | | |
| Nonspendable Fund Balance | \$649,104 | | \$79 | \$709,224 | | \$86 | \$432,562,929 | | \$85 |
| Restricted Fund Balance | \$0 | | \$0 | \$4,544,112 | | \$552 | \$34,649,934,798 | | \$6,795 |
| Committed Fund Balance | \$13,700,000 | | \$1,665 | \$14,540,796 | | \$1,768 | \$4,558,561,099 | | \$894 |
| Assigned Fund Balance | \$0 | | \$0 | \$21 | | \$0 | \$4,079,140,041 | | \$800 |

2022 - 2023 Actual Financial Data
Totals for WEATHERFORD ISD (184903)
Total Enrolled Membership: 8,226

| | District | | | | | | State | | |
|--|--------------|---|-------------|--------------|---|-------------|------------------|---|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Unassigned Fund Balance | \$28,836,152 | | \$3,505 | \$28,836,152 | | \$3,505 | \$17,788,393,141 | | \$3,488 |
| Total Fund Balance** | \$43,185,256 | | \$5,250 | \$48,630,305 | | \$5,912 | \$61,508,592,008 | | \$12,062 |
| Fund Balance Reconciliation | | | | | | | | | |
| 2021-2022 Total Fund Balance (Previous Year) | \$42,458,317 | | \$5,304 | \$46,925,677 | | \$5,862 | \$50,783,175,728 | | \$10,106 |
| 2022-2023 Excess (Deficiency) Operating Expenditures | \$530,981 | | \$65 | \$1,508,670 | | \$183 | \$-9,216,770,473 | | \$-1,807 |
| 2022-2023 Excess (Deficiency) Non-Operating Expenditures | \$195,958 | | \$24 | \$195,958 | | \$24 | \$19,912,005,526 | | \$3,905 |
| 2022-2023 Uncommon Items | \$0 | | \$0 | \$0 | | \$0 | \$30,181,227 | | \$6 |
| 2022-2023 Total Fund Balance | \$43,185,256 | | \$5,250 | \$48,630,305 | | \$5,912 | \$61,508,592,008 | | \$12,062 |

District Accreditation Status

2022 – 2023

**TEA will not release 2023-2024 Accreditation Status,
due to the A-F Ratings not being released.*



Weatherford ISD - 2022 - 2023 Accreditation Status: Accredited

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned.

Important Update:

For the 2023-2024 school year, the accreditation status will not be released by the Texas Education Agency (TEA) due to the A-F Accountability Ratings not being finalized or published.

These rules, along with additional details regarding the assignment of accreditation statuses to districts and charter schools, may be viewed at the Texas Administrative Code link available at <http://ritter.tea.state.tx.us/rules/tac/index.html>.

More information can also be found on the Accreditation Status homepage of the Texas Education Agency (TEA) at <http://tea.texas.gov/accredstatus/>.

Campus Performance Objectives

2023-2024



Weatherford Independent School District

Austin Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Elementary houses Kindergarten through fifth grade. The student population is approximately 515. According to TAPR 2021-2022, Austin Elementary student demographics were 1.3% African American, 18.9% Hispanic, 75.7% White, and 3.4% Two or More Races. Our staff has a wealth of experience and knowledge. We have 2 new teachers, 7 with 1-5 years, 11 with 6-10, 15 with 11-20 years, and 5 with over 21 years of experience. Over 15 of Austin Elementary teachers have a Master's degree. There are an average of 18 -22 students per class.

| Student Information | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | | Campus | | District | |
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 523 | 100.0% | 7,999 | 5,359,040 | 525 | 100.0% | 8,024 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 1 | 0.2% | 0.5% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 1.7% | 3.7% | 0 | 0.0% | 1.7% | 3.7% |
| Kindergarten | 92 | 17.6% | 7.1% | 6.7% | 92 | 17.5% | 7.1% | 6.7% |
| Grade 1 | 94 | 18.0% | 7.7% | 7.1% | 94 | 17.9% | 7.7% | 7.1% |
| Grade 2 | 67 | 12.8% | 7.1% | 7.1% | 67 | 12.8% | 7.1% | 7.1% |
| Grade 3 | 81 | 15.5% | 7.2% | 7.1% | 82 | 15.6% | 7.2% | 7.1% |
| Grade 4 | 99 | 18.9% | 7.1% | 7.2% | 99 | 18.9% | 7.1% | 7.2% |
| Grade 5 | 90 | 17.2% | 7.8% | 7.4% | 90 | 17.1% | 7.8% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.6% | 7.7% | 0 | 0.0% | 7.6% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.9% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.5% | 7.9% | 0 | 0.0% | 8.5% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.1% | 0 | 0.0% | 7.6% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.0% | 7.8% | 0 | 0.0% | 8.0% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.8% | 0 | 0.0% | 7.2% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 7 | 1.3% | 2.0% | 12.7% | 7 | 1.3% | 2.0% | 12.7% |
| Hispanic | 99 | 18.9% | 27.8% | 52.9% | 99 | 18.9% | 27.8% | 52.9% |
| White | 396 | 75.7% | 65.3% | 26.5% | 398 | 75.8% | 65.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.8% | 0.3% | 0 | 0.0% | 0.7% | 0.3% |
| Asian | 3 | 0.6% | 0.6% | 4.7% | 3 | 0.6% | 0.6% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 18 | 3.4% | 3.5% | 2.7% | 18 | 3.4% | 3.5% | 2.7% |
| Sex: | | | | | | | | |
| Female | 262 | 50.1% | 49.0% | 48.9% | 263 | 50.1% | 49.1% | 48.9% |
| Male | 261 | 49.9% | 51.0% | 51.1% | 262 | 49.9% | 50.9% | 51.1% |
| Economically Disadvantaged | 171 | 32.7% | 42.6% | 60.3% | 171 | 32.6% | 42.6% | 60.2% |
| Non-Educationally Disadvantaged | 352 | 67.3% | 57.4% | 39.7% | 354 | 67.4% | 57.4% | 39.8% |

| | | | | | | | | |
|---|----|------|------|-------|----|------|------|-------|
| Section 504 Students | 23 | 4.4% | 9.0% | 7.2% | 23 | 4.4% | 9.0% | 7.2% |
| EB Students/EL | 10 | 1.9% | 9.4% | 20.7% | 10 | 1.9% | 9.4% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 2.2% | 1.2% | | | | |
| Students w/ Dyslexia | 49 | 9.4% | 9.1% | 4.5% | 49 | 9.3% | 9.0% | 4.5% |
| Foster Care | 7 | 1.3% | 0.4% | 0.3% | 7 | 1.3% | 0.4% | 0.3% |

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Homeless | 6 | 1.1% | 0.9% | 1.1% | 6 | 1.1% | 0.9% | 1.1% |
| Immigrant | 1 | 0.2% | 0.4% | 2.0% | 1 | 0.2% | 0.4% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 0 | 0.0% | 56.6% | 64.5% | 0 | 0.0% | 56.6% | 64.5% |
| Military Connected | 59 | 11.3% | 5.3% | 2.7% | 59 | 11.2% | 5.3% | 2.7% |
| At-Risk | 197 | 37.7% | 43.9% | 49.2% | 198 | 37.7% | 43.8% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 10 | 1.9% | 9.2% | 21.0% | 10 | 1.9% | 9.2% | 20.9% |
| Gifted and Talented Education | 44 | 8.4% | 7.7% | 8.3% | 44 | 8.4% | 7.7% | 8.3% |
| Special Education | 90 | 17.2% | 14.2% | 11.1% | 92 | 17.5% | 14.5% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 90 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 48 | 53.3% | 52.7% | 42.5% | | | | |
| Students with Physical Disabilities | 25 | 27.8% | 21.3% | 21.3% | | | | |
| Students with Autism | * | * | 9.3% | 14.1% | | | | |
| Students with Behavioral Disabilities | 15 | 16.7% | 15.6% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.1% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 49 | 10.1% | 11.1% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.4% | 0.3% | 2.8% | | | | |
| Hispanic | 12 | 2.5% | 3.2% | 7.1% | | | | |
| White | 34 | 7.0% | 7.1% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.1% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.4% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 14 | 13.6% | 12.4% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 2 | 16.7% | 12.6% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 25 | 15.8% | 14.7% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 87 | 20.1% | 16.8% | 16.6% | | | | |

| Staff Information | ----- Campus ----- | | | |
|----------------------|--------------------|---------|----------|--------|
| | Count/Average | Percent | District | State |
| Total Staff | 58.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | | | | |
| Teachers | 40.4 | 69.5% | 51.7% | 49.6% |
| Professional Support | 6.1 | 10.6% | 17.3% | 10.6% |

| | | | | |
|---|------|-------|-------|----------|
| Professional Support | 0.1 | 10.0% | 12.5% | 10.0% |
| Campus Administration (School Leadership) | 2.0 | 3.4% | 2.9% | 3.0% |
| Educational Aides: | 9.6 | 16.5% | 12.6% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 11.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 0.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 22.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,126.0 |
| Total Minority Staff: | | | | |
| | 2.9 | 4.9% | 13.6% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 0.5% | 11.1% |
| Hispanic | 0.9 | 2.2% | 6.9% | 28.4% |
| White | 39.5 | 97.8% | 91.7% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.4% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.5% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.9% | 20.1% | 23.8% |
| Females | 38.4 | 95.1% | 79.9% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.7% | 1.2% |
| Bachelors | 26.9 | 66.5% | 76.6% | 73.0% |
| Masters | 13.5 | 33.5% | 22.4% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.9% | 3.2% | 6.7% |
| 1-5 Years Experience | 8.6 | 21.2% | 21.0% | 27.8% |
| 6-10 Years Experience | 10.8 | 26.6% | 24.5% | 20.3% |
| 11-20 Years Experience | 14.6 | 36.2% | 36.6% | 29.1% |
| 21-30 Years Experience | 3.5 | 8.7% | 12.1% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.5% | 2.7% | 3.1% |

Demographics Strengths

Looking back at the 2022-2023 school year, there are many achievements and strengths at Austin Elementary School. This includes a dedicated and highly qualified staff who possess innovative teaching practices and positive collaborative relationships to develop high-thinking strategies for students. The campus is proud of many different achievement strengths, including:

1. We have a small student-to-teacher ratio, 1:18
2. Our faculty is highly qualified.
3. We have a strong PTA presence on campus.

4. We have a low turnover rate of teachers.
5. We have leadership success teams, including achievement success, campus-wide success, staff success, family involvement success, student success, and safety success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low attendance (95%) is adversely affecting academic achievement. **Root Cause:** There has been a lack of clear processes for following up with families when students are chronically absent.

Student Achievement

Student Achievement Summary

| | | 2022-2023 | | | | | | | | | | |
|----------------------|----------------------|-------------------|-------------------|---------|--------------|--------------|--------------------|----------------|----------------|---------|-----|--|
| 3rd Math | Total Testers | | Approaches | | | Meets | | | Masters | | | |
| | 87 | | 87% | | | 69% | | | 36% | | | |
| | 4th Math | 71 | | 89% | | | 55% | | | 30% | | |
| | | 5th Math | 85 | | 74% | | | 46% | | | 24% | |
| Total Testers | | | Approaches | | | Meets | | | Masters | | | |
| 3rd Reading | 87 | | 92% | | | 70% | | | 29% | | | |
| 4th Reading | 71 | | 85% | | | 47% | | | 23% | | | |
| 5th Reading | 85 | | 75% | | | 47% | | | 21% | | | |
| Total Testers | | Approaches | | | Meets | | | Masters | | | | |
| 5th Science | 85 | | 60% | | | 24% | | | 9% | | | |
| | Rdg BAS -B | | | | | | Rdg BAS -E | | | | | |
| | DNM | Appr | Meets | Masters | | | DNM | Appr | Meets | Masters | | |
| 3 | 29% | 12% | 23% | 36% | | 3 | 27% | 73% | 62% | 45% | | |
| 2 | 22% | 5% | 21% | 52% | | 2 | 19% | 81% | 72% | 49% | | |
| 1 | 25% | 11% | 13% | 51% | | 1 | 19% | 81% | 76% | 51% | | |
| K | 19% | 10% | 10% | 65% | | K | 22% | 78% | 69% | 51% | | |
| K-2 | 22% | 9% | 15% | 56% | | K-2 | | | 72% | 50% | | |
| K-3 | 24% | 10% | 18% | 51% | | K-3 | 21% | 79% | 70% | 49% | | |
| | | | | | | | | | | | | |
| | Rdg MAPS -E | | | | | | Rdg MAPS -E | | | | | |
| | DNM | Appr | Meets | Masters | | | DNM | Appr | Meets | Masters | | |
| 5 | 29% | 71% | 29% | 14% | | 5 | 29% | 71% | 33% | 11% | | |
| 4 | 21% | 79% | 47% | 22% | | 4 | 24% | 76% | 37% | 23% | | |
| 3 | 33% | 77% | 50% | 15% | | 3 | 6% | 84% | 50% | 25% | | |
| 2 | 40% | 60% | 29% | 11% | | 2 | 20% | 80% | 33% | 16% | | |
| 2-5 | 31% | 76% | 39% | 16% | | 2-5 | 20% | 78% | 38% | 19% | | |
| 3-5 | 28% | 72% | 42% | 17% | | 3-5 | 20% | 77% | 40% | 20% | | |

| | Rdg BAS -B | | | | | | Rdg BAS -E | | | | |
|-----|---------------|------|-------|---------|--|-----|---------------|------|-------|---------|--|
| | | | | | | | | | | | |
| | Rdg Interim-B | | | | | | Rdg Interim M | | | | |
| | DNM | Appr | Meets | Masters | | | DNM | Appr | Meets | Masters | |
| 5 | 32% | 68% | 34% | 12% | | 5 | 25% | 75% | 47% | 24% | |
| 4 | 28% | 72% | 45% | 25% | | 4 | 15% | 85% | 58% | 35% | |
| 3 | 26% | 74% | 40% | 16% | | 3 | 19% | 81% | 47% | 21% | |
| 3-5 | 29% | 71% | 40% | 18% | | 3-5 | 20% | 80% | 51% | 27% | |
| | Math MAPS -B | | | | | | Math MAPS -E | | | | |
| | DNM | Appr | Meets | Masters | | | DNM | Appr | Meets | Masters | |
| 5 | 23% | 77% | 40% | 14% | | 5 | 20% | 80% | 36% | 8% | |
| 4 | 19% | 81% | 51% | 22% | | 4 | 20% | 80% | 46% | 19% | |
| 3 | 28% | 72% | 42% | 10% | | 3 | 18% | 82% | 56% | 28% | |
| 2 | 39% | 61% | 23% | 9% | | 2 | 28% | 72% | 44% | 16% | |
| 2-5 | 27% | 77% | 44% | 15% | | 2-5 | 22% | 79% | 46% | 18% | |
| 3-5 | 23% | 77% | 39% | 14% | | 3-5 | 19% | 81% | 46% | 18% | |
| | Math Interim | | | | | | Math Interim | | | | |
| | DNM | Appr | Meets | Masters | | | DNM | Appr | Meets | Masters | |
| 5 | 21% | 79% | 29% | 6% | | 5 | 28% | 82% | 42% | 16% | |
| 4 | 3% | 97% | 61% | 33% | | 4 | 7% | 93% | 59% | 31% | |
| 3 | 37% | 63% | 21% | 3% | | 3 | 32% | 68% | 48% | 20% | |
| 3-5 | | | | | | 3-5 | 22% | 81% | 50% | 22% | |

Student Achievement Strengths

Austin Elementary students made amazing growth in 2022-2023 school year.

- MTSS trend analysis lowered greatly with strong Tier 1.
- 70% of students met math growth on NWEA Maps.
- 81% of students are approaching grade level and predicted to pass on NWEA Maps.
- 23% of special education students met meets/masters on NWEA Maps.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in Kindergarten-5th grade are not performing at the meets and masters academic achievement level. **Root Cause:** Classroom instruction is not being implemented at a high rigor with intentional small-group planning.

Problem Statement 2 (Prioritized): Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Reading STAAR. **Root Cause:** Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.

Problem Statement 3 (Prioritized): Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Math STAAR. **Root Cause:** Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.

School Culture and Climate

School Culture and Climate Summary

Staff Culture and Climate:

At Austin Elementary, we reflect the mission of Weatherford ISD: to educate, engage, and empower each student in a safe and positive learning environment to discover and reach their greatest potential. Our campus provides opportunities for staff to participate in various leadership roles through an achievement team, school-wide success team, family involvement success team, staff success team, safety success team, and student success team. We have staff in various roles, including mentoring, Power Hour, LPAC liaison, McKinney Vento liaison, etc. The leadership teams and roles provide professional development, mentorship, model classrooms, campus and culture planning, and feedback to the administration.

Instructional Coaching and campus walkthroughs are also offered to support classroom instruction through observations and feedback using T-Tess and the observation and feedback coaching model.

Behavior support is provided by staff on the school-wide success team, campus administration, the counselor, special programs, and the CBI team. We will utilize the CBI team for 4 students to begin the 2023-2024 school year.

The ongoing Austin Elementary survey 2023-2024 indicated positive results.

- 97% of staff are proud to work for Weatherford ISD.
- 97% of staff would recommend referring a good friend to work for Weatherford ISD.
- 97% of staff believe the administration at Austin creates a professional work environment.
- 97% of staff believe they receive useful feedback about their job performance.

Students

Office referrals decreased from 14% to 6% in the 2022-2023 school year from the previous year.

- 34 students had referrals.

School Culture and Climate Strengths

The following were the strengths of Austin Elementary:

- Focused on staff feedback
 - Utilizing staff input for decision-making and program schedule.
- Staff Retention
- Staff Success Team
- Celebrating Staff and Kids
 - Teacher Shout-outs from parents and other staff.
- Weekly Newsletter for staff and parents
- Calendar of Events planned a year in advance.
- Increased Communication

- Professional Development on Restorative Practices and TBRI.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Discipline referrals adversely affect student achievement. **Root Cause:** Additional follow-up training is needed for staff in supporting Special Education students including Restorative Practices, TBRI, and supporting students with high needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Curriculum and Instruction host professional development days to big picture plan by the experts in the field of ELA, Math, and Science at the end of each 6 weeks. Curriculum and Instruction also provide professional development on campus during PLC and in district walks.

Instructional coaching is available on campus for support in classroom management, curriculum planning, instructional strategies, modeling lessons, co-teaching, observations, feedback sessions, and team meetings.

The Mentor Program offers Mentor support for new staff to the district. We had 2 mentors to support 4 staff members, and they also supported our paraprofessionals and special programs in content knowledge.

PLC meetings happen weekly to analyze data, TEKS, and curriculum documents.

We have opportunities for staff to lead on campus. The achievement success team analyzes data, becomes model classrooms, and supports campus decision-making. The school-wide success team host model classrooms for classroom management, and restorative practices, and support a decrease in discipline. The student success team meets monthly to discuss high-priority students and how to support those kids and their needs on campus. The staff success team plans monthly gatherings for all staff, including 3 big events. The team also supports staff getting married, having babies, and deaths in the family.

Staff Quality, Recruitment, and Retention Strengths

Austin Elementary has a low turnover of staff and faculty. In 2022-2023, Austin hired 2 new faculty members. Austin faculty leads numerous district professional developments and this reflects the high quality of personnel at the school.

- PD Days
- Work Days
- PLC
- Mentor Program
- Instructional Coaching
- Campus Culture
- Leadership Opportunities
 - Team Leads, Restorative Leads, Safety Team, Mentors, Power Hour, Sunshine Committee

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Leadership development opportunities are not available at a district level to support in furthering staff careers. **Root Cause:** The lack of leadership development opportunities for all staff at a district level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction

Austin teachers follow the District Scope and Sequence for the research-based curriculum and assessment timeline. The curriculum department hosted professional development days that were built into the district calendar to big-picture plan and provide new learning around units every 6 weeks. The curriculum department was active in campus walks, attended PLC, and supported all staff.

Sarah Waller, the literacy consultant, was contracted to come and work with grade-level teams to strengthen the reading process 10x throughout the year on campus.

Austin teachers disaggregated data during PLCs, used the four guiding questions, and provided intervention/enrichment weekly. Austin teachers met vertically and aligned the curriculum school-wide.

Staff provided PLT, personalized learning time, 45 minutes daily for students to receive intervention and enrichment.

The district provided Power Hour opportunities to intervene and enrich tier 1 for students in grades 3rd-5th.

Assessments

Beginning, Middle, and End of the year

- Universal screeners are given through NWEA Maps and Tx KEA to assess a student's achievement level and individual growth.
- Benchmark Assessment System is given to each student to drive instruction in the guided reading and leveled literacy intervention.
- As needed, Heggerty screeners are given to assess a child's phonemic awareness.

Every 6 weeks

- Curriculum Based Assessments are given in grades 2nd-5th grade in reading, math, and science to assess knowledge and skills attained to drive intervention and reteach opportunities.
- Campus: Writing on Demands is given to students to drive staff instruction in structure, development, and conventions in student writing.

Weekly/Daily

- Formative Assessments are created in PLC to assess skills taught along with an exemplar. Teachers utilize formative assessments to guide instruction, intervention, and support Tier 1 instruction.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessments Strengths are:

- PD Days
- PLC

- Campus PD
- PLT
- The curriculum department is active in campus walks, attending PLC, and supporting all staff.
- Assessments - Formative, MAPS/TX-KEA, CBA, and BAS
- Research-based curriculum
- T-Chat counseling services on campus
- Power Hour

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student performance data reveals a need for enrichment in math and reading for students to reach mastery. **Root Cause:** Teachers lack the training on district resources to effectively provide enrichment to students.

Problem Statement 2 (Prioritized): Student performance data reveals a need to increase science instruction **Root Cause:** Science lessons are not taught with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Austin Elementary has a strong community and parent participation. Parents are always eager and willing to help by volunteering their time and attending school functions. In 2022-2023 PTA had 185 members, and this year our goal is to have 200 members.

Parent and Community Engagement Strengths

The following were the strengths of Austin Elementary Parent and Community Engagement:

- Strong PTA involvement
 - 100% of the faculty participated in PTA.
 - Parents are engaged with their students and staff.
 - Parents want to volunteer and share in the educational experience with their child(ren).
- Business Supports
- 9 Events/Programs planned and implemented
- Parent Communication
 - GroupMe
 - School Messenger System (Text/Email)
 - Dojo - Weekly Reminders
- Listed below are the top performing areas from our parent survey:
 - I feel welcome at my child's campus.
 - I am treated with respect.
 - I feel welcome at parent meetings and parent conferences.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Austin Elementary parents lack knowledge of how to proactively support their child's academic performance. **Root Cause:** There was no communication with parents on what was being taught in each unit at the beginning of the 6 weeks.

School Context and Organization

School Context and Organization Summary

The campus goal for 2023-2024 is to focus on growth for all students, teachers, administrators, and all personnel.

We are building our schedules to maximize instructional time and to provide opportunities for student interventions.

Campus data meetings will be scheduled to focus on TEK mastery, and student interventions to monitor campus success with student performance.

Our campus has identified all content areas as our focus which will be monitored through student performances throughout the year.

We have a HUB, weekly reminders, campus calendar, PLC calendar, Dojo, EOP, ERT

School Context and Organization Strengths

School Context and Organization Strengths:

- Our teachers are highly collaborative.
- Teachers feel they have a voice in decision-making.
- Master Schedule is geared toward student achievement.
- The yearly calendar is geared toward student achievement including events, programs, and field trips.
- Safety Drills are scheduled.
- Weekly Staff and Parent Newsletter.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The use of PLC time has not been consistent toward enrichment. **Root Cause:** Teachers lack knowledge of enrichment strategies in reading and math.

Technology

Technology Summary

Technology integration is an important component of student learning at Austin Elementary. All students have access to a device during the school day (1 to 1), and classrooms have projectors and TVs allowing streaming from classroom devices. Teachers use the devices to facilitate technology integration within student learning and provide real-time feedback on a larger scale than previously thought possible.

Staff uses technology for organization, processes, and communication on campus including:

- HUB
- SMORE
- Campus Calendar
- Dojo for communication from staff to parents
- GroupMe for communication from staff to staff
- Emergency Operation Plan (EOP)

Technology Strengths

K-1 has 12 Ipads in each classroom.

2nd grade shares 60 Chromebooks.

3rd-5th grade are 1:1 in chromebooks.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): While technology is readily available, instructional use of resources remains an obstacle. **Root Cause:** Lack of training on how to successfully integrate technology in meaningful ways into lessons.

Priority Problem Statements

Problem Statement 1: Low attendance (95%) is adversely affecting academic achievement.

Root Cause 1: There has been a lack of clear processes for following up with families when students are chronically absent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in Kindergarten-5th grade are not performing at the meets and masters academic achievement level.

Root Cause 2: Classroom instruction is not being implemented at a high rigor with intentional small-group planning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Reading STAAR.

Root Cause 3: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Math STAAR.

Root Cause 4: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Discipline referrals adversely affect student achievement.

Root Cause 5: Additional follow-up training is needed for staff in supporting Special Education students including Restorative Practices, TBRI, and supporting students with high needs.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Leadership development opportunities are not available at a district level to support in furthering staff careers.

Root Cause 6: The lack of leadership development opportunities for all staff at a district level.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Student performance data reveals a need for enrichment in math and reading for students to reach mastery.

Root Cause 7: Teachers lack the training on district resources to effectively provide enrichment to students.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Student performance data reveals a need to increase science instruction

Root Cause 8: Science lessons are not taught with fidelity.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Austin Elementary parents lack knowledge of how to proactively support their child's academic performance.

Root Cause 9: There was no communication with parents on what was being taught in each unit at the beginning of the 6 weeks.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: The use of PLC time has not been consistent toward enrichment.

Root Cause 10: Teachers lack knowledge of enrichment strategies in reading and math.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: While technology is readily available, instructional use of resources remains an obstacle.

Root Cause 11: Lack of training on how to successfully integrate technology in meaningful ways into lessons.

Problem Statement 11 Areas: Technology

Goals

Goal 1: Focus on Student Success

Performance Objective 1: ESF: 5.3 Data-driven instruction

The growth of students in 1st grade-5th grade in math will go from 71% to 81% by May 2024 as measured NWEA Maps.

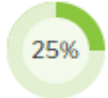







The growth of students in 1st grade-5th grade in reading will go from 68% to 78% by May 2024 as measured NWEA Maps.

The growth of students in kindergarten in reading and math will go from 43% to 60% by Math 2024 as measured by Tx-KEA.

Evaluation Data Sources: NWEA Maps (student growth summary report 1st-5th) (# of students with growth/# of student who met), Tx-KEA (did not pull)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for next school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Focus on student growth by providing quality instruction supported by PLC following the DuFour model focused on exemplars and aggressive monitoring/laps.</p> <p>Strategy's Expected Result/Impact: Increase student achievement meets and masters levels by 5% each quarter (Math 46%, Reading 40% on NWEA Maps), increase T-Tess ratings for all staff.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Achievement 1, 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All teachers use a student data-tracking system to monitor progress and provide interventions and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, All Staff</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Staff will keep families informed and involved in the process of providing interventions and enrichment for all learners.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration, All staff</p> <p>Problem Statements: Parent and Community Engagement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: The leadership team will develop PLC expectations for K-1 and 2-5. This will include expected components to form the PLC "exemplar". The team will determine what will be tracked each week to measure progress. Expectations and the PLC "exemplar" will be communicated to teams.</p> <p>A new schedule for PLCs will be developed, specific to needs of K-1 and 2-5 teachers.</p> <p>Strategy's Expected Result/Impact: Increase in performance on identified progress measure.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Problem Statements: Student Achievement 2</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Students in Kindergarten-5th grade are not performing at the meets and masters academic achievement level. Root Cause: Classroom instruction is not being implemented at a high rigor with intentional small-group planning.</p> |
| <p>Problem Statement 2: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Reading STAAR. Root Cause: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.</p> |
| <p>Problem Statement 3: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Math STAAR. Root Cause: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.</p> |
| Curriculum, Instruction, and Assessment |
| <p>Problem Statement 1: Student performance data reveals a need for enrichment in math and reading for students to reach mastery. Root Cause: Teachers lack the training on district resources to effectively provide enrichment to students.</p> |
| Parent and Community Engagement |
| <p>Problem Statement 1: Austin Elementary parents lack knowledge of how to proactively support their child's academic performance. Root Cause: There was no communication with parents on what was being taught in each unit at the beginning of the 6 weeks.</p> |

Goal 2: Focus on students, parents, and community













Performance Objective 1: ESF: 3.3 Involving families and community

By May 2024, 84% of Austin Elementary parents will feel that the campus and teacher give them useful information on how to improve their child's academic progress.

Evaluation Data Sources: Weatherford ISD Parent Survey


Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue goal to next school year.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Increase Parental Engagement at Austin Elementary by communicating with parents every 6 weeks on what is being taught and how to support their child's academic performance proactively via Smore. Survey parents on perceived impact of communication of smore and dojo on student learning or parent partnerships. Strategy's Expected Result/Impact: Increase parent communication, Increase awareness of academic progress. Staff Responsible for Monitoring: Administration Problem Statements: Parent and Community Engagement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Austin Elementary will host two academic parent events this year. (Literacy/Math night in fall and Science night in spring) Strategy's Expected Result/Impact: Increase parent communication, Increase awareness of academic progress. Staff Responsible for Monitoring: Administration Problem Statements: Parent and Community Engagement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Austin Elementary will partner with local community businesses to increase community engagement. Strategy's Expected Result/Impact: Increase community partnerships. Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Austin Elementary parents lack knowledge of how to proactively support their child's academic performance. **Root Cause:** There was no communication with parents on what was being taught in each unit at the beginning of the 6 weeks.

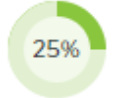






Goal 3: Focus on Operational Excellence

Performance Objective 1: By May 2024, Austin Elementary will increase attendance from 95% to 97% or higher for the 2023-2024 school year. Incentive for attendance will be implemented on an ongoing basis.

Evaluation Data Sources: RAAWK12

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal to the 24-25 school year.

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|---|---|
| <p>Strategy 1: Personalized instructional plans will be created and implemented for identified students to ensure all systems safeguards are met. (Roos in Partnerships)</p> <p>Strategy's Expected Result/Impact: Student achievement growth data will increase.</p> <p>Staff Responsible for Monitoring: Administration, campus leadership team</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Low attendance (95%) is adversely affecting academic achievement. Root Cause: There has been a lack of clear processes for following up with families when students are chronically absent.</p> |

Goal 3: Focus on Operational Excellence









Performance Objective 2: ESF: 3.1 Explicit school-wide behavioral expectations and culture routines

Utilizing the comprehensive behavior intervention team and training staff on Restorative Practices, TBRI, and supporting students with high needs will decrease the number of discipline referrals.

Evaluation Data Sources: Skyward Report, Teacher feedback throughout the year.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal into the 2024-25 school year.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: The campus-wide success team will meet every 6 weeks to create plans and provide campus training to all staff to better reinforce behavior strategies.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Campus-wide success team</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| School Culture and Climate |
|---|
| <p>Problem Statement 1: Discipline referrals adversely affect student achievement. Root Cause: Additional follow-up training is needed for staff in supporting Special Education students including Restorative Practices, TBRI, and supporting students with high needs.</p> |









Goal 3: Focus on Operational Excellence

Performance Objective 3: Safe School Team will meet monthly to implement safety procedures to ensure all stakeholders are in a safe learning environment.

Evaluation Data Sources: Documented campus drills and team review notes.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to next school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus safety and security drills will be held monthly and reviewed by Campus Safe Schools Team.</p> <p>Strategy's Expected Result/Impact: 100% of campus drills will be conducted and documented.</p> <p>Staff Responsible for Monitoring: All staff.</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| School Culture and Climate |
|---|
| <p>Problem Statement 1: Discipline referrals adversely affect student achievement. Root Cause: Additional follow-up training is needed for staff in supporting Special Education students including Restorative Practices, TBRI, and supporting students with high needs.</p> |

Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: ESF: 5.1 Professional Development for Effective Classroom Instruction









By May 2024, 100% of Austin Elementary teachers will be coached in reading and/or math within the classroom setting.

HB3 Goal

Evaluation Data Sources: MAP data, walk through data, CBA data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal into the 2024-2025 school year.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Teachers will work with Sarah Waller, Reading Consultant, Instructional Coach, and campus administration on effective reading and math strategies focused on small group intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading and math meets and masters on STAAR and NWEA Maps.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Reading Consultant</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Students in Kindergarten-5th grade are not performing at the meets and masters academic achievement level. Root Cause: Classroom instruction is not being implemented at a high rigor with intentional small-group planning.</p> <p>Problem Statement 2: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Reading STAAR. Root Cause: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.</p> <p>Problem Statement 3: Students in grades 3rd-5th are not performing at the meets and masters academic achievement level on NWEA Maps and Math STAAR. Root Cause: Teachers lack knowledge and skill in developing, planning, and executing high-yield small group instruction for students that are at risk of not meeting meets and masters.</p> |

Goal 5: Focus on Stewardship









Performance Objective 1: ESF: 1.3 Focused plan development and regular monitoring of implementation and outcomes

By May 2024, 100% of Austin campus funds will be aligned with the mission and vision of the district to achieve campus goals.

Evaluation Data Sources: campus budget, yearly audits

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue into the 2024-2025 school year.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: The campus leadership team will review and provide input toward campus spending. Strategy's Expected Result/Impact: Student achievement growth data will increase. Staff Responsible for Monitoring: Administration, campus leadership team Problem Statements: Student Achievement 1 | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| Problem Statement 1: Students in Kindergarten-5th grade are not performing at the meets and masters academic achievement level. Root Cause: Classroom instruction is not being implemented at a high rigor with intentional small-group planning. |

Weatherford Independent School District

Crockett Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Revised/Approved: August 9, 2023

Demographics

Demographics Summary

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| CROCKETT EL (184903102) - WEATHERFORD ISD - PARKER COUNTY | | | | | | | | |
|---|--|--|--|--|--|--|--|--|

| Student Information | Membership | | | | Enrollment | | | |
|------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | | Campus | | District | |
| | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 435 | 100.0% | 7,999 | 5,359,040 | 437 | 100.0% | 8,024 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 2 | 0.5% | 0.5% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 1.7% | 3.7% | 0 | 0.0% | 1.7% | 3.7% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.5% | | | | |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 1.7% | 3.2% | | | | |
| Kindergarten | 62 | 14.3% | 7.1% | 6.7% | 62 | 14.2% | 7.1% | 6.7% |
| Grade 1 | 71 | 16.3% | 7.7% | 7.1% | 71 | 16.2% | 7.7% | 7.1% |
| Grade 2 | 78 | 17.9% | 7.1% | 7.1% | 78 | 17.8% | 7.1% | 7.1% |
| Grade 3 | 79 | 18.2% | 7.2% | 7.1% | 79 | 18.1% | 7.2% | 7.1% |
| Grade 4 | 62 | 14.3% | 7.1% | 7.2% | 62 | 14.2% | 7.1% | 7.2% |
| Grade 5 | 83 | 19.1% | 7.8% | 7.4% | 83 | 19.0% | 7.8% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.6% | 7.7% | 0 | 0.0% | 7.6% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.9% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.5% | 7.9% | 0 | 0.0% | 8.5% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.1% | 0 | 0.0% | 7.6% | 8.1% |

| | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | | | Campus | | | |
| | Count | Percent | District | State | Count | Percent | District | State |
| Student Information | | | | | | | | |
| Grade 10 | 0 | 0.0% | 8.0% | 7.8% | 0 | 0.0% | 8.0% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.8% | 0 | 0.0% | 7.2% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 8 | 1.8% | 2.0% | 12.7% | 8 | 1.8% | 2.0% | 12.7% |
| Hispanic | 75 | 17.2% | 27.8% | 52.9% | 76 | 17.4% | 27.8% | 52.9% |
| White | 331 | 76.1% | 65.3% | 26.5% | 332 | 76.0% | 65.3% | 26.5% |
| American Indian | 2 | 0.5% | 0.8% | 0.3% | 2 | 0.5% | 0.7% | 0.3% |
| Asian | 3 | 0.7% | 0.6% | 4.7% | 3 | 0.7% | 0.6% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 16 | 3.7% | 3.5% | 2.7% | 16 | 3.7% | 3.5% | 2.7% |
| Sex: | | | | | | | | |
| Female | 205 | 47.1% | 49.0% | 48.9% | 205 | 46.9% | 49.1% | 48.9% |
| Male | 230 | 52.9% | 51.0% | 51.1% | 232 | 53.1% | 50.9% | 51.1% |
| Economically Disadvantaged | | | | | | | | |
| Economically Disadvantaged | 186 | 42.8% | 42.6% | 60.3% | 186 | 42.6% | 42.6% | 60.2% |
| Non-Educationally Disadvantaged | 249 | 57.2% | 57.4% | 39.7% | 251 | 57.4% | 57.4% | 39.8% |
| Section 504 Students | 23 | 5.3% | 9.0% | 7.2% | 23 | 5.3% | 9.0% | 7.2% |
| EB Students/EL | 11 | 2.5% | 9.4% | 20.7% | 11 | 2.5% | 9.4% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 1 | 0.2% | 2.2% | 1.2% | | | | |
| Students w/ Dyslexia | 42 | 9.7% | 9.1% | 4.5% | 42 | 9.6% | 9.0% | 4.5% |
| Foster Care | 3 | 0.7% | 0.4% | 0.3% | 3 | 0.7% | 0.4% | 0.3% |
| Homeless | 8 | 1.8% | 0.9% | 1.1% | 8 | 1.8% | 0.9% | 1.1% |
| Immigrant | 0 | 0.0% | 0.4% | 2.0% | 0 | 0.0% | 0.4% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 435 | 100.0% | 56.6% | 64.5% | 437 | 100.0% | 56.6% | 64.5% |
| Military Connected | 52 | 12.0% | 5.3% | 2.7% | 52 | 11.9% | 5.3% | 2.7% |
| At-Risk | 166 | 38.2% | 43.9% | 49.2% | 166 | 38.0% | 43.8% | 49.1% |
| Students by Instructional Program: | | | | | | | | |

| | Membership | | | | Enrollment | | | |
|---|---------------------------------|----------|----------|-------|-------------------------------|----------|----------|-------|
| | Campus | | | | Campus | | | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Bilingual/ESL Education | 9 | 2.1% | 9.2% | 21.0% | 9 | 2.1% | 9.2% | 20.9% |
| Gifted and Talented Education | 29 | 6.7% | 7.7% | 8.3% | 29 | 6.6% | 7.7% | 8.3% |
| Special Education | 68 | 15.6% | 14.2% | 11.1% | 70 | 16.0% | 14.5% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 68 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 31 | 45.6% | 52.7% | 42.5% | | | | |
| Students with Physical Disabilities | 24 | 35.3% | 21.3% | 21.3% | | | | |
| Students with Autism | * | * | 9.3% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.6% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.1% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 51 | 11.8% | 11.1% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.5% | 0.3% | 2.8% | | | | |
| Hispanic | 10 | 2.3% | 3.2% | 7.1% | | | | |
| White | 36 | 8.3% | 7.1% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 1 | 0.2% | 0.1% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.5% | 0.4% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 15 | 21.1% | 12.4% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 2 | 20.0% | 12.6% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 29 | 13.9% | 14.7% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 82 | 20.7% | 16.8% | 16.6% | | | | |
| | --Non-Special Education Rates-- | | | | ---Special Education Rates--- | | | |
| Student Information | Campus | District | State | | Campus | District | State | |
| Retention Rates by Grade: | | | | | | | | |

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|---------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Kindergarten | 1.6% | 0.9% | 1.4% | 10.0% | 5.4% | 4.8% |
| Grade 1 | 1.3% | 0.6% | 1.9% | 0.0% | 3.5% | 3.2% |
| Grade 2 | 0.0% | 0.2% | 1.0% | 0.0% | 0.0% | 1.4% |
| Grade 3 | 0.0% | 0.0% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.9% | 0.4% |
| Grade 5 | 1.5% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | - | 0.0% | 0.2% | - | 0.0% | 0.3% |
| Grade 7 | - | 0.2% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.0% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 0.0% | 4.7% | - | 0.0% | 7.8% |

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.0 | 17.2 | 17.7 |
| Grade 1 | 19.4 | 17.9 | 18.0 |
| Grade 2 | 17.1 | 17.1 | 18.0 |
| Grade 3 | 17.6 | 17.5 | 18.2 |
| Grade 4 | 12.6 | 16.6 | 18.3 |
| Grade 5 | 18.3 | 18.8 | 19.8 |
| Grade 6 | - | 19.3 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 2.3 | 15.4 | 15.7 |
| Foreign Languages | - | 20.5 | 17.8 |
| Mathematics | - | 20.5 | 16.9 |
| Science | - | 20.1 | 17.9 |
| Social Studies | - | 21.7 | 18.3 |

Demographics Strengths

David Crockett Elementary School is a Stephen Covey Leader in Me Campus. Leader in Me is a TEA Vetted and Approved school improvement methodology. As a campus we are proud to have the following paradigms that we believe and support our work to improve the quality of teachers, staff, and students. These include:

- A Paradigm of Leadership - We believe that everyone can be a leader
- A Paradigm of Potential - Every has Genius
- Paradigm of Change - Change Starts with Me
- Paradigm of Motivation - Empowering students to lead their own learning
- Paradigm of Education - Educators and Families partner to develop the whole person

To make these Paradigms a reality we have formed our Campus Lighthouse Team for Leadership. This lighthouse team is composed of a grade-level team leader, the principal, the counselor, the Ap, the Instructional Support Teacher and Adult Learning Coordinators.

In addition, each faculty member of the lighthouse team leads action teams that ensure highly effective practices:

- Leadership
 - Adults Learning and Modeling Action Team
 - Principal and Coordinator Development
 - New and Ongoing Staff Learning
 - Family and Community Partnership
 - Teach Students to Lead
 - Direct Lessons
 - Integrated Approaches
 - Service Learning
 - Culture Action Teams
 - Create a Leadership Environment
 - Physical Environment
 - Social-Emotional Environment
 - Leadership Events
 - Shared Leadership
 - Lighthouse & Actions Teams
 - Leadership Roles
 - Student Voice
 - Academics
 - Achieve Goals
 - Individual Goals
 - Team Goals
 - Aligned School Goals
 - Empowered Learners
 - Leadership Portfolios
 - Student-Conferences
 - Empowering Instruction

Collectively we believe that these Core Paradigms and Highly Effective Practices will get measurable results (Measurable Results Assessment, STAAR, BAS, NWEA/MAP) and create:

- Highly effective students and adults who are leaders in their school and community
- A high-trust school culture where every person's voice is heard and their potential is affirmed

- Engaged students who are equipped to achieve and entrusted to lead their own learning

As a result of all of this collaborative work together to build a high-trust organization we have achieved the following:

- We have one of the lowest turnover rates of any elementary campus in Weatherford ISD
- 82% of our students report high levels of school-belonging
- Our leadership team has rekindled our PTA and it has become a valuable community partnership
- All of our staff are highly qualified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over time demographics have shifted and there has been an increased number of students with high needs moving into the attendance zone but high-yield practices to meet the needs of these students have not improved at the rate necessary to keep up with those needs. **Root Cause:** There has been a lack of clear processes, data tracking, motivation, and leadership in this area.

Problem Statement 2 (Prioritized): While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Student Achievement

Student Achievement Summary

| 5th Grade Reading | | | | | | | | | | | | | | |
|------------------------------|----------------|-----------|-------------|---------------|------------|--------|---------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|---------|
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | | |
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Masters |
| Crockett Elementary | 83 | 28 | 1572 | 54.73% | 71.08% | 44.58% | 24.10% | 05/01/23 | 0% | 18.07% | 10.84% | 9.64% | 16.87% | 24.10% |
| Economic Disadvantage | 35 | 26 | 1542 | 50.77% | 62.86% | 40% | 17.14% | 05/01/23 | 0% | 20% | 17.14% | 11.43% | 11.43% | 28.57% |
| Black/African American | 2 | 21 | 1467 | 40.38% | 50% | 0% | 0% | 05/01/23 | 0% | 50% | 0% | 0% | 50% | 0% |
| Hispanic | 24 | 29 | 1597 | 56.65% | 66.67% | 50% | 25% | 05/01/23 | 0% | 16.67% | 16.67% | 8.33% | 8.33% | 16.67% |
| Two or More Races | 6 | 28 | 1555 | 53.53% | 83.33% | 50% | 16.67% | 05/01/23 | 0% | 16.67% | 0% | 16.67% | 16.67% | 33.33% |
| White | 51 | 28 | 1567 | 54.52% | 72.55% | 43.14% | 25.49% | 05/01/23 | 0% | 17.65% | 9.80% | 9.80% | 19.61% | 25.49% |
| Currently Emergent Bilingual | 4 | 26 | 1542 | 50.48% | 50% | 25% | 25% | 05/01/23 | 0% | 25% | 25% | 0% | 25% | 25% |
| Special Ed Indicator | 22 | 23 | 1488 | 44.14% | 54.55% | 27.27% | 4.55% | 05/01/23 | 0% | 27.27% | 18.18% | 9.09% | 18.18% | 27.27% |
| 5th Grade Math | | | | | | | | | | | | | | |

| 5th Grade Reading | | | | | | | | | | | | | | |
|------------------------------|----------------|-----------|-------------|---------------|------------|--------|---------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|---------|
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | | |
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Masters |
| Crockett Elementary | 84 | 20 | 1597 | 48.16% | 61.90% | 34.52% | 15.48% | 05/01/23 | 0% | 13.10% | 25% | 20.24% | 7.14% | 15.48% |
| Economic Disadvantage | 35 | 17 | 1550 | 41.29% | 51.43% | 20% | 11.43% | 05/01/23 | 0% | 14.29% | 34.29% | 28.57% | 2.86% | 11.43% |
| Black/African American | 2 | 15 | 1506 | 34.52% | 50% | 0% | 0% | 05/01/23 | 0% | 0% | 50% | 50% | 0% | 0% |
| Hispanic | 24 | 21 | 1613 | 49.90% | 70.83% | 37.50% | 16.67% | 05/01/23 | 0% | 12.50% | 16.67% | 29.17% | 4.17% | 20.83% |
| Two or More Races | 6 | 18 | 1553 | 42.46% | 33.33% | 33.33% | 16.67% | 05/01/23 | 0% | 16.67% | 50% | 0% | 0% | 16.67% |
| White | 52 | 20 | 1598 | 48.53% | 61.54% | 34.62% | 15.38% | 05/01/23 | 0% | 13.46% | 25% | 17.31% | 9.62% | 15.38% |
| Currently Emergent Bilingual | 4 | 22 | 1608 | 51.19% | 50% | 50% | 25% | 05/01/23 | 0% | 0% | 50% | 0% | 0% | 25% |
| Special Ed Indicator | 22 | 16 | 1516 | 37.01% | 36.36% | 18.18% | 4.55% | 05/01/23 | 0% | 27.27% | 36.36% | 13.64% | 4.55% | 18.18% |

| 5th Grade Science | | | | | | | | | | | | | | |
|-----------------------|----------------|-----------|-------------|---------------|------------|--------|---------|------------|--|--|--|--|--|--|
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | | | | | | |
| Crockett Elementary | 84 | 19 | 3645 | 49.82% | 55.95% | 22.62% | 11.90% | 05/01/23 | | | | | | |
| Economic Disadvantage | 35 | 17 | 3448 | 43.22% | 51.43% | 11.43% | 0% | 05/01/23 | | | | | | |

| 5th Grade Reading | | | | | | | | | |
|------------------------------------|----|----|------|--------|--------|--------|--------|----------|--|
| Black/ African American | 2 | 16 | 3417 | 41.03% | 50% | 0% | 0% | 05/01/23 | |
| Hispanic | 24 | 19 | 3584 | 48.08% | 62.50% | 20.83% | 4.17% | 05/01/23 | |
| Two or More Races | 6 | 18 | 3554 | 46.58% | 50% | 0% | 0% | 05/01/23 | |
| White | 52 | 20 | 3693 | 51.33% | 53.85% | 26.92% | 17.31% | 05/01/23 | |
| Currently Emergent Bilingual | 4 | 15 | 3321 | 39.10% | 50% | 0% | 0% | 05/01/23 | |
| Special Ed Indicator | 22 | 17 | 3455 | 43.47% | 36.36% | 18.18% | 9.09% | 05/01/23 | |

4th Grade Reading

| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | |
|-------------------------------|-------------------|--------------|----------------|------------------|------------|--------|---------|---------------|-----------------------------|------------------------|-------------------------|-------------------|--------------------|
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High |
| Crockett Elementary | 70 | 23 | 1500 | 44.40% | 74.29% | 31.43% | 15.71% | 05/01/23 | 0% | 15.71% | 10% | 24.29% | 18.57% |
| Economic Disadvantage | 42 | 19 | 1452 | 37.41% | 66.67% | 16.67% | 2.38% | 05/01/23 | 0% | 21.43% | 11.90% | 26.19% | 23.81% |
| Asian | 1 | 34 | 1626 | 65.38% | 100% | 100% | 0% | 05/01/23 | 0% | 0% | 0% | 0% | 0% |
| Black/ African American | 3 | 19 | 1454 | 36.54% | 100% | 0% | 0% | 05/01/23 | 0% | 0% | 0% | 66.67% | 33.33% |
| Hispanic | 16 | 23 | 1495 | 43.75% | 81.25% | 31.25% | 6.25% | 05/01/23 | 0% | 12.50% | 6.25% | 25% | 25% |
| Two or More Races | 2 | 34 | 1622 | 64.42% | 100% | 100% | 0% | 05/01/23 | 0% | 0% | 0% | 0% | 0% |

| 5th Grade Reading | | | | | | | | | | | | | | |
|------------------------------|----------------|-----------|-------------|---------------|------------|--------|---------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|----|
| White | 48 | 23 | 1496 | 43.83% | 68.75% | 29.17% | 20.83% | 05/01/23 | 0% | 18.75% | 12.50% | 22.92% | 16.67% | |
| Currently Emergent Bilingual | 3 | 17 | 1412 | 33.33% | 33.33% | 33.33% | 0% | 05/01/23 | 0% | 66.67% | 0% | 0% | 0% | 3% |
| Special Ed Indicator | 20 | 16 | 1402 | 30.19% | 55% | 5% | 0% | 05/01/23 | 0% | 40% | 5% | 40% | 10% | |
| 4th Grade math | | | | | | | | | | | | | | |
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | | |
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | |
| Crockett Elementary | 70 | 18 | 1495 | 46.07% | 55.71% | 32.86% | 7.14% | 05/01/23 | 0% | 14.29% | 30% | 12.86% | 10% | 2% |
| Economic Disadvantage | 42 | 16 | 1451 | 38.99% | 38.10% | 16.67% | 4.76% | 05/01/23 | 0% | 23.81% | 38.10% | 9.52% | 11.90% | 1% |
| Asian | 1 | 26 | 1601 | 65% | 100% | 100% | 0% | 05/01/23 | 0% | 0% | 0% | 0% | 0% | |
| Black/African American | 3 | 12 | 1399 | 30.83% | 33.33% | 0% | 0% | 05/01/23 | 0% | 33.33% | 33.33% | 33.33% | 0% | |
| Hispanic | 16 | 16 | 1459 | 40.47% | 43.75% | 25% | 0% | 05/01/23 | 0% | 18.75% | 37.50% | 12.50% | 6.25% | |
| Two or More Races | 2 | 25 | 1587 | 62.50% | 100% | 100% | 0% | 05/01/23 | 0% | 0% | 0% | 0% | 0% | |
| White | 48 | 19 | 1507 | 47.81% | 58.33% | 33.33% | 10.42% | 05/01/23 | 0% | 12.50% | 29.17% | 12.50% | 12.50% | 2% |
| Currently Emergent Bilingual | 3 | 15 | 1439 | 37.50% | 33.33% | 33.33% | 0% | 05/01/23 | 0% | 66.67% | 0% | 0% | 0% | 3% |
| Special Ed Indicator | 20 | 14 | 1432 | 35.88% | 30% | 15% | 0% | 05/01/23 | 0% | 35% | 35% | 5% | 10% | |

5th Grade Reading

3rd Grade Reading

| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | | |
|------------------------------|----------------|-----------|-------------|---------------|------------|--------|---------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|---|
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | |
| Crockett Elementary | 71 | 25 | 1428 | 48.02% | 71.83% | 36.62% | 14.08% | text | 0% | 14.08% | 14.08% | 7.04% | 28.17% | 2 |
| Economic Disadvantage | 37 | 24 | 1411 | 45.37% | 64.86% | 29.73% | 10.81% | text | 0% | 16.22% | 18.92% | 5.41% | 29.73% | 1 |
| Black/African American | 2 | 23 | 1401 | 43.27% | 100% | 0% | 0% | text | 0% | 0% | 0% | 50% | 50% | |
| Hispanic | 19 | 26 | 1442 | 50% | 73.68% | 42.11% | 15.79% | text | 0% | 15.79% | 10.53% | 5.26% | 26.32% | 2 |
| Two or More Races | 2 | 31 | 1508 | 58.65% | 100% | 50% | 50% | text | 0% | 0% | 0% | 50% | 0% | |
| White | 48 | 24 | 1421 | 47% | 68.75% | 35.42% | 12.50% | text | 0% | 14.58% | 16.67% | 4.17% | 29.17% | 2 |
| Currently Emergent Bilingual | 1 | 15 | 1301 | 28.85% | 0% | 0% | 0% | text | 0% | 0% | 100% | 0% | 0% | |
| Special Ed Indicator | 29 | 19 | 1354 | 37.33% | 41.38% | 20.69% | 3.45% | text | 0% | 31.03% | 27.59% | 3.45% | 17.24% | 1 |

3rd Grade Math

| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Date Taken | Performance Level Indicator | | | | |
|--|----------------|-----------|-------------|---------------|------------|-------|---------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High |

| | | | | | | | | | | | | | | |
|------------------------------|----|----|------|--------|--------|--------|--------|----------|----|--------|--------|--------|--------|----|
| 5th Grade Reading | | | | | | | | | | | | | | |
| Crockett Elementary | 71 | 17 | 1411 | 46.21% | 64.79% | 25.35% | 9.86% | 05/01/23 | 0% | 9.86% | 25.35% | 11.27% | 28.17% | 10 |
| Economic Disadvantage | 37 | 16 | 1397 | 44.12% | 62.16% | 21.62% | 8.11% | 05/01/23 | 0% | 10.81% | 27.03% | 10.81% | 29.73% | 10 |
| Black/African American | 2 | 16 | 1392 | 43.24% | 100% | 0% | 0% | 05/01/23 | 0% | 0% | 0% | 50% | 50% | 10 |
| Hispanic | 19 | 16 | 1381 | 42.11% | 68.42% | 15.79% | 0% | 05/01/23 | 0% | 15.79% | 15.79% | 15.79% | 36.84% | 10 |
| Two or More Races | 2 | 22 | 1503 | 58.11% | 50% | 50% | 50% | 05/01/23 | 0% | 0% | 50% | 0% | 0% | 10 |
| White | 48 | 18 | 1420 | 47.47% | 62.50% | 29.17% | 12.50% | 05/01/23 | 0% | 8.33% | 29.17% | 8.33% | 25% | 10 |
| Currently Emergent Bilingual | 1 | 7 | 1229 | 18.92% | 0% | 0% | 0% | 05/01/23 | 0% | 100% | 0% | 0% | 0% | 10 |
| Special Ed Indicator | 29 | 13 | 1344 | 35.88% | 44.83% | 3.45% | 3.45% | 05/01/23 | 0% | 24.14% | 31.03% | 17.24% | 24.14% | 10 |

Student Achievement Strengths

For the 2022-2023 School Year Crockett Elementary Growth in Both Reading and Math above the Grade Level Norms on the NWEA/MAP Growth and Achievement when compared to the grade level norms (See addendum-MaP Student Growth Summary Report Attached). Specifically:

Math

1st Grade projected school growth in the nationwide sample was 15.5 RIT Points, and Crockett First Grade had an Observed Growth score of 17 RIT Points. This placed Crockett 1st Grade in the 77th Percentile Nationwide.

2nd Grade projected school growth in the nationwide sample was 13.5 RIT Points, and Crockett Second Grade had an observed Growth score of 18 RIT Points. This placed Crockett 2nd Grade in the 97th percentile nationwide.

3rd Grade Projected school growth in the nationwide sample was 11.7 RIT Points, and Crockett Third Grade had an observed Growth score of 12 RIT Points. This placed Crockett

3rd Grade in the 54th Percentile Nationwide.

Reading

1st Grade projected school growth in the nationwide sample was 14.2 RIT Points, and Crockett First Grade had an observed Growth of 17 RIT Points. This placed Crockett 1st Grade in the 88th Percentile Nationwide.

2nd Grade projected school growth in the nationwide sample was 12.5 RIT Points, and Crockett Second Grade had an observed Growth of 21 RIT Points. This placed Crockett 2nd Grade in the 99th Percentile Nationwide.

3rd Grade projected school growth in the nationwide sample was 10.2 RIT Points, and Crockett Third Grade had an observed Growth of 12 RIT Points. This placed Crockett 3rd Grade in the 79th Percentile Nationwide.

4th Grade projected school growth in the nationwide sample was 8.0 RIT Points, and Crockett Fourth Grade had an observed Growth of 9 RIT Points. This placed Crockett 4th Grade in the 61st Percentile Nationwide.

5th Grade Reading STAAR

All Students Performance - 71.08% Approaches; 44.58% Meets; 24.1% Masters

All Students Federal Target At Meets= 44% Crockett Met Target

Hispanic Students Federal Target at Meets=37%; Crockett Met with 50% at Meets and 25% at Masters

Special Education Federal Target at Meets=19%; Crockett Met with 27.27% Meets and 4.55% Masters

Economic Disadvantaged Federal Target at Meets=33%; Crockett Met with 44% Meets and 17.14% Masters

5th Grade math STAAR

All Student's performance - 61.9% Approaches; 34.52% Meets; 15.48% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2 (Prioritized): Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Problem Statement 3 (Prioritized): Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 4 (Prioritized): There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups.
Root Cause: Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

School Culture and Climate

School Culture and Climate Summary

| Measure | Score |
|--------------------------------|-------|
| Leadership | 77 |
| Family & Community Engagement | 72 |
| Community Engagement | 70 |
| School & Family Partnerships | 72 |
| Family Engagement | 72 |
| Student Leadership | 79 |
| Personal Development | 79 |
| Positive Well-being | 79 |
| Self-Advocacy | 79 |
| Interpersonal Development | 78 |
| Prosocial Behaviors | 81 |
| Staff Leadership | 82 |
| Personal Effectiveness | 84 |
| Interpersonal Effectiveness | 81 |
| Culture | 80 |
| Supportive Staff Environment | 84 |
| Collective Efficacy | 82 |
| Staff Voice | 87 |
| Supportive Student Environment | 77 |

| Measure | Score |
|------------------------|-------|
| Trusting Relationships | 71 |
| Student Empowerment | 79 |
| School Belonging | 79 |
| School Climate | 75 |
| Academics | 80 |
| Empowering Teachers | 81 |
| Student-led Practices | 81 |
| Instructional Efficacy | 76 |
| Empowered Learners | 80 |
| Supportive Teachers | 80 |
| Academic Self-Efficacy | 80 |
| Goal Achievement | 79 |
| Student Goal Support | 72 |
| Student Goals | 79 |
| School Goals | 76 |

School Culture and Climate Strengths

The 2023 Measurable Results Assessment from Leader in Me (Gallop National Survey Norms) David Crockett Elementary School is doing well in School Culture and Climate Strengths. On this survey 90-100 is exemplary, 80-89 is effective, 70-79 is satisfactory; 50-69 needs improvement, and 0-49 is ineffective. **Staff Voice earned a rating of 87 (Only 3 points away from Exemplary). Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them. Teacher Collective Efficacy earned a rating of 82-Satisfactory. Teachers believe that their collective actions can positively impact students and help them succeed.**

- Overall Crockett's MRA Score was 79, only one point away from a rating of Effective.
- Climate and Culture were a strength on the MRA with Crockett scoring a 80 and earning a rating of Effective.
- Supportive Staff Culture earned Crockett and Effective Rating with a score of 84.
- Student Leadership was score was 79, only one point away from a rating of Effective.
- The staff leadership score was 82 (up 6 points from last year) and earned a rating of Effective.
- Overall Academics scored an 80 earning a rating of Effective.
- Empowering Teachers score was 81 earning a rating of Effective.

- Empowering Learners score was 80 earning a rating of Effective.
- Staff Leadership -Personal Effectiveness score was 84 earning a rating of Effective.
- Student Prosocial Behaviors score was 81 earning a rating of Effective.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student Goals (Score of 79-Satisfactory), Student Goal Support (Score of 72-Satisfactory), and School Goals (Score of 76-Satisfactory). **Root Cause:** Lack of teacher and leadership professional practice and support for student goals, student goal support, and school goals.

Problem Statement 2 (Prioritized): Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Curriculum and Instruction host professional development days to big picture plan by the experts in the field of ELA, Math, and Science at the end of each 6 weeks. Curriculum and Instruction also provides professional development on campus during PLC and in district walks. Instructional coaching is available on campus for support in classroom management, curriculum planning, instructional strategies, modeling lessons, co-teaching, observations, feedback sessions, and team meetings. The Mentor Program offers Mentor support for new staff to the district. We had 2 mentors to support 4 staff members, and they also supported our paraprofessionals and special programs in content knowledge. PLC meetings happen weekly to analyze data, TEKS, and curriculum documents. Administration supports the PLC process through time-stamped agendas, Formative Assessment Tracking, Student Goal Setting, compelling scoreboards, and data analysis. Action Teams provide staff with quality opportunities to lead through the six action teams as indicated in the attached addendum.

Staff Quality, Recruitment, and Retention Strengths

As indicated in the attached addendum Teacher efficacy is extremely high:

- Staff Voice is in the 87th Percentile with staff members believing they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.
- Staff Collective Efficacy is in the 82nd Percentile with teachers believing that their collective actions can positively impact students and help them succeed.
- Staff Leadership is in the 84th Percentile with Staff taking responsibility for their actions and emotions and prioritizing the things that are most important to their future.
- Staff Interpersonal Effectiveness in in the 81st Percentile with Staff building and sustaining positive relationships through understanding, communicating, and valuing the differences they see in others.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Through Team planning and collaboration in the PLC, all teachers follow the District Scope and Sequence for the research-based curriculum and assessment timeline. The curriculum department hosted professional development days

that were built into the district calendar to big-picture plan and provide new learning around units every 6 weeks. The curriculum department was active in campus walks, attended PLC, and supported all staff. Supplemental high-quality professional development, modeling, and coaching is provided to grade-level teams to strengthen the reading process fourteen times throughout the year on campus. Teachers disaggregated data during PLCs, used the four guiding questions, and provided intervention/enrichment weekly. Staff provided PLT, personalized learning time, 45 minutes daily for students to receive intervention and enrichment. The district provided Power Hour opportunities to intervene and enrich tier 1 for students in grades 3rd-5th.

Assessments

Beginning, Middle, and End of the year

Universal screeners are given through NWEA Maps and Tx KEA to assess a student's achievement level and individual growth.

Benchmark Assessment System is given to each student to drive instruction in the guided reading and leveled literacy intervention.

As needed, Haggerty phonics screeners are given to assess a child's phonemic awareness.

Curriculum Based Assessments are given in grades 2nd-5th grade in reading, math, and science to assess knowledge and skills attained to drive intervention and reteach opportunities.

Campus: Writing on Demands is given to students to drive staff instruction in structure, development, and conventions in student writing.

Formative Assessments are created in PLC to assess skills taught along with an exemplar. Teachers utilize formative assessments to guide instruction, intervention, and support Tier 1 instruction.

Campus leadership utilized a formal formative assessment tracker document to collect and analyze live data to help teachers drive instruction.

Curriculum, Instruction, and Assessment Strengths

- PD Days
- High Quality Research Based Protected PLC Time (2 Hours per week)
- Campus-based professional development in research-based methodologies including Leader in Me, Defour and Eaker PLC, and Restorative Practices.
- Well Planned and designed a Guaranteed and Viable Curriculum
- Formative Assessment Tracking System built into the Curriculum and PLC structures
- Plenteous research-based resources for teachers to get successful student performance

Curriculum, Instruction, and Assessment Strengths

- Teachers are confident in their abilities to use evidence-based instructional practices to amplify students' capacity to learn
- Teachers empower students to play a more proactive role as they apply their knowledge and skills to accelerate and deepen their learning.
- Teachers effectively implement the district's tier I instructional program with faith and fidelity
- Teachers are well supported with priority support from Curriculum Coordinators and professional development

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2 (Prioritized): Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 3 (Prioritized): There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. **Root Cause:** Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Parent and Community Engagement

Parent and Community Engagement Summary

PTA

David Crockett Elementary has recently resurrected its PTA and has a strong group of core leaders that effectively support teachers and families. 100% of faculty are PTA members.

PTA Activities are well attended by faculty, staff, and the community.

Title I Parent Involvement

David Crockett Elementary is utilizing Stephen Covey's, Leader in Me, Seven Habits of Highly Effective Families to engage families and help them to become more effective partners in their children's education. This involves teachers becoming certified in this process prior to training families.

Parent and Community Engagement Strengths

The Leader in Me Seven Habits of Highly Effective Families provides families with high-quality, impactful, ways to help their children and proactively partner with the School.

David Crockett hosts several opportunities for student-led parent conferences where students provide artifacts to family members of their progress and struggles.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2 (Prioritized): Scores on the Leader in Me Measurable Results Assessment (MRA) show that school and Family partnerships need to be strengthened (Score of 72 on MRA), Family Engagement including opportunities, communication, and support for learning at home need improvement (MRA Score of 72), and Collaborative partnerships with parents with sources of support and learning are needed (MRA Score of 70). **Root Cause:** Lack of prioritization in the school improvement process.

School Context and Organization

School Context and Organization Summary

The campus goal for 2023-2024 is to focus on growth for all students, teachers, administrators, and all personnel. We are building our schedules to maximize instructional time and to provide opportunities for student interventions. Campus data meetings will be scheduled to focus on TEK mastery, and student interventions to monitor campus success with student performance. Our campus has identified all content areas as our focus which will be monitored through student performances throughout the year. We have a HUB, weekly reminders, campus calendar, PLC calendar, Dojo, EOP, ERT

School Context and Organization Strengths

School Context and Organization Strengths:

- Our teachers are highly collaborative.
- Teachers feel they have a voice in decision-making.
- Master Schedule is geared toward student achievement.
- The yearly calendar is geared toward student achievement including events, programs, and field trips.
- Safety Drills are scheduled.
- Weekly Staff and Parent Newsletter.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The Use of PLC time has been utilized in the last two years in the faithful implementation of the district curriculum and has not focused on small group enrichment to increase Meets and Masters Scores. **Root Cause:** Lack of Prioritization in the early stages of school improvement.

Technology

Technology Summary

Technology integration is an important component of student learning at Austin Elementary. All students have access to a device during the school day (1 to 1), and classrooms have projectors and TVs allowing streaming from classroom devices. Teachers use the devices to facilitate technology integration within student learning and provide real-time feedback on a larger scale than previously thought possible.

Staff uses technology for organization, processes, and communication on campus including:

- Teacher Dashboard of helpful Resources and Links
- SMORE
- Campus Calendar
- Dojo for communication from staff to parents
- GroupMe for communication from staff to staff
- Emergency Operation Plan (EOP)

Technology Strengths

- K-1 Have a 1-1 iPad in each student's hands
- 3rd-5th Grade is at 1:1 Chromebook saturation

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The Texas Education Agency has eliminated paper-based STAAR testing. The campus is short of Chromebooks to be at a 1-1 ratio so that students can practice new item types. Many of the Chromebooks are near their retirement date. Third-Fifth grade has been prioritized for 1-1. This has left the 2nd grade with few Chromebooks. **Root Cause:** Lack of funding or prioritization for student technology.

Priority Problem Statements

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success.

Root Cause 1: Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement

Problem Statement 2: Student Goals (Score of 79-Satisfactory), Student Goal Support (Score of 72-Satisfactory), and School Goals (Score of 76-Satisfactory).

Root Cause 2: Lack of teacher and leadership professional practice and support for student goals, student goal support, and school goals.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Scores on the Leader in Me Measurable Results Assessment (MRA) show that school and Family partnerships need to be strengthened (Score of 72 on MRA), Family Engagement including opportunities, communication, and support for learning at home need improvement (MRA Score of 72), and Collaborative partnerships with parents with sources of support and learning are needed (MRA Score of 70).

Root Cause 3: Lack of prioritization in the school improvement process.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: The Texas Education Agency has eliminated paper-based STAAR testing. The campus is short of Chromebooks to be at a 1-1 ratio so that students can practice new item types. Many of the Chromebooks are near their retirement date. Third-Fifth grade has been prioritized for 1-1. This has left the 2nd grade with few Chromebooks.

Root Cause 4: Lack of funding or prioritization for student technology.

Problem Statement 4 Areas: Technology

Problem Statement 5: Over time demographics have shifted and there has been an increased number of students with high needs moving into the attendance zone but high-yield practices to meet the needs of these students have not improved at the rate necessary to keep up with those needs.

Root Cause 5: There has been a lack of clear processes, data tracking, motivation, and leadership in this area.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72).

Root Cause 6: Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 7: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups.

Root Cause 7: Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 8: Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School.

Root Cause 8: We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Problem Statement 8 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: August 28, 2023

Goal 1: Focus on Student Success

Performance Objective 1: Increase Student Academic Performance on STAAR by effective implementation of the Effective Schools Framework for Improvement and Stephen Covey's Leader in Me (An Approved and Vetting Texas Education Agency Strategy for School Improvement).

Success Criteria: The Measurable Results Assessment Student Goals component score will move from 72 to 85 by the Spring 2024 MRA Administration.

Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.

Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Student at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.





High Priority


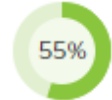


HB3 Goal


Evaluation Data Sources: NWEA/Map, BAS, TXKEA, STAAR Interim, STAAR, Common Formative Assessments, Curriculum Based Assessments, and Formative Assessment Student Tracker (FAST).


Summative Evaluation: Significant progress made toward meeting Objective


Next Year's Recommendation: Continue with Stephen Covey's Leader in Me and Wildly Important Goals in Fluency


| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: The campus will follow Steven Covey's Leader In Me Implementation plan and professional development schedule for staff and students. This will include initial professional development in the Four Disciplines of Execution, The Use of Data Scoreboards, and Student Leadership Portfolios. This will also include coaching from a national Franklin Covey Trainer and Campus Leadership.</p> <p>Success Criteria: The Student Goal Support Component will move from 72 to 82 on the Spring 2024 Measurable Results Assessment (MRA).</p> <p>Strategy's Expected Result/Impact: Increase Teacher knowledge and Skill to improve student outcomes for all students.</p> <p>Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal; AP; Counselor; Secretary; Teacher Leaders</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - Parent and Community Engagement 1</p> <p>Funding Sources: Leader in Me Materials and Professional Development - 211 - Title I, Part A - \$17,800</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 2: The campus will follow Steven Covey's Leader In Me Implementation plan and professional development schedule for staff and students. This will include initial professional development in the Four Disciplines of Execution, The Use of Data Scoreboards, and Student Leadership Portfolios. This will also include coaching from a national Franklin Covey Trainer and Campus Leadership.</p> <p>Success Criteria: The Student Goal Support Component will move from 72 to 82 on the Spring 2024 Measurable Results Assessment (MRA).</p> <p>Strategy's Expected Result/Impact: Increase Teacher knowledge and Skill to improve student outcomes for all students.</p> <p>Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal; AP; Counselor; Secretary; Teacher Leaders</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - Parent and Community Engagement 1</p> <p>Funding Sources: Leader in Me Materials and Professional Development - 211 - Title I, Part A - \$17,800</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Over time demographics have shifted and there has been an increased number of students with high needs moving into the attendance zone but high-yield practices to meet the needs of these students have not improved at the rate necessary to keep up with those needs. **Root Cause:** There has been a lack of clear processes, data tracking, motivation, and leadership in this area.

Problem Statement 2: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Student Achievement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 3: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 4: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. **Root Cause:** Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Curriculum, Instruction, and Assessment

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 3: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. **Root Cause:** Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Parent and Community Engagement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Goal 2: Focus on Students, Parents, and Community

Performance Objective 1: Increase Parental Engagement through the use of Leader in Me Strategies to increase home learning opportunities for students and parents to engage in the district curriculum in partnership with the teacher.

Success Criteria: The Measurable Results Assessment Family Engagement component score will move from 72 to 80 by the Spring 2024 MRA Administration.





High Priority









HB3 Goal

Evaluation Data Sources: Leader In Me Measurable Results Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to use Leader In Me Family Engagement Strategies.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Utilization of Leader In Me Parent resources to help parents engage students in more at-home-learning opportunities closely aligned with campus Wildly Important Goals (WIG's) set by teacher and students using LIM Materials including Seven Habits for Highly Effective Families.</p> <p>Success Criteria: The Measurable Results Assessment School and Family Partnerships component score will move from 72 to 80 by the Spring 2024 MRA Administration.</p> <p>Strategy's Expected Result/Impact: Increase Teacher knowledge and Skill to improve student outcomes for all students.</p> <p>Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Support Teachers; Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Instructional Materials for Parental Engagement Activities - 211 - Title I, Part A - \$2,244</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: Implement the Leader in Me Scope and Sequence for student instruction with corresponding Parental Engagement components. This includes the following monthly focus and provided lesson plans and instructional focuses:</p> <p>Quarter 1 - Ending EOM November Month 1 - September - Creating Leadership Classrooms - Classroom Mission Statements Month 2 - October - Leading Self - Habit 1 - Be proactive Month 3 - November - Begin with the End in Mind - Personal Mission Statements for Students Core 3 - Student goal setting and the use of Wildly Important Goals and Four Dimensions of Execution (4DX)</p> <p>Quarter 2 - Ending EOM February Month 4 - December - Put First Things First - Big Rocks and Weekly Planning for Students Month 5 - January - Leading Others - Think Win-Win Month 6 - Habit 5 - Seeking first to understand then to be understood</p> <p>Quarter 3 - Ending EOM May Month 7 - March - Habit 6 Synergize - Working with others to create better outcomes for all Month 8 - April - Habit 7 Sharpen the Saw - Taking care of your mind and body Month 9 - May - The 8th Habit - Find your voice and inspire others Complete Student, Staff, and Family MRA</p> <p>Quarter 4 Ending EOM August Review MRA Results and Plan for next year's implementation of Leader in ME and provide Summer PD</p> <p>Strategy's Expected Result/Impact: Increase Student Measures on the Leader In Me (LIM) Measurable Results Assessment (MRA) by 10% above baseline (Completed Mid- September 2023).</p> <p>Staff Responsible for Monitoring: Principal, Campus Leadership Team, and LIM Lighthouse Team.</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2, 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Student Achievement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 3: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 4: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. **Root Cause:** Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Curriculum, Instruction, and Assessment

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Problem Statement 3: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. **Root Cause:** Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.

Parent and Community Engagement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2: Scores on the Leader in Me Measurable Results Assessment (MRA) show that school and Family partnerships need to be strengthened (Score of 72 on MRA), Family Engagement including opportunities, communication, and support for learning at home need improvement (MRA Score of 72), and Collaborative partnerships with parents with sources of support and learning are needed (MRA Score of 70). **Root Cause:** Lack of prioritization in the school improvement process.

Goal 2: Focus on Students, Parents, and Community

Performance Objective 2: David Crockett Elementary will partner with Steven Covey's Leader in Me Program to Increase Student Efficacy and real work skills.









Success Criteria: The Measurable Results Assessment Student Goal Support component score will move from 72 to 85 by the Spring 2024 MRA Administration.

High Priority

HB3 Goal

Evaluation Data Sources: Leader in me evaluation data.

Next Year's Recommendation: Continue next year with Leader in Me

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Classroom Data Scoreboards will be utilized in every classroom to track student growth and performance. The Grade Level Scoreboard will be updated after every assessment opportunity to reflect grade-level goal attainment. Campus Administration will update the School-Wide Wig data Scoreboard after each assessment opportunity.</p> <p>Strategy's Expected Result/Impact: The School Goals Component will move from 76 to 85 by the End of Year Measurable Results Assessment.</p> <p>Staff Responsible for Monitoring: Campus Lighthouse Team and Campus Administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 3: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

School Culture and Climate

Problem Statement 1: Student Goals (Score of 79-Satisfactory), Student Goal Support (Score of 72-Satisfactory), and School Goals (Score of 76-Satisfactory). **Root Cause:** Lack of teacher and leadership professional practice and support for student goals, student goal support, and school goals.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Goal 3: Focus on Operational Excellence





Performance Objective 1: Build Teacher Efficacy by recognizing and rewarding student and staff, and gathering input from stakeholders' experiences.









High Priority

Evaluation Data Sources: Leader in Me Measurable Results Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to utilize LIM teacher Action Teams to maintain strong cultural expectations for teacher leadership.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Regular Campus Leader in Me Measurable Results Assessment (MRA) surveys will be utilized to assess and measure progress on student, staff, and family experiences. Continue the use of the six action teams to increase teacher efficacy and retention.</p> <p>Strategy's Expected Result/Impact: Increase staff, parent, and student responses on the LIM RMA by 10% of the Baseline (Taken in September 2023). Data targets from x to y by z will be included here when the MRA for the Fall 2023 is administered in September.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Support Teachers, and Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2, 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| Strategy 2 Details | Reviews | | | |
|--|--|--|--|---|
| | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| <p>Strategy 2: Students and Staff are regularly recognized through Leader in Me Methodologies that reinforces the district's mission, vision, and values.</p> <p>Strategy's Expected Result/Impact: Recognition will reinforce effort in ways that reinforce the district/campus mission, vision, and values. Students and staff will identified weekly to "ring the bell" in celebration of exemplary demonstration of one of the seven habits. Staff will nominate each other and students for this weekly celebration.</p> <p>Success Criteria: The Trusting Relationship component score will move from 71 to 75 on the Spring 2024 Measurable Results Assessment (MRA).</p> <p>Staff Responsible for Monitoring: Principal; AP; Counselor; Instructional Support Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2</p> |  15% |  60% |  90% |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 3: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). Root Cause: Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.</p> <p>Problem Statement 4: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. Root Cause: Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.</p> |
| Curriculum, Instruction, and Assessment |
| <p>Problem Statement 2: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). Root Cause: Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.</p> <p>Problem Statement 3: There is a Lack of achievement at the meets and masters level for all students, lowest performing racial/ethnic groups, and high focus groups. Root Cause: Teachers lack the skills and professional ability to plan and execute with fidelity high-quality research-based intervention and Enrichment Groups and need professional development and support.</p> |

Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: Reading and Writing Teachers will have access to high quality professional development and coaching provided by expert professional developers in the use and differentiation of the research-based Literacy Framework in line with the Science of teaching Reading, HB3, and the district's guaranteed and viable curriculum.

Success Criteria: By Quarter 2 90% of teacher lesson plans will include time-stamped enrichment and intervention plans.

Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.

Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.





High Priority





HB3 Goal




Evaluation Data Sources: Professional Development and Coaching logs; Teacher Observation data; lesson plans, and student work samples.





Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to focus on Tier 2 Intervention/enrichment planning during the PLC process. Rework the PLC meeting Process to ensure that Tier 2 Interventions are planned during the PLC.process.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: All teachers will implement the district curriculum with faith and fidelity on a weekly basis. Differentiation plans using the Units of Study Learning Progressions and Hierarchy of Interventions will be utilized to create written action plans when students do not meet grade-level expectations. High-yield small group intervention and enrichment plans will be time-stamped and embedded in lesson plans with implementation fidelity checks by leadership teams.</p> <p>Strategy's Expected Result/Impact: Increase Teacher knowledge and Skill to improve student outcomes for all students.</p> <p>Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Professional Development Providers - 211 - Title I, Part A - \$30,109</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: Implement IXL Software in Math for Enrichment Students to drive more students to Meets and Masters Performance.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: IXL Software License for Students in need of Enrichment - 211 - Title I, Part A - 211 E 6395 00 102 4 30 000 - \$3,200</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|-----------|---|---|---|
| <p>Strategy 3: Utilize Enrichment Instructional Materials Effectively - Foutas and Pinell Book Clubs and Seravallo Complete Comprehension Toolkits</p> <p>Strategy's Expected Result/Impact: Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: F & P Book Club Resources & Seravallo Complete Comprehension Kits - 211 - Title I, Part A - 211 11 6329 00 102 4 30 000 - \$8,850</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 2: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. Root Cause: Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.</p> |
| Student Achievement |
| <p>Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. Root Cause: Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.</p> |

Curriculum, Instruction, and Assessment

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Parent and Community Engagement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: Essential Action 5.3 Data-Driven Instruction

The principal, in coordination with district and regional leaders, will review disaggregated data to track and monitor the progress of all students, lowest performing racial/ethnic groups, and high focus groups, and provide evidence-based feedback to teachers. Teachers will have protected time built into the master schedule (2 hours per grade level team per week) to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. PLC work will focus on high-yield small-group enrichment and intervention groups using district-approved curriculum materials.

Student progress toward measurable goals (WIGS/Dashboards) is visible in every classroom and throughout the school to foster student ownership and goal setting using Leader in me Methodologies.

Cycle 1: By November 2023 Focused Instructional Leadership Priority Calendars will be produced to guide data-driven conversations in PLCs and monthly teacher data meetings to ensure the progress of all students and identified sub-populations. Beginning of the year BAS/NWEA-MAP/TX-KEA data will be disaggregated and action planning templates for adjustments created by grade-level homeroom teachers. This will be implemented in conjunction with Lever 5.4 MTSS For students with learning gaps. All homeroom teachers will have monthly data meetings with leadership to track the progress of all students and identified sub-populations. Professional Development and Coaching on the use of Data binders will be performed by Campus Leadership and the MTSS Coach. High-quality professional development will be deployed to all grade level teams using a nationally certified Leader in Me trainer regarding student leadership portfolios/student goal setting, and the use of 4DX Data dashboards outside all teacher's rooms and on the grade level Dashboardtopia in the School Foyer. Teachers will continually assist students in the updating of student portfolios and data dashboards. Coaching of this highly effective practice will follow.

Cycle 2: By February 2024 75% of teachers will effectively utilize Student Data Binders and Hierarchy of Interventions in concert with lever 5.4 MTSS to track student progress and achievement of student Wildly Important Goals (WIGS) and student progress towards Met standard targets on all assessments. All homeroom teachers will have monthly data meetings with leadership to track the progress of all students and identified sub-populations. Corrective action plans will be utilized to ensure accountability. 75% of teachers will be utilizing learning portfolios for students effectively. Coaching for deficiencies will occur for those needing extra assistance.

Cycle 3: By May 2024, 85% of teachers will proficiently and independently utilize student data binders and Hierarchy of interventions in concert with lever 5.4 MTSS to ensure increased student performance to meet the met/masters targets established. Incorporate the use of Accelerate Learning Math Skills Books into the students goal binders to increase at home learning.

Cycle 4: By August 2024, Campus Grade teachers and Administration will embed written standardized operating procedures for the use of data binders, and data analysis protocols, WIG Dashboards, Student Learning Portfolios to ensure that all students and identified sub-populations are meeting achievement goals and expectations.

Essential Action 5.4 MTSS for students with learning Gaps

The principal in coordination with district and campus leaders will ensure that all staff is engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. All teachers will use student data tracking systems created in 5.3 above in coordination with MTSS systems. Teachers and other staff keep families informed and involved in the process of providing interventions for struggling learners.

Cycle 1: By November 2023, Campus leaders will provide classroom teachers with job-embedded professional development on the use of Leader In Me student goal-setting methodologies in LIM Core 3 to include student-led parent conferences for Parent Teacher Conferences in October. 75% of students will attend with parents and review Wildly Important Goals (WIGS) and the Four Disciplines of Execution (4DX) at parent-teacher conferences. Student-led parent-teacher conferences will occur at the end of every six-weeks grading period with students addressing their math wig, reading wig, and personal wig.

Cycle 2: By February 2024, 75% of classroom teachers will receive coaching from the MTSS Coach and job-embedded professional development to ensure that all struggling students and struggling identified sub-populations have appropriate MTSS plans in place and services being provided for intervention by the classroom teacher, MTSS coach or one of three MTSS paraprofessional providing intervention. Data points will be taken from weekly (2-hour grade level-team PLC meetings) and monitoring of approved intervention and enrichment documentation. Appropriate parental engagement is expected at this level. Grade-level PLCs will focus on high-rigor, small-group enrichment and intervention using appropriate district-approved resources with fidelity every day.

Cycle 3: By May 2024, 90% of classroom teachers will be proficient in the execution of the campus/district MTSS model and execution of MTSS interventions and enrichment groups as per district/campus expectations. 90% of staff will be effectively utilizing student leadership portfolios and 4DX Data Dashboards.

Cycle 4: By August 2024, Campus Grade-Level Team Leaders and Administration will embed written standardized operating procedures for MTSS and the structural expectations of the MTSS System, enrichment and intervention strategy groups at high levels.





High Priority





HB3 Goal

Evaluation Data Sources: Data Analysis Templates, PLC Meeting Agendas, Professional Development Records, Leadership Team Meeting Agendas.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue/Modify - The PLC process will begin the second week of school and Tier 2 Interventions/Enrichment will be planned during PLC time.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: The principal establishes collective efficacy and develops campus leaders by establishing collective accountability measures and objectives and provides regularly scheduled job-embedded professional development consistent with best practices for adult learning. This will include weekly observation and coaching of AP, Counselor and other as needs are identified.</p> <p>Potential Barriers: Lack of prioritization and discipline of execution over time. Staff Instructional Efficacy score will move from 76-80 by the end of the year (Spring 2024) Measurable Results Assessment (MRA).</p> <p>Strategy's Expected Result/Impact: Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: Instructional Support Teacher will be used to provide intervention and/or enrichment to students who are identified by universal screeners and other campus data that need intervention and enrichment. The Instructional Support teacher will also serve as an MTSS coordinator and Coach to assist teachers in providing research-based intervention and enrichment to students who have been targeted for intervention and enrichment, including students in identified sub-populations. The Instructional Support Teacher and Paraprofessional will utilize Accelerate Learning Math Skills Books to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Personnel - Instructional Support Paraprofessional - 211 - Title I, Part A - \$35,604, Accelerate Learning (Stemsopes) Skill Books - 211 - Title I, Part A - \$3,791</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Campus Administration will establish their own Wildly Important Goal (WIG) Data Dashboard outside their offices and will be accountability partners for the cadence of accountability on a weekly basis. A weekly threshold of 25 teacher walkthroughs for the AP and 25 teacher walkthroughs for the principal will be the established WIG. Weekly Accountability will be reviewed on Fridays as plans are made for the upcoming week. Bi-Monthly trend analysis and coaching assignments will accrue from these walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Reading STAAR as follows: All at Approaches from 73.05% to 85%; All students at Met from 34.04 to 45%; Eco Dis students at Approaches from 65.82% to 75%; Eco Dis students at met from 22.78% to 35%; Hispanic Students at Approaches from 77.14% to 85%; Hispanic Student at Met from 37.14% to 40%; White students at Approaches from 68.75 to 78%; White students at Met from 32.29% to 60%; Sped Students at approaches from 46.94% to 50%; Sped Students at Met from 14.29 to 20%.</p> <p>Increase student performance on Math STAAR as follows: All students at approaches from 60.28% to 70%; All students at met from 29.08% to 46%; Eco dis students at approaches from 49.37 to 60%; Eco dis students at Met from 18.99% to 37%; Hispanic Students at Approaches from 57.14 to 65%; Hispanic Students at met from 20% to 40%; White students at approaches from 60.42 to 70%; White students at met from 31.25% to 60%; Sped students at approaches from 38.74% to 45%; Sped students at Met from 8.16% to 25%.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Secretary.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 2: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. Root Cause: Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.</p> |

Student Achievement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 3: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Curriculum, Instruction, and Assessment

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.

Problem Statement 2: Students are not confident in their ability to set and achieve their goals (MRA score of 79) and Teachers lack the ability to support their students in learning and applying the behaviors linked to effective goal achievement (MRA score of 72). **Root Cause:** Teachers and staff lack the skills and abilities to help students set goals and sufficiently motivate students to achieve those goals. There is a lack of process in student goal setting and tracking.

Parent and Community Engagement

Problem Statement 1: While Growth is extremely high when measured by the national percentile norms of NWEA/MAP, Students and Identified Sub-populations (Lowest Performing Racial/Ethnic Groups, High Focus Groups, and All Students) are not achieving Meets and Masters level performance at sufficient numbers for success. **Root Cause:** Teachers lack the professional skills and knowledge to execute small group differentiated instruction and enrichment to move more student's performance level indicators on STAAR.





Goal 4: Focus on Employees and Organizational Development

Performance Objective 3: Recruit, select, assign, induct, train, and retain a staff of highly qualified educators and professionals. Increase the Instructional Efficacy scores on the Spring 2024 MRA from 75 to 85.

High Priority

Evaluation Data Sources: TPESS; TTESS; Walkthrough Data; Scoreboard Data; Interview Documents; agendas

Next Year's Recommendation: Continue with these strategies to ensure effective recruitment and retention.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: David Crockett Elementary will ensure that criteria and employee profiles are established prior to hiring and will include demonstration of content knowledge, belief that all students can and will learn, willingness to be coached, and an attitude of continuous professional learning. High performing teachers are identified and recognized based on willingness to learn and grown and on student outcomes. Individualized and collective PLC plans are developed and implemented to support all staff. Personalized strategies are utilized to retain high performing staff including leadership opportunities, recognition and financial reward through the Teacher Incentive Allotment (TIA). Administrative leaders of the PLC process will use Lead4ward EPLC Math Resources to provide job-embedded professional development for Math Teachers on upcoming Highly Tested Readiness Standards.</p> <p>Strategy's Expected Result/Impact: Increase the Instructional Efficacy scores on the Spring 2024 MRA from 75 to 85.</p> <p>Staff Responsible for Monitoring: Principal & AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Lead4ward EPLC Online Membership Resource - 211 - Title I, Part A - 211 E 13 6495 00 102 4 30 - \$525</p> | Formative | | | Summative |
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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

School Culture and Climate

Problem Statement 2: Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Retention District-wide is challenging due to the less-than-ideal pool of highly qualified and effective candidates. Lack of retention risks being unable to support continued school improvement efforts at David Crockett Elementary School. **Root Cause:** We must continue to focus on teacher efficacy and retention as a top priority by continuing to release collective leadership responsibilities to Faculty and Staff using Action Teams.

Goal 5: Focus on Stewardship

Performance Objective 1: David Crockett Elementary's budget will reflect a commitment to campus improvement objectives.

Success Criteria: Increase The School Climate Component score on the Spring MRA from 75 to 80.









High Priority

HB3 Goal

Evaluation Data Sources: Budget Expenditure Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to prioritize the use of the campus budget to increase academic performance.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: David Crockett Elementary's budget will prioritize student achievement, high quality instruction, and professional development.</p> <p>Strategy's Expected Result/Impact: Monies will be spent ensuring the implementation of the district's high-quality curriculum which will in turn increase student performance. Supplemental funding will be utilized to ensure high level of fidelity to the Leader In Me Framework of Improvement.</p> <p>Staff Responsible for Monitoring: Principal; Secretary</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

Technology

Problem Statement 1: The Texas Education Agency has eliminated paper-based STAAR testing. The campus is short of Chromebooks to be at a 1-1 ratio so that students can practice new item types. Many of the Chromebooks are near their retirement date. Third-Fifth grade has been prioritized for 1-1. This has left the 2nd grade with few Chromebooks.

Root Cause: Lack of funding or prioritization for student technology.

Title I

1.1: Comprehensive Needs Assessment

| 3 Year Trend Analysis 2020-2023 | | | | | | | |
|---------------------------------|---------|-------------|------|------|----------|------|------|
| | | Reading 3-5 | | | Math 3-5 | | |
| Year | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| All | App | 72 | 74 | 73 | 63 | 63 | 60 |
| | Meets | 29 | 46 | 34 | 34 | 34 | 29 |
| | Masters | 19 | 24 | 15 | 19 | 19 | 9 |
| Sped | App | 33 | 54 | 47 | 27 | 21 | 34 |
| | Meets | 10 | 21 | 14 | 8 | 8 | 8 |
| | Masters | 2 | 7 | 2 | 0 | 0 | 2 |
| Eco | App | 69 | 66 | 66 | 53 | 54 | 49 |
| | Meets | 34 | 34 | 23 | 29 | 26 | 19 |
| | Masters | 18 | 15 | 6 | 13 | 10 | 6 |
| Hisp | App | 67 | 69 | 77 | 54 | 54 | 57 |
| | Meets | 33 | 39 | 37 | 26 | 26 | 20 |
| | Masters | 21 | 20 | 11 | 12 | 12 | 0 |
| White | App | 72 | 75 | 69 | 67 | 67 | 60 |
| | Meets | 43 | 48 | 32 | 37 | 37 | 31 |
| | Masters | 19 | 25 | 17 | 21 | 21 | 12 |

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Campus Teachers, Parents, Special Population Representatives, Leadership Team Members and Grade-Level Team Leaders. To used to facilitate discussion and analysis: The Effective Schools Framework Rubric.

2.2: Regular monitoring and revision

David Crockett Elementary monitors school progress through the following activities:

- Weekly Leadership Tactical Meeting (Patrick Lincioni)
- Weekly 1:1 meetings with Principal and Campus Leadership team members
- Twice Monthly meetings with Grade-Level Team Leaders
- PLC meetings
- PTA meetings
- CIT Meetings

2.3: Available to parents and community in an understandable format and language

David Crockett Elementary School provides translated materials to parents and parents have access to interpreters on campus in the event language support is needed.

2.4: Opportunities for all children to meet State standards

David Crockett Elementary School will leverage the following supports to ensure opportunities for all students to meet/exceed state standards:

- Ensure teachers unpack standards and create exemplars/success criteria for standards during PLC meetings.
- Ensure teachers identify reteach opportunities and provide differentiated small group activities.
- Provide time for teachers to meet & collaborate around student work. This time is built into the master schedule for two hours weekly.
- Ensure teacher identify Gaps between student work and exemplar work.
- Push-in and pull out Instructional Support Teacher to provide intervention and enrichment for demographic sub-populations who aren't achieving.
- Provide Coaching and feedback to teachers who are identified through DDI that need additional support.

2.5: Increased learning time and well-rounded education

David Crockett Elementary will leverage the following supports to ensure opportunities for all students to meet state standards by:

- Ensure teachers unpack standards and create exemplars/success criteria for standards during PLC meetings.
- Ensure teachers identify reteach opportunities and provide differentiated small group activities.
- Provide time for teachers to meet & collaborate around student work. This time is built into the master schedule for two hours weekly.
- Ensure teacher identify Gaps between student work and exemplar work.
- Push-in and pull out Instructional Support Teacher to provide intervention and enrichment for demographic sub-populations who aren't achieving.
- Provide Coaching and feedback to teachers who are identified through DDI that need additional support.

2.6: Address needs of all students, particularly at-risk

David Crockett Elementary will leverage the following supports to ensure opportunities for all students to meet state standards by:

- Ensure teachers unpack standards and create exemplars/success criteria for standards during PLC meetings.
- Ensure teachers identify reteach opportunities and provide differentiated small group activities.
- Provide time for teachers to meet & collaborate around student work. This time is built into the master schedule for two hours weekly.
- Ensure teacher identify Gaps between student work and exemplar work.
- Push-in and pull out Instructional Support Teacher to provide intervention and enrichment for demographic sub-populations who aren't achieving.
- Provide Coaching and feedback to teachers who are identified through DDI that need additional support.

Addendums

Weatherford Independent School District

Curtis Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

| MAP BOY - EOY Average Growth Data 23-24 | | |
|---|------------|------------|
| | Math | Reading |
| 1st | 43% | 54% |
| 2nd | 76% | 66% |
| 3rd | 78% | 63% |
| 4th | 77% | 58% |
| 5th | 51% | 55% |
| Campus Overall | 64% | 59% |

| NWEA 23-24 EOY MAP | | | |
|--------------------|------------|-------|---------|
| Grade & Subject | Approaches | Meets | Masters |
| 2nd Reading | 28% | 23% | 13% |
| 2nd Math | 45% | 14% | 10% |
| 3rd Reading | 28% | 18% | 21% |
| 3rd Math | 33% | 24% | 13% |
| 4th Reading | 36% | 23% | 17% |
| 4th Math | 33% | 24% | 12% |
| 5th Reading | 34% | 24% | 20% |
| 5th Math | 32% | 27% | 13% |
| 5th Science | 41% | 21% | 18% |

Priority Problem Statements

Goals

Goal 1: Focus on Student Success

Performance Objective 1: Increase student achievement for Closing the Gaps for white students performance on 2024 STAAR.





TIP: White Student Group:
Reading
Math

High Priority

Evaluation Data Sources: Interim Assessment November and February
CBA
BOY MOY EOY MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|--|
| <p>Strategy 1: Refine PLC process to support teachers with understanding the depth and complexity of TEKS and how to plan quality lessons to engage students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Assessment in Math and Reading</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Personnel: Teacher and Aides - 211 - Title I, Part A - \$116,080, Subs for PD - 211 - Title I, Part A - \$3,000, Tutors in Spring - 211 - Title I, Part A - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide professional development to teachers for existing technology resources to design high quality lessons with a focused on engagement and rigor.</p> <p>Partner with curriculum coordinator to provide professional development over technology resources and develop a one-page guide to support teachers in utilization of available resources.</p> <p>Strategy's Expected Result/Impact: Increased achievement on Math and Reading STAAR Assessments Increased achievement on NWEA MAP Tests and percent of students meeting growth target.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Brain Pop - 199 - General Fund - \$2,656.65</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Clearly define the PLC process to ensure high quality PLCs that lead to instruction aligned to TEKS.</p> <p>Post PLC anchor charts outlining components of quality PLC from the Dufour Model.</p> <p>Strategy's Expected Result/Impact: Increased Rigor and Alignment measured through walkthrough</p> <p>Staff Responsible for Monitoring: Leadership Team</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |





Goal 1: Focus on Student Success









Performance Objective 2: Increase percentage of all students' performance on the 2024 Reading STAAR to 83% scoring at the approaches level, 62% scoring at the meets level, and 35% scoring at the Masters level.

Evaluation Data Sources: Reading CBAs for grades 3-5
 NWEA Reading BOY, MOY, EOY
 Interim Assessments for Reading in November and February for grades 3-5

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Provide professional development in reading targeting small group instruction and provide PD in reading for new teachers on Balanced Literacy Components.</p> <p>Strategy's Expected Result/Impact: Walkthrough evidence of strategy being implemented Increased Student Achievement on STAAR Reading Increased Student Achievement on Interim Reading STAAR Increased Reading Achievement on NWEA Reading MAP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: PD for Reading: Sarah Waller - 211 - Title I, Part A - \$7,525, Lexia - 199 - General Fund - \$3,608, Subs for Reading PD and Assessment - 211 - Title I, Part A - \$2,345</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: Provide up to 15 to 30 hours of AI for all students not performing at approaches or higher on the 2023 STAAR for all tested subjects.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Growth rate of AI students vs. all</p> <p>Staff Responsible for Monitoring: Teachers, Intervention</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: IXL - 211 - Title I, Part A - \$3,884.05, IXL - 199 - General Fund - \$4,000, Tutors for after school enrichment - 211 - Title I, Part A - \$3,662</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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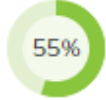







Goal 1: Focus on Student Success









Performance Objective 3: Increase percentage of all students' performance on the 2024 Math STAAR to 80% scoring at the approaches level, 50% scoring at the meets level, and 30% scoring at the Masters level.

Evaluation Data Sources: NWEA May BOY, MOY, EOY 1-5
CBA for Math Units grades 2-5
Interim Data in November and February 3-5

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| <p>Strategy 1: Provide professional development from the Math coordinator through classroom observations and coaching in order to improve the first teach in math.</p> <p>Strategy's Expected Result/Impact: Increase achievement on STAAR Math Assessment Increased achievement on Interim STAAR Math Assessment</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Problem Statements: Student Achievement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide 15-30 hours of AI for all students not performing at approaches or higher on the 2023 STAAR for all tested subjects.</p> <p>Strategy's Expected Result/Impact: Increase performance on STAAR</p> <p>Staff Responsible for Monitoring: Interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: IXL - 211 - Title I, Part A - \$4,200</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 3: Conduct small group math walkthroughs to determine professional development needed for small group math instruction.</p> <p>Strategy's Expected Result/Impact: Increase Meets and Masters on STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coach</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: After School Enrichment - 211 - Title I, Part A - \$1,762</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |


Goal 2: Focus on Students, Parents, and Communities






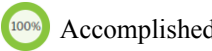
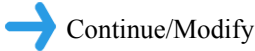

Performance Objective 1: Include multiple opportunities for parents to engage with the campus including at least one academic engagement activity by May 2024.

Evaluation Data Sources: Collect data on parent attendance at events.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue and make adjustments on how to engage parents in supporting their child academically.

| Strategy 1 Details | Reviews | | | |
|--|-----------|------|------|---|
| <p>Strategy 1: Include a Curriculum Night in the beginning of the year to educate parents on the importance of attendance and supporting their child's academic performance.</p> <p>Strategy's Expected Result/Impact: Feedback from parents % of parent attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Parent and Community Engagement 2</p> <p>Funding Sources: Chili Cook-Off, Curriculum Night, Spring Fling event snacks and materials - 211 - Title I, Part A - \$700, Chili Cook-Off - 211 - Title I, Part A - \$700</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | 100% | 100% | 100% |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Assign staff member to support PTA with assigning room moms and recruiting new volunteers to support teachers at school daily.</p> <p>Strategy's Expected Result/Impact: Increased number of actively engaged volunteers</p> <p>Staff Responsible for Monitoring: Instructional Coach and Counselor</p> <p>Title I: 4.2</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Volunteer reception supplies and snacks - 211 - Title I, Part A - \$120</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | 95% | 100% | 100% | 100% |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 3: Provide reading materials and question for reading cards to parents to support reading at home. Strategy's Expected Result/Impact: Increased BAS performance Staff Responsible for Monitoring: Principal Problem Statements: Student Achievement 1 Funding Sources: Books and question cards for use at home. - 211 - Title I, Part A - \$2,410 | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|     | | | | |









Goal 2: Focus on Students, Parents, and Communities

Performance Objective 2: Increase students attendance from 94.3 % to 97% for the 2023-2024 school year.

Evaluation Data Sources: Six Week Attendance

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue and modify

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Teachers contact parents when students are absent to check on reason of absence, and attendance clerk pull weekly reports to make initial calls to students with attendance concerns. Counselor will meet with students and parents of students with high attendance concerns.</p> <p>Provide Whoot Whoot Cart for classes with highest attendance at end of each six week period.</p> <p>Strategy's Expected Result/Impact: Increase student achievement. Increased attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal and Counselor</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Snacks and prizes for whoot whoot cart - 199 - General Fund - \$500</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Focus on Operational Excellence

Performance Objective 1: Decrease the number of discipline referrals for the 2023-2024 school year from 340 referrals to less than 200 discipline referrals.

Evaluation Data Sources: Discipline Referrals

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Make adjustments and focus on staff understanding of discipline processes.









| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide professional development for staff in following the process for discipline referrals. Strategy's Expected Result/Impact: Reduce discipline referrals each six week period/year Staff Responsible for Monitoring: Assistant Principal, Teachers Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide professional development to all staff on how to work with students that are not emotionally regulated. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Assistant Principal, Counselor Title I: 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: Create aligned, clear written processes and routines including campus wide common language by August 15, 2023.

Evaluation Data Sources: Process Handbook
Reduced discipline referrals

Next Year's Recommendation: Continue and have committee review to update any processes that need adjustment.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Develop a committee with representative from each grade level and department to create and write common routines and procedures for the campus.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |









Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: Retain staff for the 2023-2024 school year.

Evaluation Data Sources: Staff survey Data:

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Recognize staff members for excellence in instruction .</p> <p>Strategy's Expected Result/Impact: Teachers that enjoy working in WISD/Curtis. Retention of Teachers</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |









Goal 4: Focus on Employees and Organizational Development

Performance Objective 3: Ensure all students and staff feel safe, and regularly monitor students that have been identified as at risk.

Evaluation Data Sources: Safe Schools -360 data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Safe schools committee meets monthly to review progress of students. Strategy's Expected Result/Impact: Decreased number of outcries for suicide or homicide. Improved mental state for students showing indicators of at risk behaviors.</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |









Goal 5: Focus on Stewardship

Performance Objective 1: Ensure that 85% of campus budget funds and title funds are spent on instruction, and that more than 80% of funds have been allocated by end of December 2023.

Evaluation Data Sources: Budget spending/allocation.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Order materials for title and regular budget in September of 2023.</p> <p>Strategy's Expected Result/Impact: Utilize funds appropriately</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Document Cameras - 199 - General Fund - \$790.05, ASCAP Music License Renewell - 199 - General Fund - \$40.34, Fowlett School Solutions and Tumble Weed Press - 199 - General Fund - \$1,424.43, Technology's Equipment - 199 - General Fund - \$2,554.84, Library Books - 199 - General Fund - \$2,806.61, Spelling Bee Registration - 199 - General Fund - \$187.50, Science Supplies - 199 - General Fund - \$35.49, Supplies and Copy Paper - 199 - General Fund - \$1,612.82</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Weatherford Independent School District

Ikard Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

1. We value and respect all students, employees, parents, partners, and our community.
2. We demonstrate visionary leadership.
3. We engage in and promote personal and organizational learning.
4. We make data-driven decisions.
5. We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ikard Elementary is a pre-kindergarten through 5th grade campus with 650 students. Ikard transitioned to a One-Way Dual Language Immersion Model in grades pre-kindergarten - 2nd and Early Exit Model in grades 3-5 in 2021.

Ikard's At-Risk population is 58%. Ethnicity is White 46%. African American 4%, Hispanic 44% and Multi 5%. ELL's are 20% of our population. Homeless students make up 1% and Foster students make up less than 1% of our population. The Economically Disadvantaged rate is 71% which is an increase of 8%.

Ikard staff consists of 82% with a Bachelor's Degree and 18% a Master's Degree including one Principal, one Assistant Principal, one Librarian, 36 certified classroom teachers, three certified support staff including one full time Dyslexia Therapist and one part time, one half-time Support Teacher, and three Special Education Teachers. We have two Office Paraprofessionals, three special education paraprofessionals and six Pre-K Instructional Paraprofessionals. (Percentages of degreed staff are reported one year behind due to TAPR.)

According to the Texas Education Agency 2021-2022 School Report Card, Ikard.

*An Overall rating of a 82, B.

*Student Achievement rating of a 70, C.

*School Progress rating of a 85, C.

*Closing the Gaps rating of a 74, D

The Overall rating of a B is for acceptable performance by serving many students well but needs to provide additional academic support to many more students. Ikard received no Distinction Designations.

According to the 2021 Texas Academic Performance Report (TAPR), which is reported a year behind, Ikard's mobility rate is 15% which is higher than district average of 14% and the state average of 13%.

Staff consists 11% male and 89% female. The average years of experience:

Beginning Teachers 0%

1-5 years' experience 30%

6-10 years of experience 25%

11-20 years of experience 31%

21-30 years of experience 11%

31 and more years of experience 3%

Ikard's student attendance rate for 2022-2023 was 94.29%. Tardies have dramatically decreased this year by 100. Absences decreased by 1,200.

Attendance Trends (Key U=Unexcused, E=Excused)

| 2020-2021 | 2021-2022 | 2022-2023 | |
|-----------|-----------|-----------|--|
| 326 | 6295 | 5,067 | |

Tardy Trends

| 2020-2021 | 2021-2022 | 2022-2023 | |
|-----------|-----------|-----------|--|
| 188 | 3,797 | 3,615 | |

Ikard had 410 discipline occurrences during 2022-2023 which was 28 less than last year. Of the 324 referrals 73 students received a consequence.

discipline referrals. Data is broken down by grade level below.

Pre-K: 98 occurrences

K: 51 occurrences

First: 25 occurrences

Second: 76 occurrences

Third: 34 occurrences

Fourth: 20 occurrences

Fifth: 107 occurrences

Demographics Strengths

Our demographic strengths include diversity, a staff that embraces professional development and parental support. The majority of our parents will attend school events. Our certified staff members are ESL and Gifted/Talented certified. Our staff is a blended group consisting of new teachers through teachers with 25 plus years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low attendance is adversely affecting academic achievement. **Root Cause:** Supports and accountability that would help to create attendance buy-in are not in place, especially for students who are struggling academically, socially, emotionally .

Problem Statement 2: Student discipline referrals for some teachers/grade levels are much higher than others. **Root Cause:** Roles and responsibilities for SDI/Counselor/AP are not clearly defined or communicated with teachers so teachers are unsure of how to get support without a discipline referral.

Student Achievement

Student Achievement Summary

Ikard students made growth according to STAAR but there is still growth to be made in order to have more students reach the Approaches, Meets, and Masters levels.

2023 STAAR Results

3-4-5 Math: 39% Did Not Meet, 28% Approaches, 19% Meets, 14% Masters

3-4-5 Reading: 29% Did Not Meet, 36% Approaches, 20% Meets, 16% Masters

5 Science: 28% Did Not Meet, 29% Approaches, 20% Meets, 22% Masters

Student Achievement Strengths

73% of 5th grade students Meets on STAAR Reading.

58% of students met their EOY reading goal.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Teachers can not identify students in their class that make up each ESSA target and are therefore unable to specifically support the students in these groups. **Root Cause:** In PLCs and in MTSS meetings, ESSA targets and the necessary specialized instruction for certain sub-pops is not a focus.

Problem Statement 2 (Prioritized): Student achievement is below standard in all subjects across all grade levels. **Root Cause:** Not enough PLC time is used to plan differentiated instruction specific to individual student need (small group intervention is planned, but we need to get more specific).

Problem Statement 3 (Prioritized): Bilingual students do not make the same growth as non-bilingual students. **Root Cause:** Changes to programming, staff turnover, and the lack of robust bilingual-specific instructional coaching mean teachers who are not as prepared for the rigor that adequate achievement requires.

Problem Statement 4: Instruction does not match the level of rigor or the specificity of the standard discussed in PLC. **Root Cause:** Teachers do not connect the work done in PLC with their daily instruction in the classroom.

School Culture and Climate

School Culture and Climate Summary

Ikard is a family that loves and supports one another. Veteran teachers prioritize helping new teachers feel welcome and prepared to do their job. There are teachers at Ikard that have been on the campus since it opened 21 years ago. These teachers recognize the value of Ikard traditions like Camp Grady Spruce and Cinco de Mayo. They make an effort to pass on these traditions to teachers who are new to the campus. As in all families, the bad comes with the good and there is always work to be done. Ikard administration sees the need to celebrate and lift up teachers more throughout the year with both on and off campus activities that will serve to strengthen the culture and climate. PTA is a huge support in Ikard culture and climate. They plan birthday celebrations, monthly teacher appreciation events, and coordinate with students, families, and the community to support and celebrate Ikard as a campus.

Staff Satisfaction Survey:

Teachers report...

- * feeling valued.
- * they'd like to see leadership responsibilities more fairly distributed amongst staff.
- * the PLC process at Ikard is effective and useful.
- * they would like to see improvements to the school-wide communication to improve culture and climate.

School Culture and Climate Strengths

PTA events such as Glow Bingo, Sock Hop, Field Day, Holiday Family Night, Reflections Art Night, Donuts with Dudes, Muffins with Moms have brought staff and the community together for fun and fellowship strengthening the culture and climate between staff and Ikard families. An open door policy by administration helps teachers to feel that they can get quick answers to questions and help for problems that arise.

Staff Satisfaction Survey:

Teachers report...

- * feeling safe at Ikard.
- * their opinion is considered by administration in decision making for the campus.
- * they feel supported by administration.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Team building and celebration has not been made a priority. **Root Cause:** PLC time is given to instructional needs.

Problem Statement 2: Teachers report a lack of communication which leads to some staff feeling uninformed and unprepared. **Root Cause:** Mode of communication does not meet teacher preference.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PLC meeting time is used to help new team members understand grade level expectations and to support these teachers as they learn new curriculum. District curriculum coordinators are invited to the campus to share their expertise in all academic areas which helps teachers to feel more knowledgeable and confident in their content areas. Instructional coaches spend time observing in every single classroom then set up feedback and coaching meetings with teachers to ensure that no teacher feels lost or ignored without getting help.

Administration has an open-door policy that allows all teachers to feel supported and valued in their jobs. The WISD Mentor Program was created to support teachers that are brand new to the district as they learn to navigate everything that comes with being a new staff member. The Ikard PTA goes above and beyond to show Ikard staff love and appreciation. This creates a family feeling that teachers want to remain a part of.

While all of the programs listed above are improving the quality, recruitment, and retention of most teachers, at Ikard, we see a great need for coaches and mentors who have expertise in bilingual instruction. Due to the differences in curriculum, instructional minutes, and various program nuances, the support for these teachers is more specialized in nature. It is more difficult to and recruit and retain great bilingual teachers when there is not the same level of support for them. It is equally as difficult to ensure quality instruction when there are language barriers between classroom and coach/mentor and different curriculum expectations between bilingual teachers and the knowledge base of our district instructional coaches.

Staff Quality, Recruitment, and Retention Strengths

WISD Mentor Program

Instructional Coaches

Instructional Calendar including PD Day followed by Work Day

Board Member support

Community support and appreciation

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Bilingual staff quality, recruitment, and retention is difficult. **Root Cause:** Lack of support systems specifically designed for bilingual teachers.

Problem Statement 2: Teachers feel uninvolved in and/or unaware of some decisions and plans that are made for the campus. **Root Cause:** We have a campus CIT made of nominated grade level teachers but they do not have designated roles and responsibilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Weatherford ISD has a guaranteed and viable curriculum written by curriculum and instruction coordinators in conjunction with campus teachers. The coordinators are very supportive of Ikard teachers and students. They come to PLCs when asked to meet with teachers and discuss lessons, concepts, and to help evaluate data in their content areas. They play a huge role in instructional rounds and helping to synthesize observations to give life to post-observation planning and design. The curriculum department has planned and implemented professional development opportunities throughout the school year to help teachers plan and implement curriculum.

ELA consultant, Sarah Waller is essential to curriculum, instruction and assessment at Ikard. Sarah came several days to Ikard to help roll out Heggerty as a phonics intervention, to help new teachers learn the many aspects of conducting BAS (Benchmark Assessment System) reading assessments, and more. She has helped the staff as a whole, grade levels for specific needs, and individual teachers as they grow in their craft.

Through the PLC process, curriculum, instruction, and assessment is spotlighted. The PLC team consists of the grade level teachers, campus interventionists, instructional coach, and administrators. Curriculum is always the first thing that we pull up in the PLC meeting so that we can refer to it throughout the conversation. We evaluate instruction in terms of how a concept will be or was taught. We create and analyze assessments and use data from those assessments to create plans for intervention and enrichment. At beginning, middle, and end of year, we use PLC time to consider data taken from Interim assessments, NWEA MAP (grades 1-5)/TxKEA (kindergarten)/Circle (pre-k) Assessments. We also take time to look at BAS reading records, Curriculum Based Assessments periodically, as well as our ongoing, self-made formative assessments.

This year, Power Hour was rolled out. This program was used as an intervention for students who did not pass STAAR. Ikard students saw substantial growth as a result of attendance in the Power Hour program and were able to show growth in their MAP tests and STAAR assessments.

Curriculum, Instruction, and Assessment Strengths

Curriculum Department support

Power Hour

PLC, especially with the help of our Instructional Coach

Sarah Waller

Ikard Intervention team

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students across all grade levels are performing below grade level in math. **Root Cause:** Teachers need more grade level specific PD with our math interventionist, as well as teacher specific follow-ups following PD.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement are at an all time high at Ikard thanks to our PTA. The 22-23 PTA board planned monthly community activities that invited parents and families to school for programs, prizes, and fun. The community responded to calls for donations for teachers, students, and staff. Many community members came to school to read aloud to classes. Through the survey, parents reported the desire to deepen their engagement with the school by volunteering to work from home to support teachers and classrooms. Parents also shared the desire to learn how to be more involved in their students academic lives.

The district parent survey was completed by 81 Ikard parents.

Our CIT including our non-teaching staff members completed the majority of the tasks we set out to complete this year. Their feedback will be carried forward.

Parent and Community Engagement Strengths

PTA Events

Community support (churches and businesses) of teachers and students

Guest readers for Dr. Seuss Day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents that want to be more involved in volunteering feel excluded because most of the volunteer opportunities are planned during the school day. **Root Cause:** PTA plans opportunities and schedules volunteers based on the schedule that works for them which is mostly during the school day.

Problem Statement 2 (Prioritized): Parents are not engaged in the small details that make up academic progress for their child. **Root Cause:** Systems are not in place to support parents in checking grades, attendance, behavior in Skyward.

School Context and Organization

School Context and Organization Summary

We had two 22-23 campus goals. The first was to create exemplars as part of the formative assessment creation process during PLC. The second was to continue our work in the area of Aggressive Monitoring as it pertains to TEKS mastery in our formative assessment data collection. We have made progress on both goals but will continue this work in our PLC time with grade levels. Our Safe Schools Team monitors students with special needs that necessitate personalized plans for their safety and/or well being. This team meets monthly. The Ikard PTA continues to grow and change for the better as they serve the needs of students, families, and teachers of Ikard through fundraising, social events, outreach programs, and community involvement. Our bilingual interventionist and LPAC contact person has been instrumental to growing the campus and community knowledge of the intricacies of the bilingual program culture, curriculum, assessments, etc. The Ikard master schedule was designed to prioritize learning time, especially as it supports intervention groups with specialized staff. Personalized Learning Time allows teachers extra time for small groups and allows students to be seen by interventionists, SpEd staff, and dyslexia therapists. We have seen growth in the data that we track for these groups. PLC meetings and staff meetings are designed to continue to grow teachers in their instructional capacity focusing on curriculum, ESSA, TIP plan goals, and other important areas. Teachers collaborate with their team and vertically. Ikard has a Shared Drive where we house everything teachers need for lesson planning and collaboration. Ikard also has a Remind to communicate with staff and we use the Ikard Calendar to keep track of testing windows, events, field trips, appreciation days, and more.

Ikard will be getting a Specially Designed Instruction classroom for the 23-24 school year and will work closely with the campus diagnostician, as well as the teachers who have familiarity with the needs of the students so that this classroom successfully meets the needs of students who require such services.

Staff survey revealed that staff members would like to have more acknowledgement and celebration of their hard work. Teachers stated that they would like to see a consistent campus leadership team with nominated teacher leaders. The survey also showed that many teachers feel the need for alternate routes of communication other than email.

School Context and Organization Strengths

Grade Level PLCs with Instructional Coach guidance

PTA: better representation of school demographics on the board, more inclusive events, more presence on social media and in person around the school and the community

Administration Team: Principal, Assistant Principal, Instructional Coach, and interventionists as they can attend

Safe Schools Team: Assistant Principal, Counselor, School Security Officer, grade level teachers, and a district representative.

Bilingual Interventionist/LPAC Representative, a wealth of knowledge and a benefit to the campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A Specially Designed Instruction classroom being added to the campus creates many unknowns that must be addressed for student success. **Root Cause:** Expectations in regard to the program itself are unfamiliar.

Technology

Technology Summary

Technology is integrated throughout the campus and throughout the school day. Every classroom is equipped with a mobile TV that can be moved to best fit classroom needs. All devices on campus can be displayed on the TV with the use of Airtame which increases student and teacher interaction as well as student engagement. Annually, Ikard spends part of the received Title funds on new technology, namely Chromebooks.

Students in our Pre-K through first grade classrooms have Ipads for student use. In second grade through fifth grade classrooms, students have the use of Chromebooks.

Many online platforms are used by teachers and students for instruction as well as assessment. Stemscoptes, Storyworks, NWEA MAP, Imagine Math, Learning A to Z, Keyboarding Without Tears, Epic, BrainPop, Cambium are some of the platforms used on a regular basis by teachers and students.

Technology Strengths

iPads for Pre-K-1: Sets to share among classrooms for students to use during station work and independent work

Chromebooks for 2nd-5th: Device to student ration is 1:1. Being 1:1 allows for student practice using the devices they will test on

WISD Technology Department is very quick and knowledgeable in response to work orders and calls for help from the campus.

Title funds allow the purchase of devices.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks are rendered unusable and are therefore not able to be used for practice and assessment. **Root Cause:** Lack of process for accountability when a Chromebook is damaged.

Priority Problem Statements

Problem Statement 1: Student achievement is below standard in all subjects across all grade levels.

Root Cause 1: Not enough PLC time is used to plan differentiated instruction specific to individual student need (small group intervention is planned, but we need to get more specific).

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teachers can not identify students in their class that make up each ESSA target and are therefore unable to specifically support the students in these groups.

Root Cause 2: In PLCs and in MTSS meetings, ESSA targets and the necessary specialized instruction for certain sub-pops is not a focus.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Bilingual students do not make the same growth as non-bilingual students.

Root Cause 3: Changes to programming, staff turnover, and the lack of robust bilingual-specific instructional coaching mean teachers who are not as prepared for the rigor that adequate achievement requires.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students across all grade levels are performing below grade level in math.

Root Cause 4: Teachers need more grade level specific PD with our math interventionist, as well as teacher specific follow-ups following PD.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parents are not engaged in the small details that make up academic progress for their child.

Root Cause 5: Systems are not in place to support parents in checking grades, attendance, behavior in Skyward.

Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Focus on Student Success.

Performance Objective 1: Student achievement on Math STAAR will increase from:

Approaches: 61% to 72%

Meets: 33% to 42%

Master: 14% to 19%

Student achievement on Reading STAAR will increase from:

Approaches: 71% to 80%




Meets: 36% to 40%











Master: 16% to 20%

Evaluation Data Sources: Formative Assessments, NWEA MAP, BAS, CBA, Interim, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue teacher created exemplars of expected student work.

| Strategy 1 Details | Reviews | | | |
|---|--|--|-----|--|
| <p>Strategy 1: Teachers will script out the ideal written responses they want students to produce during independent practice and align that practice to the rigor of upcoming assessments. (Get Better Faster: Independent Practice, Write the Exemplar)</p> <p>Strategy's Expected Result/Impact: Teachers will have a more focused evaluation of the work produced in independent practice. Students will have a clear understanding of the expectation of independent practice knowing they will be held accountable in assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  | |  |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: Teachers will monitor student independent work aggressively to determine whether or not students are learning what they are teaching. (Get Better Faster: Independent Practice, Monitor Aggressively)</p> <p>Strategy's Expected Result/Impact: Teachers will have concrete knowledge of students that need intervention and be able to respond quickly to mistakes and misconceptions.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  | |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The leadership team will create a common definition of alignment to support measuring progress of campus improvement strategies. Common definition and expectation will be communicated to teachers.</p> <p>Strategy's Expected Result/Impact: Measure progress</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |








Goal 1: Focus on Student Success.

Performance Objective 2: Teachers will have a working knowledge of Ikard ESSA targets.

Evaluation Data Sources: Formative Assessments, NWEA MAP, BAS, CBA, Interim, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Next steps: Work on the plan to communicate the progress to campus in connection to school improvement (White and Hispanic)

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|---|
| <p>Strategy 1: PLC time will be reserved in part for discussion of ESSA campus goals and how teachers can support work toward meeting these goals.</p> <p>Strategy's Expected Result/Impact: Teachers will know the specific instructional needs each sub-population may have and how to address these needs for students in their class that fit into these categories.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 1: Focus on Student Success.

Performance Objective 3: We will increase student achievement by 10% on assessments including STAAR and TELPAS.

Evaluation Data Sources: Formative Assessments, NWEA MAP, BAS, CBA, Interim, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to ensure that vocabulary cards/words are displayed and incorporated on content word walls. Learning objective focus on the boards and Fundamental Five refresh.

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|---|
| <p>Strategy 1: Upgrade vocabulary. Ask students to use technical/academic language when asking and answering questions. "Use the following terms when answering questions." "State your answer using our academic word wall as a resource." (Get Better Faster: Lead Student Discourse, Go Conceptual Upgrade Vocabulary)</p> <p>Strategy's Expected Result/Impact: Vocabulary knowledge in bilingual classrooms will increase student achievement on assessments including STAAR and TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  | |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |




Goal 1: Focus on Student Success.


Performance Objective 4: 85% of Ikard students will meet or master reading expectations.


Evaluation Data Sources: BOY, MOY, EOY BAS


Summative Evaluation: Some progress made toward meeting Objective


Next Year's Recommendation: Continue with slight modifications to include more effectively utilizing TEKS Big Sheets.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|---|
| <p>Strategy 1: Teachers will intentionally plan for and implement data-driven reading small groups as taught by consultant. Strategy's Expected Result/Impact: Student skills and strategies will increase reading comprehension. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Sarah Waller PD Contracted - 211 - Title I, Part A - 211-11-6395-00-110-4-30-000 - \$11,250, Instructional Reading Materials Heineman - 211 - Title I, Part A - 211-11-6329-00-110-4-30-000 - \$552, Tech Software Brainpop - 211 - Title I, Part A - 211-11-6395-11-110-4-30-000 - \$363, Substitutes for PD - 211 - Title I, Part A - 211-11-6112-00-110-4-30-000 - \$1,358, General Supplies to support reading (Secret Stories Marenem \$187 & supplies Amazon \$436) - 211 - Title I, Part A - 211-11-6399-00-110-4-30-000 - \$623</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  | |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



Goal 2: Focus on Students, Parents, and Communities


Performance Objective 1: Ikard will host 2 Parent University nights during the fall semester to teach parents how to help their child be successful in school. (ESF 3.3 Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.)


Evaluation Data Sources: Post-Event Parent Survey


Summative Evaluation: Some progress made toward meeting Objective


Next Year's Recommendation: Incentivise book machine

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|-----|---|
| <p>Strategy 1: Ikard Leadership Team will calendar, plan, and implement a September meeting and a November meeting for Parent University. We will purchase BrainPop for parents and students to access high quality on grade level reading materials.</p> <p>Strategy's Expected Result/Impact: Parents will understand how to check attendance, behavior, and grades in Skyward, use the new School Dismissal Manager app, access the school website and Facebook page, and how to interact with the classroom teacher on Dojo and/or Remind. Increase in student reading scores.</p> <p>Staff Responsible for Monitoring: Ikard Leadership Team & Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Parent Engagement Technology (Learning A-Z) - 211 - Title I, Part A - 211-61-6395-00-110-4-30-000 - \$4,770</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  | |  |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue









Goal 3: Focus on Operational Excellence.

Performance Objective 1: The Ikard Leadership Team will create and maintain systems to keep staff informed and updated on all campus details during monthly meetings.

Evaluation Data Sources: Post-Meeting Feedback Surveys, Staff Satisfaction Survey

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: WISD will utilize Parent Square for all communication.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Create a Remind and/or Dojo Class for campus wide announcements for staff and families to receive news and updates.</p> <p>Strategy's Expected Result/Impact: Teachers will feel informed and up to date on information and events that families are notified about (addresses communication needs found in satisfaction survey).</p> <p>Staff Responsible for Monitoring: Campus Leadership Team and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |





Goal 4: Focus on Employees and Organizational Development









Performance Objective 1: 100% of Ikard math teachers will participate in Stemscofes professional development in the fall. (ESF 5.1 Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.)

High Priority

Evaluation Data Sources: Staff Satisfaction Survey, Student achievement measured through formative assessments, CBA, NWEA MAP

Next Year's Recommendation: Next step: for 24-25 ensure there are goals for both reading and math PD. Utilize rubrics or framework in curriculum?

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Math interventionist with the help of administration will create a PD plan that supports the implementation of Stemscofes curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident in the curriculum and will feel more ownership of the lesson plans they are writing and implementing. Student achievement will increase because curriculum is being taught with more fidelity than in the past.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Instructional Coach, Administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Math Supplies - 211 - Title I, Part A - 211-11-6399-00-110-4-30-000 - \$5,060</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |








| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: Math interventionist and Instructional Coach will create a follow-up plan that supports the implementation of Stemsscopes curriculum for specific teachers identified using classroom observations and PLC data.</p> <p>Strategy's Expected Result/Impact: Teachers will feel further supported and student achievement in math will increase because their teachers have a better understanding of the curriculum.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: Build a positive culture through intentional activities focused on building relationship. 1 activity will be in place each week.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Personalized letter to one teacher a week. Teacher's nominated by teachers.








| Strategy 1 Details | Reviews | | | |
|--|-----------|---|---|---|
| Strategy 1: Each week, 1 fun activity or event will be in place. Teachers will be recognized for positive results. Strategy's Expected Result/Impact: Retention Staff Responsible for Monitoring: Principal and Leadership Team | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 5: Focus on Stewardship

Performance Objective 1: 100% of all budget money will be aligned to the campus plan.

Summative Evaluation: Met Objective

Next Year's Recommendation: Align Title 1 budget and spend it prior to campus budget for needs.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|---|
| Strategy 1: Ensure all money is spent to support campus goals - aligned to the campus plan. Strategy's Expected Result/Impact: 100% of funds spent appropriately. Staff Responsible for Monitoring: principal | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Weatherford Independent School District

Martin Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Martin Elementary offers academic excellence for students in kindergarten through fifth grade. Mary Martin is located on the east side of Weatherford, Texas at 719 Oakridge Lane, 76087. It is one of seven elementary schools in 6A Weatherford ISD. Mary Martin Elementary is named after the famous Weatherford resident, Mary Martin, who is best known for playing the role of Peter Pan. To honor her legacy and passion for theater arts, our elementary students perform an elaborate musical each spring. Mary Martin houses the elementary STACI (Structured Teaching and Communication Intervention) special education program for Weatherford ISD.

Our teachers, administrators and staff take pride in partnering with our families and community to be a leader in educational opportunities for all students. Our students strive daily to achieve excellence in the classroom and to adhere to “ROO PROUD” expectations as well as display the WISD Core Value traits.

The population of the Mary Martin community is approximately 28,000. The community offers residents a rural feel and most residents own their homes. The median household income is \$90,000 and 61% of residents have some type of college degree.

Demographic Data (Snapshot 10/28/22):

- Enrollment Numbers- 497 students
 - EE: 1
 - Kindergarten: 62
 - 1st Grade: 76
 - 2nd Grade: 97
 - 3rd Grade: 9
 - 4th Grade: 78
 - 5th Grade: 84
- Ethnicity: American Indian (1%), Asian (1%), Black (1%), White (75%), Hispanic (18%), Two or More Races (3%)
- Gender: Females (53%), Males (47%)
- Special Education: 25%
- 504: 3%

- Gifted and Talented: 9%
- English Language Learners: 1%
- At-Risk: 28%
- Dyslexia: 13%
- Mobility Rate: 11.5%
- Economically Disadvantaged: 26%
- Military Connected: 16%
- Migrant, Homeless, Foster Care: (<1%)

Martin has approximately 70 staff members:

- Administration: Principal, Assistant Principal, and Counselor (4%)
- Certified Teachers (53%)
- Instructional Aides (16%)
- Professional Support Staff: Librarian, Dyslexia, GT, Diagnostician, Speech Therapist, Interventionist, Instructional Coach (13%)
- Office Staff: Secretary and PEIMS Clerk (3%)
- Campus Security Officer (1%)
- Cafe Staff (4%)
- Custodians (4%)

The staff to student ratio is 1:14.

Years of Experience for Teachers- Beginning (0%), One to Five years (15%), Six to Ten Years (29%), Eleven to Twenty Years (31%), Twenty One to Thirty Years (15%), Over 30 Years (10%). The average years of teacher experience is 14 years.

Ethnicity of Staff- White (95%), Hispanic (5%)

Gender of Staff-Female (99%), Male (1%)

Bachelors: 90%

Masters: 10%

Enrollment and Attendance Data:

For the 2022-2023 school year Mary Martin's attendance goal was to increase from 94.9% to 96% average attendance rate.

| | 2022-2023 | 2021-2022 | 2020-2021 (Remote Learning Available) | 2019-2020 (March COVID Shutdown) | 2018-2019 |
|------------------------|-----------|-----------|---------------------------------------|----------------------------------|-----------|
| Enrollment on Snapshot | 497 | 516 | 555 | 566 | 565 |
| Attendance Rate | 95.47% | 94.9% | 96.5% | 96.2% | 96.4% |

Attendance Rate by Grades:

Kindergarten: 94.95%

1st Grade: 95.91%

2nd Grade: 95.40%

3rd Grade: 95.19%

4th Grade: 95.52%

5th Grade: 95.81%

Discipline Referrals have declined over the past several years. MME implements a campus wide PBIS system we call Roo PROUD. This has had a positive impact on our students. As a result, the number of office referrals are:

| 2022-2023 | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------|-----------|-----------|---------------------------|-----------|-----------|-----------|
| 39 | 49 | 90 | 146 (March Covid Closure) | 160 | 205 | 262 |

2022-2023 Discipline Breakdown Information:

Kindergarten-19

1st Grade-3

2nd Grade- 1

3rd Grade-4

4th Grade- 8

5th Grade- 4

(Five students with 2 or more referrals; 72%)

Threat Assessments: 9

Suicide Risk Assessments: 10

Demographics Strengths

The staff to student ratio is 1:14.

60% of teachers have six to twenty years experience.

Daily attendance average and campus goal is posted in a visible area for teachers, students, and parents.

Attendance average increased by .57%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate at Mary Martin is below 96%. **Root Cause:** Systems are not in place to follow up with students with chronic absences.

Student Achievement

Student Achievement Summary

Preliminary STAAR Data:

| Martin Preliminary STAAR Results - 2022-2023 | | | | | | |
|--|------------|-------|---------|------------|-------|---------|
| | 2021-2022 | | | 2022-2023 | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters |
| 3rd Math | 88% | 69% | 36% | 92% | 63% | 36% |
| 4th Math | 76% | 36% | 15% | 77% | 56% | 32% |
| 5th Math | 89% | 51% | 23% | 88% | 53% | 18% |
| | Approaches | Meets | Masters | Approaches | Meets | Masters |
| 3rd Reading | 88% | 73% | 31% | 92% | 68% | 24% |

Martin Preliminary STAAR Results - 2022-2023

| | | | | | | | |
|-------------|------------|-------|---------|--|------------|-------|---------|
| 4th Reading | 84% | 59% | 32% | | 91% | 66% | 41% |
| 5th Reading | 93% | 66% | 41% | | 85% | 60% | 30% |
| | Approaches | Meets | Masters | | Approaches | Meets | Masters |
| 5th Science | 74% | 43% | 19% | | 70% | 37% | 13% |

STAAR 2023

| | 2018-2019 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------------------|-----------|-----------|--------------|-----------|
| Overall | 78 C | Not Rated | 83 B | |
| STAAR Performance-Domain I | 52 | 48 | 56 | |
| Scaled Score | 79 C | Not Rated | 85 B | |
| Student Progress -Domain II | 71 | Not Rated | 86 B | |
| Scaled Score | 74 C | | | |
| Academic Growth | 71 | N/A | 79 | |
| Scaled Score | 74 C | | 86 B | |
| Relative Performance (Eco Dis: 25.9%) | 52 | 48 | 56 | |
| Scaled Score | 58 F | Not Rated | 66 Not Rated | |

| | 2018-2019 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------|-----------|-----------|-----------|-----------|
| Closing the Gaps Domain III | 68 | Not Rated | 90 | |
| Scaled Score | 75 C | | 85 B | |

The 22-23 Mary Martin Campus Improvement Plan Goal 1: Focus on Student Success Performance Objective 2 was to increase from a Domain I score of 56 to 65 as measured by the 2023 STAAR assessments.

Reading from a 63 to a 67

Math from a 54 to a 57

Science from a 45 to a 48

| | Approaches | Meets | Masters | Domain 1 |
|---------|------------|-------|---------|----------|
| Math | 86% | 57% | 29% | 57 |
| Reading | 89% | 64% | 32% | 62 |
| Science | 70% | 37% | 17% | 41 |

The 22-23 Mary Martin Campus Improvement Plan Goal 1: Focus on Student Success Performance Objective 1 was for students in the identified groups to meet the ESSA Closing the Gap target as measured by 2023 Mathematics STAAR assessment.

Math Subpopulation at Meets

| | |
|------------|------------|
| All | 59% |
| White | 63% |
| Hispanic | 38% |
| Eco | 35% |
| Sped | 35% |
| EB | 33% |

Reading Subpopulation at Meets

| | |
|------------|------------|
| All | 64% |
| White | 70% |
| Hispanic | 34% |
| Eco | 39% |
| Sped | 39% |

| | |
|-----|-----|
| All | 64% |
| EB | 33% |

STAAR Reporting Categories

[2023 MME Essential Standards Performance on STAAR](#)

TELPAS (4 Students)

| | Beginning | Intermediate | Advanced | Advanced High |
|-----------|-----------|--------------|----------|---------------|
| Composite | 25% | 25% | 25% | 25% |
| Listening | 0% | 25% | 25% | 50% |
| Speaking | 25% | 0% | 25% | 50% |
| Reading | 25% | 50% | 0% | 25% |
| Writing | 50% | 0% | 50% | 0% |

TELPAS ALT 2

| Composite | Basic Fluency |
|-----------|-------------------------|
| Listening | Basic Fluency |
| Speaking | Developing Independence |
| Reading | Basic Fluency |
| Writing | Basic Fluency |

TELPAS Yearly Progress Data:

| | # of Students | Yearly Progress Indicator | | | | Percentage Meeting Yearly Progress |
|-----------|---------------|---------------------------|----------------|-----------------|-----------------|------------------------------------|
| | | Lower/Same Level | 1 Level Higher | 2 Levels Higher | 3 Levels Higher | |
| 2020-2021 | 9 | 63% | 38% | 0% | 0% | 38% |
| 2021-2022 | 4 | 50% | 50% | 0% | 0% | 50% |
| 2022-2023 | 3 | 100% | 0% | 0% | 0% | TBD |

STAAR ALT 2

| | Developing | Satisfactory | Accomplished |
|---------|------------|--------------|--------------|
| Math | 0% | 80% | 20% |
| RLA | 10% | 80% | 10% |
| Science | 0% | 80% | 20% |

The 22-23 Mary Martin Campus Improvement Plan Goal 1: Focus on Student Success Performance Objective 3 was to increase the percentage of students reading on grade level as measured by the 2023 EOY BAS.

Kindergarten 94%

1st Grade from 89% to 94%

2nd Grade from 76% to 81%

BAS Data:

| | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | Summarized Results |
|--------------------|--------------|-----------|-----------|-----------|--------------------|
| BOY on Grade Level | 60% | 65% | 74% | 71% | 68% |
| MOY on Grade Level | 82% | 60% | 68% | 76% | 72% |
| EOY on Grade Level | 84% | 70% | 78% | 67% | 75% |

*2020-2021 K-5th on or above grade level 73%, 2021-2022 K-3rd on grade level 79%

MAPS:

Reading EOY Projected Proficiency

| | Did not Meet | Approaches | Meets | Masters | Domain 1 |
|--------------------|--------------|------------|-----------|----------|----------|
| 2nd Grade | 12% (-1) | 88% (+1) | 54% (-5) | 20% (-7) | 54 (-4) |
| 3rd Grade | 9% (-8) | 91% (+8) | 60% (+1) | 35% (+7) | 62 (+5) |
| 4th Grade | 9% (-9) | 91% (+9) | 63% (+7) | 35% (+6) | 63 (+8) |
| 5th Grade | 13% (+3) | 87% (-3) | 46% (-23) | 25% (+3) | 53 (-7) |
| Summarized Results | 11% (-3) | 89% (+3) | 56% (-4) | 29% (+3) | 58 (+1) |

Reading EOY Projected Proficiency-ESSA Targets (3rd-5th)

| | All | White | Hispanic | Eco | EB | SPED |
|-------------------|-----|----------|-----------|----------|-----|-----------|
| Meets and Masters | 56% | 59% (+4) | 40% (+16) | 37% (+9) | 33% | 32% (+14) |
| 2023 ESSA Target | 44% | 60% | 37% | 33% | 29% | 19% |
| Target Met | Yes | No | Yes | Yes | Yes | Yes |

Math EOY Projected Proficiency

| | Did not Meet | Approaches | Meets | Masters | Domain 1 |
|--------------------|--------------|------------|-----------|-----------|----------|
| 2nd Grade | 18% (-4) | 82% (+4) | 47% (+6) | 19% (+12) | 49 (+7) |
| 3rd Grade | 13% (-5) | 87% (+5) | 65% (+3) | 31% (+6) | 61 (+5) |
| 4th Grade | 20% (-7) | 80% (+7) | 47% (+13) | 31% (+18) | 53 (+15) |
| 5th Grade | 17% (+7) | 83% (-7) | 49% (-3) | 13% (-3) | 48 (-5) |
| Summarized Results | 17% (-2) | 83% (+2) | 52% (+6) | 24% (+10) | 53 (+6) |

Math EOY Projected Proficiency- ESSA Targets (3rd-5th)

| | All | White | Hispanic | Eco | EB | SPED |
|-------------------|-----|----------|----------|----------|-----|----------|
| Meets and Masters | 54% | 58% (+5) | 38% (+5) | 31% (-3) | 33% | 26% (+6) |
| ESSA Target | 46% | 59% | 40% | 36% | 40% | 23% |
| Target Met | Yes | No | No | No | No | Yes |

EOY MAPS Science Projected Proficiency

| Grade | Did not Meet | Approaches | Meets | Masters | Domain 1 |
|--------------|---------------------|-------------------|--------------|----------------|-----------------|
| 5th Grade | 19% (-3) | 81% (+3) | 40% (+8) | 17% (+12) | 46 (+8) |

1st Grade MAPS

The 22-23 Mary Martin Campus Improvement Plan Goal 1: Focus on Student Success Performance Objective 4 was that 75% of students in kindergarten-5th grade will meet or exceed their end-of-year growth goal in reading, math, and science as measured by TX-KEA and MAPS.

| Student Growth (TX-KEA and MAPS) | |
|----------------------------------|-----|
| Reading | 75% |
| Math | 74% |
| Science | 71% |
| Overall | 74% |

Student Achievement Strengths

- Preliminary STAAR Data % Likely to Pass 3rd, 4th, 5th Math, Reading, Science is above District Average
- Numerical Representations and Relationships and Data Analysis and Personal Financial Literacy Reporting Categories on Math STAAR are above 60% for average % correct in 3rd, 4th and 5th grades.
- 3rd Grade Data Analysis and Personal Financial Literacy Reporting Category is 82% for average % correct on Math STAAR.
- 3rd, 4th, 5th Grade Reading Reporting Category average % correct is 68%.
- 5th Grade Science STAAR Organisms and Environments Reporting Category average % correct is 69%
- MME Essential Standards on Science STAAR is above 50% for average points earned.
- 84% of Kindergarten students are reading on or above grade level as measured by EOY BAS.
- 3rd and 4th Grade Reading MAPS EOY Projected Proficiency increased in all areas (Approaches, Meets, Masters, Domain I) from 2022 to 2023.
- 2nd-4th Grade Math MAPS EOY Projected Proficiency increased in all areas (Approaches, Meets, Masters, Domain I) from 2022 to 2023.
- 5th Grade Science MAPS EOY Projected Proficiency increased in all areas (Approaches, Meets, Masters, Domain I) from 2022 to 2023.
- 1st Grade Math MAPS increased from 34% Meets/Masters at BOY to 75% Meets/Masters at EOY.
- Kindergarten Tx-KEA EOY is 85% or above On Target for all areas, except Decoding (82%).
- 74% of K-5th Graders at MME met or exceeded their EOY Growth Goal as measured by MAPS.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 25% of K-3 students are not reading on grade level according to the EOY BAS Assessment. **Root Cause:** Mary Martin has not focused on analyzing student's specific reading needs therefore intervention isn't always specific to student needs.

Problem Statement 2 (Prioritized): 43% of students did not meet the grade level expectations on the 2023 Math STAAR Assessment. 36% of students did not meet the grade level expectations on the 2023 Reading Assessment. **Root Cause:** Teachers need support to differentiate instruction for acceleration and enrichment.

School Culture and Climate

School Culture and Climate Summary

Mary Martin has campus-wide expectations-Roo Pride. Classes earn 200 Roo Pride points as a class and then receive a predetermined positive reinforcement (i.e. No Shoes, Special Snack, Art Time, etc.). Classes are recognized on the morning announcements when they earn 200 Roo Pride Points. Teachers nominate a student from their class for the Core Value Student of the month. These students are recognized at the monthly Roo Rallies. They also receive a Roo Pride yard sign to display at their home along with a gift card from the community. A schoolwide 200 chart was implemented this school and posted in the hallway. School wide celebrations occurred at incremental milestones.

Roo Proud Celebrations

| | |
|---------------------|-----------|
| Kindergarten | 45 |
| 1st Grade | 20 |
| 2nd Grade | 43 |
| 3rd Grade | 42 |
| 4th Grade | 87 |
| 5th Grade | 43 |
| STACI | 26 |
| Overall | 306 |

The counselor at Mary Martin supports MTSS for behavior by partnering with teachers, administration, and district level staff to provide social skills and implement systems for Tier 2/3 students. Staff are encouraged to submit Positive Office referrals for students exhibiting positive behavior. These students are recognized on the announcements and receive a positive phone call from an administrator.

Positive Office Referrals

| | |
|---------------|----------|
| August | 1 |
| September | 26 |
| October | 5 |
| November | 3 |
| December | 6 |
| January | 0 |
| February | 5 |
| March | 4 |
| April | 1 |

| | |
|---------------|----------|
| August | 1 |
| May | 1 |

The counselor provides guidance lessons to students to support Social Emotional Learning during Roo Time. Discipline Referrals have declined over the past several years. Five students had two or more referrals accounting for 72% of office referrals. The majority of students received an administrator conference/call and/or loss of a privilege.

| 2022-2023 | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------|-----------|-----------|---------------------------|-----------|-----------|-----------|
| 39 | 49 | 90 | 146 (March Covid Closure) | 160 | 205 | 262 |

Administration and PTA partner together to provide monthly treats, Care Carts, fun activities, meals for all staff. The 12 Days of Christmas celebrates the 12 days before Christmas Break with additional goodies for all staff. Brownstone Church provided a meal to staff each semester and donated drinks and snacks for the PLC room. The Mary Martin Sunshine Committee organized recognition of Staff Appreciation Days, Celebrations, Staff Christmas Party, and Christmas Exchange.

Clubs and Activities to increase student engagement and community at Mary Martin include a 5th grade Leadership Team, Yearbook Team (5th Grade), UIL (2nd-5th), March Math Madness (K-5), 100 Day Celebration (Kindergarten), 120 Day Celebration (1st Grade) Mary Martin Musical (K-5), Awards (K-5), Garden Club (4th and 5th), Spelling Bee (4th-5th), Imagine Math Celebrations (3rd- 5th), Balloons over Broadway (2nd and 5th), Book Fairs, Lunch with Loved Ones, Grade Level Musical Programs, and PTA Activities. This year PTA and Mary Martin partnered for a Raise Craze Fundraiser emphasizing Acts of Kindness.

School Culture and Climate Strengths

Roo Rallies

PTA Partnership

Weekly Newsletter

Celebrating students in multiple areas: reading, math, behavior, and typing.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Positive Office Referrals were minimal and inconsistent. **Root Cause:** There was no follow up or emphasis on Positive Office Referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mary Martin has approximately 70 staff members:

- Administration: Principal, Assistant Principal, and Counselor (4%)
- Certified Teachers (53%)
- Instructional Aides (16%)
- Professional Support Staff: Librarian, Dyslexia, GT, Diagnostician, Speech Therapist, Interventionist, Instructional Coach (13%)
- Office Staff: Secretary and PEIMS Clerk (3%)
- Campus Security Officer (1%)
- Cafe Staff (4%)
- Custodians (4%)

The staff to student ratio is 1:14.

Years of Experience for Teachers- Beginning (0%), One to Five years (15%), Six to Ten Years (29%), Eleven to Twenty Years (31%), Twenty One to Thirty Years (15%), Over 30 Years (10%). The average years of teacher experience is 14 years.

Ethnicity of Staff- White (95%), Hispanic (5%)

Gender of Staff-Female (99%), Male (1%)

Bachelors: 90%

Masters: 10%

| MME Staff Satisfaction Survey- 5 Year Trend Data: 2018-2023 | 2022-2023 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---------|---------|---------|---------|
| | I am proud to work for Weatherford ISD. | 100% | 94% | 100% | |
| I would feel comfortable referring a good friend to work for this district. | 89% | 89% | 98% | 84% | 95% |

| MME Staff Satisfaction Survey- 5 Year Trend Data: 2018-2023 | | | | | |
|--|------------------|----------------|----------------|----------------|----------------|
| | 2022-2023 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| I know what my principal or direct supervisor expects of me | 95% | 91% | 98% | 93% | 97% |
| My principal or direct supervisor creates a professional work environment. | 92% | 89% | 98% | 91% | 98% |
| My principal or direct supervisor encourages collaboration within and across teams at my school or department. | 92% | 100% | 96% | | |
| My principal or direct supervisor makes decisions that are in the best interests of students. | 92% | 83% | 98% | | |
| My principal or direct supervisor effectively communicates important issues that affect me. | 95% | 92% | 98% | 86% | 84% |
| I receive useful feedback about how I perform my job duties. | 95% | 90% | 100% | 91% | 84% |
| I work in an atmosphere where there is mutual respect among all staff. | 84% | 78% | 98% | 95% | 97% |
| The professional development sessions I have attended helped me to better meet the learning needs of my students. | 90% | 82% | 98% | 84% | 98% |
| Support is available to help me incorporate technology into my instructional practices or in the work I do in my department. | 92% | 82% | 96% | | |
| I have the materials I need such as supplies, textbooks, technology, and visual aids to effectively teach my classes or fulfill my job responsibilities. | 92% | 78% | 96% | 75% | 87% |

| MME Staff Satisfaction Survey- 5 Year Trend Data: 2018-2023 | | | | | |
|---|---|---|---|---|---|
| | 2022-2023 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Please select your appropriate employee group. We have designated the choices below based on our WISD Compensation Plan job families. | 37 Total; 22 Teachers/Nurse/Librarian, 7 Paraprofessionals, 3 Custodians, 3 Professional Support, 2 Other | 46 total 30 Teachers 7 Paras, 3Child Nutrition, 3Custodians, 3Other | 52 total 36 Teachers 8 Paras, 1Child Nutrition, 3Custodians, 4Other | 43 total 27 Teachers 6 Paras, 3Child Nutrition, 4Custodians, 3Other | 43 total Teachers Paras, Child Nutrition, Custodians, Other |

The majority of teachers are proud to work in WISD and are comfortable referring a good friend to work in the district. There was an increase from 78% (2021-2022) to 84% (2022-2023) of staff that felt they worked in an atmosphere of mutual respect amongst staff.

Administration and PTA partner together to provide monthly treats, Care Carts, fun activities, meals for all staff. The 12 Days of Christmas celebrates the 12 days before Christmas Break with additional goodies for all staff. Brownstone Church provided a meal to staff each semester and donated drinks and snacks for the PLC room. The Mary Martin Sunshine Committee organized recognition of Staff Appreciation Days, Celebrations, Staff Christmas Party, and Christmas Exchange.

For the 23-24 school Mary Martin retained 87% of their staff. One teacher transitioned into a new role as a Dyslexic

Therapist at Mary Martin and another campus in the district. Three teachers resigned due to re-locations hundreds of miles from Weatherford, one teacher resigned to stay home with her children, and one resigned for unknown reasons. Our administrator and counselor resigned due to family reasons. Two paraprofessionals resigned for new career choices.

The school calendar included Professional Development and Work Days each six weeks. Cassie Walker, Math Curriculum Coordinator, provided Professional Development and Coaching Feedback to teachers in K-2. 99% of general education teachers participated in one coaching cycle with the Instructional Coach.

Feedback collected at the end of the year indicates that Roo Rally, Communication, PTA, and Data Collection is an area of strength. Whereas, vertical alignment, planning time, relationship building, hallway and monitoring expectations, relationship stations are areas that can be improved.

Staff Quality, Recruitment, and Retention Strengths

87% of Mary Martin staff were retained.

99% of grade level academic teachers participated in a minimum of one observation and feedback cycles with the Instructional Coach.

New staff were assigned a mentor that provided check ins and support on a regular basis.

The majority of teachers are proud to work in WISD and are comfortable referring a good friend to work in the district

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 84% of staff feel that they work in an atmosphere where there is mutual respect amongst staff. **Root Cause:** Relationship building opportunities are limited as a whole campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers participate weekly in grade-level PLCs. Mary Martin identified essential standards in math, reading, and science. Teachers focused on these Essential Standards using DuFour's four critical questions of PLC as well as district assessments, formative assessments, upcoming TEKS, curriculum planning, and professional learning. Teachers unpack standards, determine a Common Formative Assessment. The following PLC student exemplars are analyzed for misconceptions and a reteach is planned.

Math block has a 30 minute intervention time each day for students

Personalized Learning Time (PLT) is provided daily to focus on academic needs tailored to each student.

Programs such as dyslexia and special education are provided to qualifying students.

Implementation of a Balanced Literacy Framework in grades k-5

Phonemic Awareness resources have been added to the curriculum to support readers

Teachers are coached using The Get Better Faster Model

Gradual Release Teaching Model

Campus Instructional Team piloted the 4DX system to achieve a Wildly Important Goal.

IXL and Story Works were added resources for intervention and Shared Reading.

Curriculum, Instructions, and Assessment Summary

A survey was conducted with all MME Staff (27 Respondents):

Curriculum:

66% of responses indicate that they're quite/extremely confident that all grade levels use materials and instruction that prepare students for the next level.

Resources in math include Target Math for Spiral Review, Stemscores, Engaging Mathematics, Math in Practice

Resources in reading include Lucy Units of Study in Reading, Writing, and Phonics. F&P resources for Shared Reading, IRA, and Guided Reading, BAS, LLI, Comprehension Toolkit, and Bridge the Gap

Resources in science include Stemscores and a Stemsopedia consumable for each student. New this year grades 3-5 Science Reading Stories. Grade 5 Warm Up to Science and STAAR Review to Go.

HB4545 minutes were completed for all students that did not meet the passing standard in math, reading, and writing.

Instruction:

93% of responses indicate that campus instructional leaders observe their classrooms once every few weeks.

61% of responses indicate that exemplars of student work are used to internalize expected rigor of lesson at least once a week.

65% of responses indicate that the team spends time each week reflecting on potential student misconceptions before and after the lesson.

48% of respondents indicate that they and the team spend time practicing re-teach lessons and providing feedback at least once a week.

81% of respondents indicate that campus leaders' protocols and tools are quite/extremely consistent when observing classrooms

52% of respondents indicate that processes for identifying and supporting struggling learners are quite/extremely effective.

71% of responses indicate that schoolwide processes and procedures maximize instructional time quite well/extremely well.

26% of respondents indicate that they have quite a bit of time/tremendous amount of time to internalize lesson plans and prepare for lesson delivery.

65% of respondents indicate that they know and understand how to differentiate instruction to provide enrichment opportunities for meets and masters students quite well/extremely well.

Assessment:

81% of responses indicate that they feel quite supported/extremely supported in analyzing data

58% of respondents indicate that grade-level teams create formative assessments that align with grade level standards outside of PLC.

Curriculum, Instruction, and Assessment Strengths

Teachers feel supported with data.

Formatives are included in daily instruction.

Consistent protocols are being used for observing and feedback.

Essential standards focus in PLC's allowed for planning of reteach.

PD for Lead4Ward Engagement Strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 67 of 357 walkthroughs from administration were in the fall semester. **Root Cause:** New administration team focused on systems and relationships the fall semester.

Parent and Community Engagement

Parent and Community Engagement Summary

The Campus Improvement Team provided input to improve Parent Engagement resulting in Pastries with the Principal event.

Communication with all stakeholders are through various methods including in-person, phone, Skyward email, Remind app, and Facebook (MME, MME PTA, and MME WISD). Grade levels send a weekly SMORE newsletter to parents via email on Sunday. Staff receive a weekly SMORE newsletter, Martin Messenger, via email on Sunday, too.

Partnerships in the Community include Lakeshore Baptist (Food Bags and Mentors), Brownstone Church (Meals and Snacks for Teachers), PALS Program, PTA, Great Clips (March Math Madness), Watch Dogs Program. Business Sponsors (Spring Festival)

Service Projects included donations at Thanksgiving of cake mixes and frosting for Parker County, Stuff the Bus in December, Treats for Troops (Halloween), Food Donations for the Parker County Committee of Aging in March.

Clubs and Activities to increase student engagement and community at Mary Martin include a 5th grade Leadership Team, UIL (2nd-5th), March Math Madness (K-5), 100 Day Celebration (Kindergarten), 120 Day Celebration (1st Grade) Mary Martin Musical (K-5), Awards (K-5), Garden Club (4th and 5th), Spelling Bee (4th-5th), Imagine Math Celebrations (3rd and 5th), Balloons over Broadway (2nd and 5th), Book Fairs, Lunch with Loved Ones, Grade Level Musical Programs, and PTA Activities.

Social Media Committee posted daily student learning and activities increasing Post Reach by 61% and Engagement by 45%

Parent Survey data conducted in January 23 indicates that parents Always/Almost Always

feel welcome at children's school 94%

treated with respect at the school 97%

feel welcome at parent meeting and conferences 95%

the school respects my cultural heritage 97%

students are treated fairly regardless of background 91%

consult me before making important decisions 76%

administrators are available to me when needed 92%

I can talk to a school counselor when needed 93%

front office staff are helpful and friendly 93%

keeps me informed of child's progress 83%

my child's teacher post grades on Skyward within a week of when assignments are due 76%

I am able to access grades on Skyward to check on assignments and grades 94%

My child's teacher and the school give me useful information to improve my child's academic progress 70%

The school shares information about important tests and my child's results 86%

Students are challenged to do their best 87%

I am satisfied with the quality of this school 90%

I would recommend this school to family and friends with children 88%

Parents prefer communication via Remind app or similar and email.

Parent and Community Engagement Strengths

I feel welcome at children's school 94%

treated with respect at the school 97%

feel welcome at parent meeting and conferences 95%

the school respects my cultural heritage 97%

Social Media Committee posted daily on Facebook student learning and activities increasing Post Reach by 61% and Engagement by 45%

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 70% of parents Strongly Agree/Agree that teachers give them useful information on how to improve my child's academic progress. **Root Cause:** We didn't have a clear expectation for what and how frequent to share with parents how to help with academics

School Context and Organization

School Context and Organization Summary

Campus Instructional Leadership defined a Wildly Important Goal that 75% of students in K-5 would meet or exceed their end of year map growth goal. The team met weekly to share commitments, update the scoreboard, and hold each other accountable for lead measures.

MME HUB and Process Notebook

Monday PLC's for all staff focused on Engagement.

Weekly grade level PLC's identified essential standards, unpacked standards, creating and analyzing common formative assessments.

All teachers had a middle of the year conference focused on instructional strategies for identified students.

PLC Survey Feedback:

What we can do better as a campus included:

Vertical Alignment

Planning Time

Lunch with our Team

Relationship Building

Hallway Expectations and Monitoring

Duty Schedule/Rotation

What we do well as a campus:

Roo Rally

PTA

Communication

Data

What we did well in PLC's

Essential Standards

Using Data/Breaking it Down

Work Time

Formative Assessments

Suggestions for PLC

Small Group Activities

Fluency

Extension Activities

School Context and Organization Strengths

Campus Safe School team composed of administrators, teachers, campus security officer, and district representative met monthly to review drills, risk assessments, and areas of safety concerns.

CIL team met weekly using the 4DX system of a WIG, Lead Measures, Scorecard, and Accountability.

Agendas provided for all PLC's and meetings.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLC feedback indicated that increasing staff recognition would promote positivity on campus. **Root Cause:** A systematic process for staff recognition was not in place.

Technology

Technology Summary

Chromebooks are available 1:1 in 3rd-5th grade. 2nd grade is close to 1:1 on Chromebooks.

I-pads are available in K-1 classrooms at a 1:2 ratio.

48% of students have access to a desktop computer at home.

84% of students have access to a laptop, notebook, etc. device at home.

81% of students have access to a Tablet at home.

The majority of students who share a technology device at home share with 1-3 other users.

99% of students have internet access at home.

School wide typing challenge included a leadership scoreboard, prizes, and recognition.

All classrooms have a television for projecting and an Airtame device.

IXL Subscription and Storyworks help support instruction and intervention.

3rd-5th grade celebration for passed Imagine Math and/or IXL lessons

Technology Strengths

Chromebooks are available 1:1 in 3rd-5th grade. 2nd grade is close to 1:1 on Chromebooks.

I-pads are available in K-1 classrooms at a 1:2 ratio.

99% of students have internet access at home.

School wide typing challenge included a leadership scoreboard, prizes, and recognition.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students using technology in the classroom is primarily via an app or subscription program (i.e. Imagine Math). **Root Cause:** Lack of training on how to leverage technology for instruction has not been provided to staff.

Priority Problem Statements

Problem Statement 1: The attendance rate at Mary Martin is below 96%.

Root Cause 1: Systems are not in place to follow up with students with chronic absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 25% of K-3 students are not reading on grade level according to the EOY BAS Assessment.

Root Cause 2: Mary Martin has not focused on analyzing student's specific reading needs therefore intervention isn't always specific to student needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 43% of students did not meet the grade level expectations on the 2023 Math STAAR Assessment. 36% of students did not meet the grade level expectations on the 2023 Reading Assessment.

Root Cause 3: Teachers need support to differentiate instruction for acceleration and enrichment.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 84% of staff feel that they work in an atmosphere where there is mutual respect amongst staff.

Root Cause 4: Relationship building opportunities are limited as a whole campus.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: PLC feedback indicated that increasing staff recognition would promote positivity on campus.

Root Cause 5: A systematic process for staff recognition was not in place.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: 63% of students did not meet the grade level expectations on the 2023 Science STAAR Assessment.

Root Cause 6: Science has not been a focus area at Mary Martin.

Problem Statement 6 Areas: Student Achievement

Goals

Goal 1: Focus on Student Success









Performance Objective 1: By May 2024 85% of K-2 grade students will read on or above grade level as measured by the EOY BAS assessment.









High Priority

Evaluation Data Sources: BAS

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Use BAS running records and other data sources to target students' specific reading needs.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Set clear expectations for administering and scoring BAS assessments through Professional Development.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to administer and score BAS assessments in an aligned manner with fidelity.</p> <p>Staff Responsible for Monitoring: Campus Academic Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: During grade level PLC's student BAS Assessments and/or Essential Standards Formatives will be analyzed to identify the students specific reading need(s) and plan intervention and/or enrichment.</p> <p>Strategy's Expected Result/Impact: Intervention and Enrichment plans for students will be aligned to the students specific reading needs.</p> <p>Staff Responsible for Monitoring: Campus Academic Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 3: Provide professional development for effective small group reading strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will implement strategies that increase reading achievement.</p> <p>Staff Responsible for Monitoring: Administration Team and Vertical Teams</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Sarah Waller Consultant - 199 - Academics - \$6,000</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 1: 25% of K-3 students are not reading on grade level according to the EOY BAS Assessment. Root Cause: Mary Martin has not focused on analyzing student's specific reading needs therefore intervention isn't always specific to student needs.</p> |

Goal 1: Focus on Student Success








Performance Objective 2: By May 2024, 70% of 3rd-5th grade students will achieve meets or higher as measured by the ELAR 2024 STAAR. By May 2024, 60% of 3rd-5th grade students will achieve meets or higher as measured by Math 2024 STAAR.

High Priority

Evaluation Data Sources: Maps, STAAR, Interim Assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: We will set new academic goals based on data as compared to our like schools.

| Strategy 1 Details | Reviews | | | |
|--|---|--|--|--|
| <p>Strategy 1: Use the DuFour model of PLC to unpack an essential standard, determine a common formative assessment, and plan for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will have a clear understanding of the rigor for each essential standard and be able to plan intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Problem Statements: Student Achievement 2</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use a corrective instruction process to analyze interim assessments identifying trends in student misconceptions and determining the root cause, and creating a plan for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Instructional adjustments will be targeted and specific to student misunderstandings.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Provide accelerated learning to students who did not pass their 2022-2023 and ELAR and/or Math STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>ESF Levels: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers and students will set a reading and math goal and progress monitor attainment of goal.</p> <p>Strategy's Expected Result/Impact: Student engagement and ownership will increase with goal setting.</p> <p>Staff Responsible for Monitoring: Campus Academic Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 2: 43% of students did not meet the grade level expectations on the 2023 Math STAAR Assessment. 36% of students did not meet the grade level expectations on the 2023 Reading Assessment. Root Cause: Teachers need support to differentiate instruction for acceleration and enrichment.</p> |













Goal 1: Focus on Student Success

Performance Objective 3: By May 2024, 45% of 5th grade students will achieve meets or higher as measured by the Science 2024 STAAR.

Evaluation Data Sources: MAPS, Interim, and Mastery Checks

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Set new goals based on data as compared to our like schools.

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| <p>Strategy 1: Grade level teams will identify and unpack science essential standards and create an exemplar of mastery. Strategy's Expected Result/Impact: Teachers will have a clear understanding of the rigor of the science essential standards. Staff Responsible for Monitoring: Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide hands on opportunities in science and utilize instructional strategies that increase academic vocabulary. Strategy's Expected Result/Impact: Student achievement in science will increase. Staff Responsible for Monitoring: Administration Team and Vertical Team ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 3: 63% of students did not meet the grade level expectations on the 2023 Science STAAR Assessment. Root Cause: Science has not been a focus area at Mary Martin.</p> |






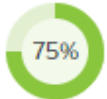






Goal 2: Focus on Students, Parents, and Communities

Performance Objective 1: By May 2024, 80% of parents will feel that they are provided useful information to improve their child's academic progress.

Evaluation Data Sources: Parent Survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Host a Community Engagement Night for Families focused on Curriculum.

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| <p>Strategy 1: Teachers will share specific ways a parent can help their child academically at home through newsletters every six weeks.</p> <p>Strategy's Expected Result/Impact: Parents will have ideas on how to help at home.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teacher and or students will share with parents student goal setting plan and progress in the fall and spring.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and understanding of child's learning at school.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 3: Focus on Operational Excellence

Performance Objective 1: By May 2024 the average daily attendance will increase from 95.53% to 96.5%.

Evaluation Data Sources: Average Daily Attendance

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Attendance Review Committee meet monthly and implement a tiered support system.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Assistant Principal will meet biweekly with PEIMS clerk to identify and monitor students with chronic absences creating a follow-up plan for families.</p> <p>Strategy's Expected Result/Impact: Chronic absenteeism will decrease.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 3: Focus on Operational Excellence

Performance Objective 2: Campus Safe School Team will meet monthly to ensure a safe and secure environment.

Evaluation Data Sources: Parent, student, and staff surveys. Risk Assessments, Discipline Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Campus Safe School Team will meet monthly to ensure a safe and secure environment.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Analyze monthly drills, risk assessments, and areas of concern related to safety processes. Strategy's Expected Result/Impact: Safety measures will be implemented increasing stakeholder safety. Staff Responsible for Monitoring: Counselor | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |












Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: By May 2024, 94% of staff will feel that they work in an atmosphere where there is mutual respect amongst staff.

Evaluation Data Sources: Staff Surveys

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Collaborate with CIL to determine specific next steps regarding mutual respect among staff members.

| Strategy 1 Details | Reviews | | | |
|--|---|--|--|--|
| <p>Strategy 1: Create and implement a schoolwide culture calendar for the year that targets multiple "love languages" and opportunities for team building.</p> <p>Strategy's Expected Result/Impact: Staff will get to know others and feel they are a valued member of a team.</p> <p>Staff Responsible for Monitoring: Administration Team and Sunshine Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Recognize a teacher and staff member of the month and share on social media.</p> <p>Strategy's Expected Result/Impact: Increased staff morale and respect amongst each other.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: 100% of teachers will be provided ongoing and meaningful Professional Development opportunities.








Evaluation Data Sources: Walkthrough Data











Teacher Surveys

Coaching Data and Surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Differentiate coaching based on needs of teachers and content areas,

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: 100% of core content teachers will participate in at least three observation and feedback coaching cycles with instructional leaders.</p> <p>Strategy's Expected Result/Impact: Effective Tier 1 instruction and increased academic achievement</p> <p>Staff Responsible for Monitoring: Administration Team and Instructional Coach.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Analyze walkthrough data to identify trends and opportunities for Professional Development.</p> <p>Strategy's Expected Result/Impact: Effective Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Vertical teams will meet quarterly to monitor and analyze data on their lead measures and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased collaboration amongst the staff and vertical alignment on instructional strategies.</p> <p>Staff Responsible for Monitoring: Administration and Campus Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers will be provided the opportunity to observe teacher once this year.</p> <p>Strategy's Expected Result/Impact: Teachers will engage in professional learning to improve teaching.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | N/A |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |









Goal 5: Focus on Stewardship

Performance Objective 1: By May 2024, 100% of Mary Martin campus funds will be aligned with the mission and vision of the district to achieve campus goals.

Evaluation Data Sources: Budget and Campus Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to align and monitor campus spending with feedback from CIL team.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Monitor budget monthly and gather input from Campus Instructional Leadership to ensure alignment of spending.</p> <p>Strategy's Expected Result/Impact: Increase effective instruction</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Weatherford Independent School District

Seguin Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Juan Seguin Elementary is a Pre-Kindergarten-5th grade Title I, bilingual campus in Weatherford Independent School District. It is one of seven elementary campuses, one of five Title I elementary campuses, and one of three bilingual campuses. Our campus serves bilingual students from prekindergarten through third grade. After third grade, our bilingual students either become ESL students or they move to Ikard Elementary for 4th and 5th grade.

Juan Seguin Elementary is home to seven self-contained special education classrooms. Seven of the self-contained special education classrooms are Alternative Curriculum Classrooms (ACC), serving kindergarten through fifth-grade students. In addition to the self-contained special education classrooms, Juan Seguin Elementary also serves students identified as special education through inclusion and resource settings.

Juan Seguin Elementary is also home to three pre-kindergarten students in a full-day setting, five kindergarten classrooms, five first-grade classrooms, five second-grade classrooms, four third-grade classrooms, four fourth-grade classrooms, and three fifth-grade classrooms. In total, there are 70 instructional teachers/support staff that work with students directly day-to-day. In addition, there are two diagnosticians, a special education coordinator, an LSSP, two occupational therapists, a physical therapist, and three speech therapists who provide services to Seguin students. There is an administrative assistant, an attendance and records specialist, a counselor, a security officer, an assistant principal, and a principal that directly supports teachers, students, and parents. Five food nutrition employees and three custodians ensure the campus is taken care of daily.

Demographics:

Enrollment Numbers: 532

Ethnicity:

White- 52%

Hispanic- 42%

American Indians-.01%

African American- .02%

Multi-Race- .03%

Grade Levels:

PK- 44

K- 80

1- 91

2- 82

3- 71

4- 87

5- 74

ELL: 68

SPED: 152

At-Risk: 239

Economically Disadvantaged: 366

Migrant, Homeless, Gender, Foster Care, etc.:

Homeless-0 students

Foster- 12 students

Demographics Strengths

- High diversity
- Multiple programs on campus including ACC, PK, and Bilingual
- Increased attendance by 1% from previous year. 93.86% total
- Title 1 program
- Increased population by 120 students from BOY to EOY

Problem Statements Identifying Demographics Needs

Problem Statement 1: Seguin Elementary continues to have lower attendance rates weekly. **Root Cause:** There has been no consistency with following up with families when students are chronically absent.

Student Achievement

Student Achievement Summary

MAPS Growth:

- 1: 77% Reading; 71% Math
- 2: 78% Reading; 53% Math
- 3: 76% Reading; 73% Math
- 4: 72% Reading; 69% Math
- 5: 89% Reading; 74% Math

STAAR 2022-2023:

Math-

3rd: 75%/42%/22% (+16%/+9%/+11%)
4th: 61%/42%/26% (+0%/+10%/+9%)
5th: 76%/47%/25% (+1%/-4%/+5%)

Reading-

3rd: 77%/50%/31% (+7%/+16%/+18%)
4th: 79%/42%/15% (+15%/+7%/+5%)
5th: 85%/57%/36% (+4%/+7%/+16%)

Science-

5th: 73%/50%/23% (-4%/+11%/+6%)

TELPAS 2022-2023:

Same/Lower Level-

48%

1 Level Up-

50%

2 Levels Up-

2%

3 Levels Up

0%

Percentage Met Yearly Progress-

52% (up 18% from 2020-2021)

BAS EOY:

- K: 72%
- 1: 64%
- 2: 76%
- 3: 77%
- 4: 55% (not all students)

Student Achievement Strengths

- PLT with Interventionist and Inclusion/Resource are targeted instruction
- Planning of small groups in PLC with interventionist
- ACC teachers developing grade level assessment
- Student growth in MAPS
- Increased use of PLC time to gather and analyze data for student needs

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not reaching their full potential on math district and state assessments. **Root Cause:** Clear expectations regarding the implementation of WISD curriculum with fidelity were not in place.

School Culture and Climate

School Culture and Climate Summary

Administration and PTA provide three-week treats to all staff to help support staff culture. Our sunshine committee also helped to set up various potlucks for staff to participate in. Brownstone Church, Northside Baptist Church, Adam Friend, and other community volunteers provided treats throughout the school year for our staff.

We started PBIS Roo Proud Stamps and when classes earned 100 (to start with) and then 200 stamps, they would get class rewards. After meeting with the PBIS committee in May 2023, it was determined that we would move to the use of tickets for students to receive incentives. These incentives will be used weekly and every six weeks.

School Culture and Climate Strengths

- Weekly newsletter for staff
- Increased communication
- Effective use of staff meetings
- Focused on staff feedback
- Use staff input for decision making and program/scheduling changes
- School Readiness Skills available

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There continues to be consistent behavior concerns across grade levels. **Root Cause:** Lack of appropriate professional development to build content knowledge and skills to apply in the classroom

Problem Statement 2: There was a lack of fidelity in implementation with the use of the PBIS campus system. **Root Cause:** The plan was rolled out to teachers at the beginning of the year though with various circumstances, was not as effective as it could have been.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Seguin Elementary in 2023-2024, there are 13 new teachers which is 20% of our staff and all paras are returning for the school year. We are currently awaiting our campus staff survey.

2 teachers resigned due to health issues, 1 teacher is homeschooling, 3 are moving with a family, and 3 are moving to other opportunities on other campuses in and out of the district.

With the new hires, only 1 of the 13 will be first-year teachers.

New teachers participate in district-provided onboarding and professional development tailored to district needs. At the campus level, teachers are provided with campus-based professional development. In addition, new teachers are assigned a campus mentor (called a Roomate) to build organizational confidence. New for 2023-2024, WISD will offer paid mentors for new teachers. Seguin will continue to have a full-time instructional coach.

To compete with surrounding districts, WISD provides a stipend for bilingual teachers.

Staff Quality, Recruitment, and Retention Strengths

- Great team support and collaboration within grade-level teams
- The mentor program has been helpful
- Campus coach has helped to break down difficult tasks into manageable chunks
- Small class sizes
- Administration support has increased on campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 83% of staff felt that they were able to collaborate within and across teams. **Root Cause:** There was no strategic plan for vertical alignment for collaboration across grade levels.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers participate weekly in grade-level PLCs. Teachers focus on the DuFour's four critical questions of PLC as well as district assessments, formative assessments, upcoming TEKS, curriculum planning, and professional learning.

Personalized Learning Time (PLT) is provided daily to focus on academic needs tailored to each student.

Programs such as dyslexia and special education are provided to qualifying students.

Curriculum, Instruction, and Assessment Strengths

- Stemscoapes flow
- Story Works has been a great addition to shared reading
- IXL is a great resource for 4th and 5th and we would like to have it for all the campus
- Bridge the Gap and LLI has been great resources for intervention
- Curriculum coordinators would meet at various times during PLCs

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are not implementing the curriculum with fidelity. **Root Cause:** A system for ongoing PD is not in place.

Parent and Community Engagement

Parent and Community Engagement Summary

Seguin Elementary to keep parents and community engaged by sending out 6 newsletters on SMORE that ranged from CIP information to six weeks updates and important EOY information. The school used Facebook and worked to post at least twice weekly happenings on campus. Parents were welcomed to eat lunch with students and were invited to 6 events on campus to engage with their student(s).

Parent and Community Engagement Strengths

- Career Day was a huge success
- Administrative support with any type of conflict
- Book fairs were successful with teacher/parent relationships
- Parent conferences were scheduled and 75% of parents attended
- Seguin held 3 events for families

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all families were engaged in the various after-school event provided. **Root Cause:** Logistics and information were not shared in a timely manner.

Problem Statement 2: Parents lack knowledge of how to help students bridge the classroom to the home. **Root Cause:** There was no comprehensive plan to ensure high levels of support for parents.

School Context and Organization

School Context and Organization Summary

Seguin Elementary surveys staff by using a planning guide for the next year that asks for specific feedback. In PLCs, feedback is also gleaned on different processes/procedures that are being implemented. The master schedule was sent out the last week of school to ensure that feedback could be received before summer break. Also, the class articulator was used in helping to build next year classes utilizing data. Teachers are able to identify struggling learners, as well as those who need acceleration, during PLCs with data digs. While there is positive culture, not all staff always followed set expectations. There is a staff resource guide located in google drive that will continue to be adapted as needed.

School Context and Organization Strengths

- MAPs give us great data to track and support student growth
- UIL is a way to extend learning for students
- Power Hour was successful on the campus
- Teachers have input in decision making
- Smore was helpful for the weekly newsletter

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers have not been afforded the opportunity to plan and collaborate with vertical alignment. **Root Cause:** There was not a strategic plan put into place to allow vertical alignment during the year.

Technology

Technology Summary

At Seguin Elementary, we are at 95% with technology. 3rd-5th are 1:1 due to the online testing expectations. 2nd grade shares computers and PK-1st have iPads that are utilized in their classrooms.

Technology Strengths

- 3rd-5th 1:1 with chromebooks
- 2nd is almost 1:1 with chromebooks
- K-1st have ipads
- 95% of school has devices
- Professional development for computer lab paraprofessional

Goals

Goal 1: Focus on Student Success





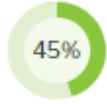






Performance Objective 1: In Domain 1, the percentage of all students will increase to 82% approaches, 56% meets, and 26% masters on A-F Accountability by May 2024.

Evaluation Data Sources: STAAR Accountability

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Look at the makeup of all grade levels and make changes accordingly.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm the expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments from targeted small groups which will impact EOY data.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Coach Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Scholastic Reading Materials - 211 - Title I, Part A - \$3,400</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Focus on 1 dimension every 3 weeks to ensure high level of understanding with teachers. Feedback based on the specific domain will be shared with teachers during PLCs and individual meetings.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction through PD to impact student success measures.</p> <p>Staff Responsible for Monitoring: Administration Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Teachers will attend PD focused on providing resources and tools to reach the rigor of the standard, preparing students for STAAR 2.0 format.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content tested subjects.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers will receive targeted PD on tools, resources, and strategies to help students with short and extended constructed responses.</p> <p>Strategy's Expected Result/Impact: Increased student performance in reading.</p> <p>Staff Responsible for Monitoring: Administrators Coach Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Sarah Waller - 211 - Title I, Part A - \$8,750, Substitutes - 211 - Title I, Part A - \$4,543</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide intentional intervention to support students to make a year's worth of growth according to STARR 2.0.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all core subject areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Interventionist - 211 - Title I, Part A - \$150,771</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: Build instructional knowledge in teachers through PLCs and campus walks.</p> <p>Strategy's Expected Result/Impact: Increased alignment in curriculum across grade levels and increased student mastery of TEKS.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Teachers will bring student artifacts to PLC after CFA or other assessments to analyze and plan targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increased success on students mastering skills.</p> <p>Staff Responsible for Monitoring: Administrators Coach Teach</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Ensuring students have access to online curriculum.</p> <p>Strategy's Expected Result/Impact: Increased mastery of skills through online practice</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: iPads - 211 - Title I, Part A - \$1,600, Learning A-Z - 211 - Title I, Part A - \$2,432</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Goal 1: Focus on Student Success

Performance Objective 2: The percentage of students will increase on Science STAAR to 80% approaches, 48% meets, and 23% masters by May 2024.

Evaluation Data Sources: STAAR Science Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Change of staff and ensuring skills and TEKS are understood to progress learning.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will attend PD focused on providing resources and tools to reach the rigor of the standard, preparing students for STAAR 2.0 format.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students approaching, meeting, and mastering the STAAR test.</p> <p>Staff Responsible for Monitoring: Administrators Coach Teachers</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 3rd-5th grade teachers will unpack readiness skills for science for their grade level. Data will be tracked and analyzed in PLCs.</p> <p>Strategy's Expected Result/Impact: Vertical alignment and increased rigor in science K-5.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Providing support to science teachers to ensure that TEKS are understood, data is analyzed, and small groups target intervention and acceleration are planned accordingly.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all grade levels in mastery of science TEKS.</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |








Goal 1: Focus on Student Success

Performance Objective 3: The percentage of closing the gap score will increase to 70/84 possible points in Domain 3.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Understanding student population that is testing and how it impacts the campus.

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|---|---|
| Strategy 1: EB strategies will be a focus in PLCs for math and reading to then be planned and implemented into plans. Strategy's Expected Result/Impact: Increased performance in all content areas Staff Responsible for Monitoring: Admin during observations Teachers, Coach in PLC | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: Focus on Students, Parents, and Communities

Performance Objective 1: 80% of families will utilize tools and resources to help bridge the learning for student's goals from school to home.

Evaluation Data Sources: Parent Surveys
Teacher Surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Ensuring parents are aware of the resources and how students can login at home.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Renew annual subscriptions for online and paper resources that students can access any time. Strategy's Expected Result/Impact: Increased access and practice of reading, math, and science after instructional days. Funding Sources: Reading A-Z and Scholastic Storyworks - 211 - Title I, Part A - \$1,259</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Kindergarten-5th grade students will utilize IXL for intervention and acceleration. Strategy's Expected Result/Impact: Increased student performance in content areas Staff Responsible for Monitoring: Administration Coach Teachers Funding Sources: IXL - 211 - Title I - School Improvement Grant - \$6,600</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The school will provide manipulatives and resources to help students continue to practice skills learned in the classroom Strategy's Expected Result/Impact: Increased student performance in skills being practiced. Funding Sources: - 211 - Title I, Part A - \$2,249</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | N/A | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |









Goal 2: Focus on Students, Parents, and Communities

Performance Objective 2: Seguin Elementary will host 4 family events and attendance will grow by 10% overall.

Evaluation Data Sources: Parent Surveys
Family Engagement Sign In Attendance Sheets

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Awaiting feedback from survey to schedule

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Seguin will host multiple family events to support parents at home.</p> <p>Curriculum Night Bingo and Book Fair Craft Fair Science Night</p> <p>Strategy's Expected Result/Impact: Families will be given opportunities to connect school to their home. Staff Responsible for Monitoring: Parent Involvement Committee Administrators</p> <p>Funding Sources: Family Engagement - 211 - Title I, Part A - \$480</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |









Goal 3: Focus on Operational Excellence

Performance Objective 1: By May 2024, 100% safe school team meetings will be conducted with analysis of drills and campus assessments conducted.

Evaluation Data Sources: Parent Surveys
 Student Surveys
 Teacher Surveys
 Risk Assessment Data
 Skyward Discipline Referral Data

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to conduct drills and discuss drills prior, during and post for feedback.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Implement and analyze a monthly drill calendar for safety.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students and staff who feel that Seguin ensures a safe environment.</p> <p>Staff Responsible for Monitoring: CSO Administrators</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: By May 2024, 80% of Seguin teachers will be retained through professional development.

Evaluation Data Sources: Retention %
Staff Survey

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to ensure staff is getting adequate PD that is beneficial and targets goals for the classroom.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Instructional leaders will provide coaching throughout the year to all core content teachers to ensure that research based strategies are implemented into Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase high quality instruction</p> <p>Staff Responsible for Monitoring: Coach Administrators</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge through effective PD</p> <p>Staff Responsible for Monitoring: Administrators Coach</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Vertical alignment will be planned 4 times throughout the school year to ensure collaboration within and across teams at Seguin.</p> <p>Strategy's Expected Result/Impact: Strategies and instructional methods will be vertically aligned through content.</p> <p>Staff Responsible for Monitoring: Administrators Coach Teachers</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: By May 2024, 80% of Seguin teachers will be retained through staff recognition.

Care carts during the year

Community Sponsors

Weekly spotlights with staff of the week

Evaluation Data Sources: Retention %
Staff survey

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: In June, there was 90% retention and will continue.









Goal 5: Focus on Stewardship

Performance Objective 1: 100% campus funds will be utilized according to the campus plan.

Evaluation Data Sources: Budget
Campus Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Will continue to ensure budgets aligns with CIP.

| Strategy 1 Details | Reviews | | | |
|--|---|---|--|--|
| Strategy 1: Monitor budget closely to ensure money is being spent to support campus goals. Strategy's Expected Result/Impact: Increase effective instruction Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  25% |  65% |  100% |  100% |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Weatherford Independent School District

Wright Elementary

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students

Value Statement

1. We value and respect all students, employees, parents, partners, and our community.
2. We demonstrate visionary leadership.
3. We engage in and promote personal and organizational learning.
4. We make data-driven decisions.
5. We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bill Wright Elementary is located in Weatherford, Texas and is part of the 6A Weatherford Independent School District. WISD is the largest district in our county. Wright is a Title I school-wide bilingual campus and is one of seven elementary campuses in our district. Wright is one of the three elementary bilingual campuses in our district. Our staff consists of approximately 75 staff members. Our bilingual teachers are bilingual certified. In addition to classroom teachers and paraprofessionals, we also have a music teacher, a PE teacher, a librarian, three Instructional Support Teachers, two full time special education teachers, one shared G/T teacher, two dyslexia teachers, a principal, an assistant principal, instructional coach, and a counselor. Bill Wright also houses the Brazos River Regional Day-School Program (BRDSP) for the deaf and hard of hearing which serves approximately 20 students from 11 school districts. The cafeteria team is 5 members strong and the custodial staff has up to 4 members. We have approximately 580 students. Of our total student population, 58% of our students are white and 35% of our students are Hispanic. Of our total school population, 24% of our students are identified as SPED, 19% of our students are identified as LEP, 56% of our students are identified as economically disadvantaged, and 44% are identified as being at-risk. We partner with several members of the community to support our students. Business partners include: Buffalo Rental, and Texas Bank. We partner with Northside Baptist, Grace Presbyterian, Christ Chapel, and Brownstone churches. Our PTA supports parent and student activities throughout the year with family nights and campus programs.

Demographics Strengths

Our community and school district are both supportive of our students, staff, and parents. The Regional Day School for the Deaf and hard of hearing provides a joint effort to support students in educational programs at Bill Wright Elementary. With Title One support, Bill Wright Elementary is able to assist learning at home and education for our parents. First United Methodist church provides our families in need with food for the weekends.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Title one percentage decreased 11% during the 2022-2023 school year. **Root Cause:** New neighborhoods being built in the campus school zone raised the median income of households zoned for Wright Elementary.

Reading BAS BOY and EOY

| | BOY | | | | EOY | | | |
|--------|-----|------|-------|--------|-----|------|-------|--------|
| | DNM | App. | Meets | Masts. | DNM | App. | Meets | Masts. |
| Kinder | 47% | 20% | 17% | 16% | 17% | 15% | 14% | 54% |
| 1st | 34% | 13% | 15% | 38% | 34% | 5% | 13% | 48% |
| 2nd | 25% | 9% | 16% | 51% | 19% | 1% | 11% | 69% |
| 3rd | 24% | 12% | 11% | 53% | 30% | 1% | 13% | 50% |

Reading MAPS

| | BOY | | | | EOY | | | |
|-----|-----|------|-------|--------|-----|------|-------|--------|
| | DNM | App. | Meets | Masts. | DNM | App. | Meets | Masts. |
| 1st | 39% | 61% | 31% | 10% | 37% | 63% | 35% | 12% |
| 2nd | 24% | 76% | 32% | 14% | 21% | 79% | 52% | 23% |
| 3rd | 36% | 64% | 31% | 10% | 25% | 75% | 44% | 19% |
| 4th | 29% | 71% | 38% | 18% | 25% | 75% | 36% | 19% |
| 5th | 26% | 74% | 35% | 11% | 22% | 78% | 42% | 22% |
| ALL | 31% | 69% | 33% | 13% | 26% | 74% | 42% | 19% |

*approaches includes meets and masters in percentages, meets includes masters in percentages.

Math MAPS

| | Fall | | | | Spring | | | |
|-----|------|------|-------|--------|--------|------|-------|--------|
| | DNM | App. | Meets | Masts. | DNM | App. | Meets | Masts. |
| 1st | 38% | 62% | 28% | 12% | 34% | 66% | 32% | 16% |
| 2nd | 32% | 68% | 29% | 8% | 36% | 64% | 28% | 6% |
| 3rd | 45% | 55% | 15% | 6% | 40% | 60% | 32% | 10% |
| 4th | 32% | 68% | 33% | 13% | 36% | 64% | 31% | 13% |
| 5th | 26% | 74% | 49% | 11% | 13% | 87% | 49% | 14% |
| ALL | 35% | 65% | 31% | 10% | 32% | 68% | 34% | 12% |

*approaches includes meets and masters in percentages, meets includes masters in percentages.

Science MAPS

| | Fall | | | | Spring | | | |
|-----|------|------|-------|--------|--------|------|-------|--------|
| | DNM | App. | Meets | Masts. | DNM | App. | Meets | Masts. |
| 5th | 26% | 74% | 16% | 2% | 24% | 76% | 40% | 10% |

Math Projected Growth Measures

| English | | Spanish | |
|-----------|------|---------|-----|
| | Met_ | | Met |
| 1st | 56% | 1st | 41% |
| 2nd | 55% | 2nd | 27% |
| 3rd | 75% | 3rd | 77% |
| 4th | 47% | | |
| 5th | 49% | | |
| All(E) | 56% | All (S) | 48% |
| All (E+S) | 55% | | |

Reading Projected Growth Measures

| English | | Spanish | |
|-----------|-----|---------|-----|
| | Met | | Met |
| 1st | 72% | 1st | 41% |
| 2nd | 76% | 2nd | 43% |
| 3rd | 65% | 3rd | 77% |
| 4th | 56% | | |
| 5th | 61% | | |
| All (E) | 66% | All (S) | 54% |
| All(E +S) | 60% | | |

Math Interim

| | Fall | | | | Spring | | | |
|---------|------|------|-------|-------|--------|------|-------|-------|
| | DNM | App. | Meets | Mast. | DNM | App. | Meets | Mast. |
| 3rd | 62% | 38% | 5% | 3% | 61% | 33% | 14% | 6% |
| 4th | 15% | 85% | 47% | 21% | 15% | 85% | 53% | 25% |
| 5th | 13% | 87% | 43% | 12% | 14% | 86% | 49% | 15% |
| 3rd (S) | 50% | 50% | 5% | 1% | 50% | 50% | 8% | 1% |
| ALL | 25% | 75% | 33% | 13% | 32% | 68% | 36% | 14% |

Reading Interim:

| | Fall | | | | Spring | | | |
|---------|------|------|-------|-------|--------|------|-------|-------|
| | DNM | App. | Meets | Mast. | DNM | App. | Meets | Mast. |
| 3rd | 37% | 63% | 28% | 8% | 33% | 67% | 28% | 10% |
| 3rd (S) | 51% | 49% | 9% | 1% | 48% | 52% | 20% | 11% |
| 4th | 29% | 71% | 39% | 20% | 22% | 78% | 51% | 28% |
| 5th | 25% | 75% | 38% | 16% | 28% | 72% | 44% | 22% |
| ALL | 32% | 68% | 32% | 13% | 29% | 71% | 39% | 19% |

Science Interim

| | Fall | | | | Spring | | | |
|-----|------|------|-------|-------|--------|------|-------|-------|
| | DNM | App. | Meets | Mast. | DNM | App. | Meets | Mast. |
| 5th | | | | | 51% | 49% | 19% | 8% |

STAAR 2023

Student Achievement Strengths

Kindergarten met the EOY goal with 83% of students reading on or above grade level according to BAS.

2nd grade met the EOY goal with 81% of students reading on or above grade level according to BAS.

1st -5th grades all showed increases in percentages for Approaches, Meets, and Masters according to the EOY Reading MAPS assessment.

5th grade Science showed increased in percentages for Approaches, Meets, and Masters according to the EOY Science MAPS assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Grade level percentage of students meeting their expected growth for 1st -5th grades in math were below 65%. **Root Cause:** Teacher PD was not provided in a timely manner resulting in gaps in foundational skills.

Problem Statement 2 (Prioritized): 1st-grade students who are not on grade level are not progressing at the same rate as their peers. **Root Cause:** Focus has been on enrichment for on-level students.

Problem Statement 3 (Prioritized): 15% of students achieved masters in grades 3-5 on the Math STAAR 2023. **Root Cause:** Focus was on students meeting approaches.

Problem Statement 4 (Prioritized): 14 % of students achieved masters in grades 3-5 on the Reading STAAR 2023. **Root Cause:** Focus was on students meeting approaches.

Problem Statement 5 (Prioritized): 5% of students achieved masters in grades 3-5 on the Science STAAR 2023/m **Root Cause:** Focus was on students meeting approaches.

School Culture and Climate

School Culture and Climate Summary

Staff Culture and Climate

Our campus provided opportunities for staff to participate in various leadership roles through team leadership, mentoring, providing campus based professional development during faculty meetings and professional development days, a behavior committee, an attendance committee, a parent involvement committee, a campus culture and climate committee, and safety team. These committees meet regularly on teacher work days to design and plan campus events based on the current needs of our faculty and staff. Monthly the staff culture and climate committee host an on campus and off campus staff event for team building created by each grade level or team.

Instructional coaching is offered to support classroom instruction and target growth as identified through T-Tess and classroom observations using the Get Better Faster coaching model.

Behavior support is provided to classrooms through campus administration, counselor, special programs, and the BESST team. Throughout the school year, classroom management and behavior strategies are modeled and provided for classroom teachers to implement. IDEAL and engine plate professional development training was delivered to staff during faculty meetings.

Staff satisfaction survey results pending

Students

Counselor guidance lessons, parent opt-in curriculum: suicide prevention (grades 3-5), substance abuse and drug prevention, bullying prevention, human trafficking (“stranger danger”, 5th grade)

- Office Referrals by grade level students: K- 14, first- 10, second- 7, third- 7, fourth- 7, fifth- 14
- Office referrals per grade total: K- 64, first- 32, second- 10, third- 75, fourth- 8, fifth- 40
- Office referrals by topic: instructional disruption

60 students total with discipline referrals
10 students with 5 or more referrals

2 outliers- high need students

Demographics of student referrals: 97% white, 3% multi-race

Location:

111 referrals in classroom (92 recurring from high need students)

20 referral on the bus

13 in the hallway

16 in the gym

7 in the bathroom

BESST Team has supported 3 students during the 2022-2023 school year.

School Culture and Climate Strengths

100% of instructional staff participated in a coaching cycle.

Culture and Climate team planned staff events each month.

PTA/Campus hosted 2 campus events per month for families.

376 members of PTA, including 100% of staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Individual staff perception causes differences in office referral language and seriousness of the offense. **Root Cause:** Discipline and referral expectations are not clearly defined.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff development and supports:

- PD Days
- Work Days
- PLC
- Mentor program
- Instructional Coaching

Professional Development Days by Curriculum and Instruction (5 PD days and 5 work days) to Big Picture Plan curriculum in ELA, Math, and Science are provided at the district and campus levels.

Instructional Coaching is available on campus for support in curriculum, lesson planning, instructional strategies, PLC's, modeling lessons, co-teaching, observations, feedback sessions, and team meetings.

MENT program that offers Mentor support for new to the district teachers. We had 4 mentors on campus to support our 14 new teachers.

PLC meetings happen weekly to analyze data, TEKS, and curriculum documents

Team Leads provide communication for the campus and provide input for campus decision making.

Teachers led break-out sessions during one of the PD days on campus in December.

District survey-79% of new teachers found the MENT program to be impactful. Data collected from a 1-5 scale. Scores were calculated from a 3 and above on a scale of 1-5.

Campus: 2/6 found the program to not be helpful, 2/6 found it to be somewhat helpful, and 1/6 found it to be helpful.

Staff Absences - 593 absences - 5% of all staff attendance days

Staff Quality, Recruitment, and Retention Strengths

Staff development and supports:

- PD Days
- Work Days
- PLC
- Mentor program
- Instructional Coaching

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Campus wide discipline referral expectations are not clearly defined. **Root Cause:** Discipline referrals are subject to staff perception and importance of each event.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

- Power Hour
- PD Days
- PLC
- Campus PD
- PLT
- Assessments - Formative Assessments, MAPS, CBAs, and BAS
- Student Achievement Curriculum
- Grade-Level Music Programs
- MHMR counseling services on campus

Power Hour - After-school tutoring program for 60 days. Grant Funded

5 PD days are built into the WISD calendar and agendas are specific for grade levels
Curriculum coordinators are available and provide grade level-specific PD during PLC time, as needed.

45 minutes of PLT - Personalized Learning time is provided daily for students to receive extension and intervention instruction based on assessment data.

PLCS: Utilizing the four guiding questions during PLCs

- What do we want all students to know or do?
- How will we know if each student has mastered the focus standard?
- How will we respond to students that have not yet mastered the focus standard?
- How will we respond to students who already show mastery?

Assessments:

- Beginning, Middle, and End of year assessments are given through NWEA MAPS to assess a student's achievement level and individual student growth.
- Curriculum Based Assessments are given at the end of each unit to assess knowledge and skills attained to drive intervention and reteach opportunities.
- Formative Assessments: Teachers make standards-based formative assessments along with an exemplar. Teachers utilized formative assessments

to guide instruction, intervention, and rigor of Tier 1 teaching.

- BAS Reading assessments are given 3 times a year - this leveled reading data drives guided reading group instruction

Data: Teachers track reading and math data in their data binders. This data is brought to weekly PLCs and used to make data-driven decisions for instruction.

Junior achievement curriculum for grades 2-4

Curriculum, Instruction, and Assessment Strengths

- Power Hour
- PD Days
- PLC
- Campus PD
- PLT
- Assessments - Formative Assessments, MAPS, CBAs, and BAS
- Student Achievement Curriculum
- Grade-Level Music Programs
- MHMR counseling services on campus

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a lack of PD in core content areas except ELA. **Root Cause:** Reading scores have historically been lower than other content.

Parent and Community Engagement

Parent and Community Engagement Summary

PTA - 100% of faculty and staff participation

Dojo communication is used in all classrooms.

Parent Nights - 2 events

- Open House is the Fall
- Spring Parent Night

PTA Monthly Events

Parent Survey Results

- I feel welcome at my student's school - 78% Always
- I am treated with respect at this school - 85% Always
- I feel welcome at parent meetings and parent conferences - 86% Always
- Staff at this school consult me and other families before making important decisions - 51% Always or 10% NA
- The campus principal, administrator, or teacher are available to me when needed - 64% Always - 30% Almost Always
- I can talk to a school counselor when I need to - 57% Always or 22% NA
- The front office staff at campuses and departments are friendly and helpful - 83% Always
- It is easy to get a translator if I need one - 17% Always or 78% NA

95.1% of parents who responded indicated that they feel that they have access to and understand how to use materials so they can help their student with learning standards at home.

Parent and Community Engagement Strengths

PTA - 100% of faculty and staff participation

Dojo communication is used in all classrooms.

Parent Nights - 2 events

- Open House is the Fall
- Spring Parent Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 40% of parents do not feel like they receive adequate communication from classroom teachers regarding academic progress. **Root Cause:** Student grades are posted in Skyward at three and six week intervals.

School Context and Organization

School Context and Organization Summary

Roles and responsibilities - HUB, Newsletter, Campus Calendar, PLC calendar, Remind, EOP, ERT, CIT

Technology:

- Grades 3-5 are 1:1 with Chromebooks

School Context and Organization Strengths

95.1% of parents know how to help their students.

Community partnerships

2 Parent events per month

Wright PTA with 379 members.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Turnover rate has caused a gap in understanding school-wide processes and procedures. **Root Cause:** Campus lacks vertical alignment teams.

Technology

Technology Summary

Roles and responsibilities - HUB, Newsletter, Campus Calendar, PLC calendar, Remind, EOP, ERT, CIT

Technology:

- Grades 3-5 are 1:1 with Chromebooks

Technology Strengths

Technology:

- Grades 3-5 are 1:1 with Chromebooks

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus funds are used to purchase technology. **Root Cause:** District has an 85% saturation rate.

Priority Problem Statements

Problem Statement 1: Grade level percentage of students meeting their expected growth for 1st -5th grades in math were below 65%.

Root Cause 1: Teacher PD was not provided in a timely manner resulting in gaps in foundational skills.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Individual staff perception causes differences in office referral language and seriousness of the offense.

Root Cause 2: Discipline and referral expectations are not clearly defined.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: 40% of parents do not feel like they receive adequate communication from classroom teachers regarding academic progress.

Root Cause 3: Student grades are posted in Skyward at three and six week intervals.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Turnover rate has caused a gap in understanding school-wide processes and procedures.

Root Cause 4: Campus lacks vertical alignment teams.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: 1st-grade students who are not on grade level are not progressing at the same rate as their peers.

Root Cause 5: Focus has been on enrichment for on-level students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 15% of students achieved masters in grades 3-5 on the Math STAAR 2023.

Root Cause 6: Focus was on students meeting approaches.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: 14 % of students achieved masters in grades 3-5 on the Reading STAAR 2023.

Root Cause 7: Focus was on students meeting approaches.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: 5% of students achieved masters in grades 3-5 on the Science STAAR 2023/m

Root Cause 8: Focus was on students meeting approaches.

Problem Statement 8 Areas: Student Achievement

Goals









Goal 1: Focus on Student Success

Performance Objective 1: By May 2024 75 % of students in Kindergarten, 1st grade and 2nd grades will meet grade-level expectations according to EOY BAS.

Evaluation Data Sources: EOY BAS

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Goal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: During PLC Guided Reading Levels will be tracked and reviewed for progress monitoring to develop small-group intervention strategies.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Sarah Waller - 211 - Title I, Part A - \$5,000, Substitutes - 211 - Title I, Part A - \$1,000, Supplies - 211 - Title I, Part A - \$570.56, Intervention Teachers - 211 - Title I, Part A - \$112,489, Substitutes - 211 - Title I, Part A - \$1,098, IXL Learning - 211 - Title I, Part A - \$4,728, Guided Reading Sets - 211 - Title I, Part A - \$982, Book sets - 211 - Title I, Part A - \$700</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.</p> <p>Strategy's Expected Result/Impact: All students will have academic success.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Computers - 211 - Title I, Part A - \$7,900.75, Intervention Staff - 211 - Title I, Part A - \$112,489</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Grade level percentage of students meeting their expected growth for 1st -5th grades in math were below 65%. **Root Cause:** Teacher PD was not provided in a timely manner resulting in gaps in foundational skills.

Problem Statement 2: 1st-grade students who are not on grade level are not progressing at the same rate as their peers. **Root Cause:** Focus has been on enrichment for on-level students.

Goal 1: Focus on Student Success

Performance Objective 2: By May 2024 65 % of students in 1st -5th grade will meet student growth expectations according to EOY Math MAPs.

Evaluation Data Sources: EOY Math MAPs

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase percentage of students meeting growth expectations

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: During PLC, PD for Math curriculum will be provided, student achievement will be tracked, and interventions will be designed by reviewing teacher formative assessment data.</p> <p>Strategy's Expected Result/Impact: Student growth achievement will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, Curriculum Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Intervention Teachers - 211 - Title I, Part A - \$112,489, Math Resources - 211 - Title I, Part A - \$3,402, IXL Learning - 211 - Title I, Part A - \$4,728, Chromebook - 211 - Title I, Part A - \$7,901</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers are engaged in providing students with timely interventions throughout the year. All teachers use a student tracking system that includes assessment information to monitor individual student progress and the intensity and schedule of interventions. Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.</p> <p>Strategy's Expected Result/Impact: All students will have academic growth.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Supplies - 211 - Title I, Part A - \$570.46, Intervention Staff - 211 - Title I, Part A - \$112,489</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

Student Achievement









Problem Statement 1: Grade level percentage of students meeting their expected growth for 1st -5th grades in math were below 65%. **Root Cause:** Teacher PD was not provided in a timely manner resulting in gaps in foundational skills.

Goal 1: Focus on Student Success

Performance Objective 3: By May 2024, students in 3rd -5th grade will achieve 83% approaches, 50% meets, and 26% masters according to STAAR Reading 2024.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue goal and strategies.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Students will participate in and track their progress in targeted intervention groups during Personalized Learning time including activities provided by gifted and talented teachers, Amplify, LLI, and small group instruction.</p> <p>Strategy's Expected Result/Impact: Percentage of students achieving meets or masters on the Math STAAR test in 2024 will increase.</p> <p>Staff Responsible for Monitoring: Teachers, Intervention teachers, GT teacher, administrators</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Reading Materials - 211 - Title I - School Improvement Grant - \$9,500, Intervention Teachers - 211 - Title I, Part A - \$112,489, Amazon supplies - 211 - Title I, Part A - \$49, Headphones - 211 - Title I, Part A - \$561, IXL Learning - 211 - Title I, Part A - \$4,728, Chromebooks - 211 - Title I, Part A - \$7,901, Guided Reading Sets - 211 - Title I, Part A - \$982, Book Sets - 211 - Title I, Part A - \$700</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 4: 14 % of students achieved masters in grades 3-5 on the Reading STAAR 2023. Root Cause: Focus was on students meeting approaches.</p> |





Goal 1: Focus on Student Success


Performance Objective 4: By May 2024, students in 3rd -5th grade will achieve 80% approaches, 65% meets, and 26% masters according to STAAR Math 2024.


Evaluation Data Sources: STAAR Scores


Summative Evaluation: Some progress made toward meeting Objective


Next Year's Recommendation: Continue goal and strategies.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Students will participate in and track their progress in targeted intervention groups during Personalized Learning time including activities provided by gifted and talented teachers, Zearn, Imagine Math, and small group instruction.</p> <p>Strategy's Expected Result/Impact: Percentage of students achieving meets or masters on the Math STAAR test in 2024 will increase.</p> <p>Staff Responsible for Monitoring: Teachers, Intervention teachers, GT teacher, administrators</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Intervention Staff - 211 - Title I, Part A - \$112,489, Fraction Tiles, Graph paper, dry erase boards and markers - 211 - Title I, Part A - \$478, Headphones - 211 - Title I, Part A - \$561, Lonestar Math - 211 - Title I, Part A - \$812, Math Fluency Kits - 211 - Title I, Part A - \$1,158, IXL Learning - 211 - Title I, Part A - \$4,728</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 3: 15% of students achieved masters in grades 3-5 on the Math STAAR 2023. Root Cause: Focus was on students meeting approaches.</p> |









Goal 1: Focus on Student Success

Performance Objective 5: By May 2024, students in 3rd -5th grade will achieve 75% approaches, 35% meets, and 15% masters according to STAAR Science 2024.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Additional focus on Science instruction is recommended.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: PLC conversation will include a focus on the Readiness TEKS for Science in grades 2-4 by building a connection between how the TEK is taught and how it is tested.</p> <p>Strategy's Expected Result/Impact: Student achievement in all areas will increase.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Problem Statements: Student Achievement 5</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 5 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 5: 5% of students achieved masters in grades 3-5 on the Science STAAR 2023/m Root Cause: Focus was on students meeting approaches.</p> |










Goal 2: Focus on Students, Parents, and Communities

Performance Objective 1: 75% of parents will feel like they receive adequate communication from classroom teachers regarding academic progress.

Evaluation Data Sources: WISD Parent Survey


Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal to next school year

| Strategy 1 Details | Reviews | | | |
|---|--|---|---|---|
| <p>Strategy 1: Classroom teachers will enter two grades per week into the Skyward online gradebook. Strategy's Expected Result/Impact: 75% of student families will feel that students' academic progress in adequately communicated via Skyward. Staff Responsible for Monitoring: Administrator, Instructional Coach, Teachers, PIEMS Clerk</p> <p>Title I: 4.1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will communicate with parents and families when new grades are entered into the online gradebook. Strategy's Expected Result/Impact: 75% of student families will feel that students' academic progress in adequately communicated via Skyward. Staff Responsible for Monitoring: Administrator, Instructional Coach, Teachers, PIEMS Clerk</p> <p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Engagement Nights - 211 - Title I, Part A - \$2,250</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Parents will partner with the classroom by supporting students reading, math and science at home. Strategy's Expected Result/Impact: Reading, Math and Science Achievement will increase Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Achievement 4 - Parent and Community Engagement 1 Funding Sources: Learning A to Z - 211 - Title I, Part A - \$1,320, IXL Learning - 211 - Title I, Part A - \$222, Parent Engagement Night Supplies - 211 - Title I, Part A - \$474, Chromebook - 211 - Title I, Part A - \$7,901, Open House Snacks - 211 - Title I, Part A - \$199</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | N/A | N/A | N/A |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: 14 % of students achieved masters in grades 3-5 on the Reading STAAR 2023. **Root Cause:** Focus was on students meeting approaches.

Parent and Community Engagement

Problem Statement 1: 40% of parents do not feel like they receive adequate communication from classroom teachers regarding academic progress. **Root Cause:** Student grades are posted in Skyward at three and six week intervals.









Goal 3: Focus on Operational Excellence

Performance Objective 1: By May 2024, discipline referral data will decrease to below 150 referrals as indicated by Skyward referral entries.

Evaluation Data Sources: Skyward referral system

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal to the 24-25 school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus expectations for student discipline will be reviewed and communicated through the Campus Leadership Team and Staff Meetings.</p> <p>Strategy's Expected Result/Impact: Campus wide behavior incidents will decrease.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| School Culture and Climate |
|--|
| <p>Problem Statement 1: Individual staff perception causes differences in office referral language and seriousness of the offense. Root Cause: Discipline and referral expectations are not clearly defined.</p> |









Goal 3: Focus on Operational Excellence

Performance Objective 2: Campus safety and security drills will be held monthly and reviewed by the Campus Safe Schools Team.

Evaluation Data Sources: Documented campus drills and team review notes.

Summative Evaluation: Met Objective

Next Year's Recommendation: continue to next school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus safety and security drills will be held monthly and reviewed by the Campus Safe Schools Team.</p> <p>Strategy's Expected Result/Impact: 100% of campus drills will be conducted and documented.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| School Culture and Climate |
|--|
| <p>Problem Statement 1: Individual staff perception causes differences in office referral language and seriousness of the offense. Root Cause: Discipline and referral expectations are not clearly defined.</p> |


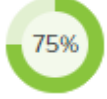






Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: By May 2024, instructional staff knowledge of curriculum and state standards will increase as result of vertical teams meeting for math and ELA each quarterly to close gaps with foundational skills.

Evaluation Data Sources: Student achievement data will increase.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue to next school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Vertical teams will meet each six weeks for Math and ELA.</p> <p>Strategy's Expected Result/Impact: Gaps in foundational skills will close and student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Context and Organization 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| School Context and Organization |
|--|
| <p>Problem Statement 1: Turnover rate has caused a gap in understanding school-wide processes and procedures. Root Cause: Campus lacks vertical alignment teams.</p> |









Goal 5: Focus on Stewardship

Performance Objective 1: By May 2024, 100% campus funds will be allotted to support campus goals.

Evaluation Data Sources: Campus budget reports

Summative Evaluation: Met Objective

Next Year's Recommendation: continue to next school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus leadership team will review and provide input toward campus spending. Strategy's Expected Result/Impact: Student achievement data will increase. Staff Responsible for Monitoring: Administration, campus leadership team</p> <p>Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Weatherford Independent School District

Hall Middle

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

We value and respect all students, employees, parents, partners, and our community.

We demonstrate visionary leadership.

We engage in and promote personal and organizational learning.

We make data-driven decisions.

We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Number of Students: 985

Ethnicity

- White: 56.04%
- Hispanic/Latino: 24.67%
- American Indian: 0.51%
- Asian: 0.20%
- Black/African American: 1.52%
- Two or more races: 3.15%
- EL: 10.2%
- Economically Disadvantaged: 44%
- At Risk: 55.03%
- Mobility: 13.6%

McKinney-Vento: 9 students

Professional Staff:

- Teachers: 84.7%
- Professional support: 7.2%
- Campus administration (leadership): 4%
- Educational aides: 15.3%
- Minority staff: 7.4%

Professional Staff's Ethnicity

- White: 90%
- Hispanic: 8%
- African American: 2%

Professional Staff's Gender

- Males: 20%
- Females: 80%

Teacher's Degrees

- **Bachelor's: 80%**
- Master's: 22%

Teacher's Years of Experience

- Beginning Teachers: 11.1%
- 1-5 Years of Experience: 19.0%
- 6-10 Years of Experience: 22.2%
- **11-20 Years of Experience: 30.1%**
- Over 20 Years of Experience: 17.4%

Shirley Hall Middle School is located in Weatherford, Texas and is part of the 6A Weatherford Independent School District. WISD is the largest district in Parker county. Hall Middle School is a Title I campus and is one of two middle school campuses in the district.

Our staff is comprised of approximately 99 staff members. There are 63 professional staff members and 10 educational paraprofessionals. Hall Middle School houses two deaf education professionals to assist students within the classroom setting and in small/individual settings. We have approximately 985 students. Of our total student population, 56.04% of our students are white and 24.67% of our students are Hispanic. Of our total school population, 10.2% of our students are identified as Emergent Bilingual, 44% of our students are identified as economically disadvantaged, and 55% are identified as being at-risk.

Demographics Strengths

Students at Hall Middle School experience educational benefits —cognitive, social, and emotional —by interacting with classmates from different backgrounds, groups & cultures, and economic status. As such, students are better equipped to navigate diverse educational and communal settings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of SPED, 504, and Title I students continues to increase, but instructional strategies have remained the same over time. **Root Cause:** There has been a lack of accountability for student success.

Student Learning

Student Learning Summary

Student Performance Data based on data from Aug 2021-May 2022

| Opportunities for Improvement | Priorities |
|---|--|
| <ul style="list-style-type: none"> Math STAAR scores Reading STAAR scores Student and Staff Attendance Recommitment to classroom management for teachers and collaboration between counselors and administrators in response to behavior needs Strategies and training for online testing. | <ul style="list-style-type: none"> Improve scores for all students in Reading and Math Classroom management and reduction of inappropriate behavior Improvement in Tier 1 instructional practices through the implementation of the coaching model (formative assessment and student data tracking) |

Student Learning Strengths

Student Performance Data based on data from Aug 2021-May 2022

| Strengths |
|---|
| <ul style="list-style-type: none"> Weekly PLC meetings to address rigor and engagement alignment. Lesson plans were reviewed weekly to analyze alignment to district curriculum Algebra scores (96% meets and masters) The table below outlines areas of significant STAAR improvement in particular areas. |

| | 2020-2021 | | | 2021-2022 | | | Difference | | |
|------|-------------------|-------|---------|------------|-------|---------|------------|-------|---------|
| | 6th Grade Math | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 73% | 37% | 10% | 81% | 40% | 13% | 8% | 3% | 3% |
| | 2020-2021 | | | 2021-2022 | | | Difference | | |
| | 6th Grade Reading | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 66% | 35% | 14% | 75% | 48% | 25% | 9% | 13% | 11% |
| | 2020-2021 | | | 2021-2022 | | | Difference | | |
| | 8th Grade Science | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |

| | | | | | | | | | |
|--------------------------|------------|-------|-----------|------------|-------|------------|------------|-------|---------|
| Hall | 77% | 51% | 25% | 72% | 43% | 21% | -5% | -8% | -4% |
| 2020-2021 | | | 2021-2022 | | | Difference | | | |
| 7th Grade Math | | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 66% | 41% | 24% | 71% | 39% | 14% | 5% | -2% | -10% |
| 2020-2021 | | | 2021-2022 | | | Difference | | | |
| 7th Grade Reading | | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 76% | 51% | 30% | 79% | 56% | 37% | 3% | 5% | 7% |
| 2020-2021 | | | 2021-2022 | | | Difference | | | |
| 8th Grade Social Studies | | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 70% | 37% | 18% | 66% | 36% | 20% | -4% | -1% | 2% |
| 2020-2021 | | | 2021-2022 | | | Difference | | | |
| 8th Grade Math | | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 66% | 37% | 4% | 69% | 30% | 5% | 3% | -7% | 1% |
| 2020-2021 | | | 2021-2022 | | | Difference | | | |
| 8th Grade Reading | | | | | | | | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Hall | 79% | 51% | 21% | 83% | 61% | 39% | 4% | 10% | 18% |

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and math score improvements at the "Meets" and "Masters" levels are not consistent across all grade levels. **Root Cause:** While gains have been made, teachers lack the knowledge to consistently implement high-rigor lessons that meet the level of the grade-level TEKS.

School Processes & Programs

School Processes & Programs Summary

Hall Middle School has knowledge of and has designed campus-wide practices around the Effective Schools Framework. Students' learning is evaluated cyclically through the use of Friday Quick Checks, which allow teachers to gather data regarding strengths and deficits of students in each content area.

Hall Middle School leadership will focus on the following Levers:

1. Lever 3: Positive School Culture 3.1
2. Lever 5: High Quality Resources & Assessments 5.1 and 5.3

School Processes & Programs Strengths

1. School processes are captured in writing & explicitly taught to all students in the first weeks of school.
2. School processes resulted in a decrease in student disciplinary infractions 2021-2022.
3. When asked, staff members can articulate 'how things get done around here' using similar language.
4. The quality of lesson planning, as measured weekly using a schoolwide rubric, has significantly improved.
5. Rigor of assignments has improved using the Friday Quick Check as a starting point for conversations.
6. Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.
7. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.
8. Artifacts in the classrooms and hallways reference practices and policies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students served through Special Education services are not making adequate progress. **Root Cause:** Lack of specially designed instruction (SDI) resources and training for teachers.

Perceptions

Perceptions Summary

Hall Middle School is committed to upholding the district's mission and vision. Hall Middle School has partnered with the Optimist Club of Weatherford to highlight positive student behavior/academics of 8th grade students. Targeted character traits are highlighted monthly and students who exhibit these traits are acknowledged and rewarded. HMS involves all stakeholders and has worked to strengthen family and PTA involvement through beginning of the year events as well as monthly opportunities to support our bilingual families.

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision Statement

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Perceptions Strengths

Hall Middle School has built strong connections with the community (H-E-B and Rack Room Shoes) to serve students of low socioeconomic status. Positive interactions are observed daily between staff and students.

Brand confidence of HMS has increased through increased engagement with parents and stakeholders. HMS holds a reputation within the community for offering the best middle school experience in the areas of better services and better instruction, and HMS works to maintain that perception in the community through strategic presence, relationships, positive messaging, a strong PTA partnership, and value-added instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a secondary campus, HMS still has work to do in meeting and nurturing the growing emotional needs of all students. **Root Cause:** As rigor increases in content areas, instructional time allotted for social and emotional learning decreases. While teachers know the importance of helping students grow emotionally, teachers lack the resources and training to meet these needs.

Goals

Goal 1: Student Success

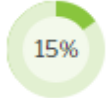



Performance Objective 1: For the 23-24 school year, Hall Middle School will maintain a student attendance rate of 96%.








High Priority

Evaluation Data Sources: Six-weeks attendance rate checks

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Identify students with chronic absenteeism, engage in intentional conversations to build relationships, involve families in the process, place students on attendance contracts, and regularly monitor their progress.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: By May of 2024, HMS will implement an incentive program focused on celebrating attendance to increase attendance rate from 94% to 96%.</p> <p>Strategy's Expected Result/Impact: 96% student attendance rate and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Committee</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|-----------|---|---|---|
| <p>Strategy 2: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.</p> <p>Strategy's Expected Result/Impact: A. Run attendance reports every three weeks to identify students who start to display poor attendance.</p> <p>B. Continue practice of rewarding students with good school attendance at the end of every grading period through incentive based drawings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Attendance Committee</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 1: Student Success

Performance Objective 2: Student Success: Educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

High Priority

Evaluation Data Sources: District common and interim assessments

Progress reports

Report cards



PLC Meetings

MTSS data sheets

CBAs

Pre-test and Post-test for all classes that do not participate in MAP

NWEA MAP

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Ensure a vertically and horizontally aligned curriculum.</p> <p>Strategy's Expected Result/Impact: District common and interim assessments</p> <p>Progress reports</p> <p>Report cards</p> <p>PLC Meetings</p> <p>MTSS data sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Title I:</p> <p>2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Student Success

Performance Objective 3: By May 2024, HMS performance on STAAR will be as follows:

Reading::

Increase approaches from 76% to 83%

Increase meets from 51% to 59%

Increase masters from 22% to 32%

Math:

Increase approaches from 71% to 82%

Increase meets from 36% to 48%

Increase masters from 10% to 20%

Science:

Increase approaches from 72% to 80%

Increase meets from 43% to 55%

Increase masters from 15% to 25%

Social Studies

Increase approaches from 58% to 75%





Increase meets from 28% to 35%





Increase masters from 13% to 25%

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Tracking and leveraging data from our tested subjects that allows us to monitor student progress from the beginning of the year to the end with a focus on essential standards and the more frequently tested standards.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Planning Implement a PLC protocol that fosters collaboration and increases rigor in Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Strategy: Identification and unpacking of power standards.</p> <p>Expected Result: Alignment to the standard. Impact: Increased rigor in tier 1 instruction through clear alignment of instruction with state standards, district scope and sequence, and formative and summative assessments.</p> <p>Strategy: Unpacking Targeted Standards Expected: Unpack the identified standards to fully comprehend the knowledge and skills students need to acquire. Use of Lead4ward Middle School Field Guides that will help teachers and PLCs plan meaningful instruction that focuses on what the students need to know,, how it translates to instruction and assessment, common errors and misconceptions, key vocabulary and knowledge of how the standards build over time. Results Impacted: Improved instructional planning and delivery. Enhanced clarity in communicating learning objectives to students.</p> <p>Strategy: Ensuring Rigorous Instructional Activities Expected: Ensure that the complexity of daily activities matches the rigor of the standard being taught. Results Impacted: Deeper engagement and intellectual challenge for students. Increased alignment between instruction and curriculum expectations.</p> <p>Strategy: Common formative assessments. Expected: Develop common formative assessments to evaluate and monitor student mastery of targeted standards. Results Impacted: Timely identification of student progress and learning gaps. Ability to adjust and extend instruction in response to individual student and class data analysis.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue












Goal 2: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 20% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: Safety survey of students, parents and staff

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Discontinue goal to implement a goal focused more on celebrating and recognizing achievements of students and staff in addition to hosting multiple events for parents during the year.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Provide opportunity for community and parent involvement at Hall Middle School.</p> <p>Strategy's Expected Result/Impact: Meet the Roos Science Night Art Gallery Walk Increased parent involvement Community Partnerships</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement a Principal Roundtable once per six weeks to collect feedback regarding the student experience at Hall Middle School.</p> <p>Strategy's Expected Result/Impact: Collect feedback to continuously improve. Share feedback data with staff at following staff meetings.</p> <p>Staff Responsible for Monitoring: Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 2: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Increase recognitions for students and staff to a bi-weekly basis.

Evaluation Data Sources: Facebook metrics
Twitter metrics

Summative Evaluation: Significant progress made toward meeting Objective







Next Year's Recommendation: PBIS Store for incentive based initiative.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Create an intentional plan to celebrate student and staff successes through social media posts. Principal will set clear expectations and monitor implementation. Highlight school events and positive recognitions through social media. Throughout the school year, there will be a minimum of 4 Facebook post per month.</p> <p>Strategy's Expected Result/Impact: Facebook</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Problem Statements: School Culture and Climate 1</p> | Formative | | | Summative |
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Goal 2: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: By May 2024, discipline referrals will decrease by 30%.

Evaluation Data Sources: Student management software.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|---|
| <p>Strategy 1: Create a comprehensive behavior management system to support student discipline. Provide professional development for teachers to ensure consistency for office referrals vs. classroom management.</p> <p>Strategy's Expected Result/Impact: Track and analyze discipline referral data on a monthly basis. Compare the number of referrals to the previous year's data and aim for a 30% decrease.</p> <p>Track specific behavior related referrals to see if there are any spikes in trends throughout the academic year.</p> <p>Implementation of a comprehensive behavior management plan that includes proactive strategies, teacher training on classroom management, and targeted interventions for at-risk students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 3</p> | Formative | | | Summative |
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Goal 3: Focus on Operational Excellence and School Safety

Performance Objective 1: By May 2024, 100% of required drills and safety procedures will be completed and followed.

Evaluation Data Sources: After action reports
Audits

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Staff familiarity with Raptor and the WHY.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Set clear campus expectations for exterior and interior doors. Provide SRP training and review emergency plan with all staff prior to the year started. Conduct monthly required drills.</p> <p>Strategy's Expected Result/Impact: Conduct monthly safety drills and reduce response/completion time by 20%.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Zone Leaders</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> | Formative | | | Summative |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: 100% of new core content teachers will be provided instructional coaching by the campus instructional coaches.

Evaluation Data Sources: Monthly submissions of Instructional Coaching Rounds.
Weekly huddle meetings including the campus administration team and instructional coaches.

Summative Evaluation: Met Objective

Next Year's Recommendation: Expand instructional coaching support to include not only new core content teachers but also veteran teachers who seek to refine their instructional practices. Implement regular check-ins and collaborative planning sessions between the instructional coach and teachers to ensure continuous professional growth and alignment with campus goals.






| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|---|
| <p>Strategy 1: Campus instructional coaches will be trained in Observation and Feedback model through Region 11. All coaching will be tracked and reviewed by the campus principal.</p> <p>Strategy's Expected Result/Impact: Increased T-Tess scores Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Principal Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Instructional Coach - 211 - Title I, Part A - \$73,150, ELA Instructional Coach - 211 - Title I, Part A - \$76,416</p> | Formative | | | Summative |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: By May 2024, 80% of teachers will show improvement on their T-Tess scores as shown through walkthroughs.

Evaluation Data Sources: Walkthrough data

Next Year's Recommendation: The administrative team will prioritize a weekly focus on specific T-TESS Domains and Dimensions during walkthroughs. To reinforce this focus, we will share a 'Week at a Glance' dimension with the entire campus each week. This approach will encourage staff to engage more deeply with the T-TESS rubric, promoting ongoing reflection and continuous improvement in instructional practices.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|---|
| <p>Strategy 1: The administrative team will each complete ten walkthroughs weekly and provide feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Quality instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I: 2.4, 2.5</p> | Formative | | | Summative |
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Goal 5: Community Relations

Performance Objective 1: The campus will strengthen the parent and community involvement in school activities.

Evaluation Data Sources: Increase PTA sponsored events at HMS by 25%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Plan and schedule events and activities prior to the beginning of the school year. Encourage more teachers to sign up for Hall PTA memberships.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: 1. Create clear communication channels: Establish a user-friendly school website and social media presence. 2. Send out regular newsletters to parents and community members with updates on school events, achievements, and opportunities for involvement. 3. Enhance Parent-Teacher Association Involvement: Host regular PTA meetings with open discussions on school policies, curriculum updates, and student progress.</p> <p>Strategy's Expected Result/Impact: Organize regular open houses, workshops, and collaborative projects. Staff Responsible for Monitoring: Principal, Assistant Principals, PTA President, PTA Campus Rep.</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent liaison - 211 - Title I, Part A - \$38,390, Snacks for parent meetings. - 211 - Title I, Part A - \$47</p> | Formative | | | Summative |
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State Compensatory

Budget for Hall Middle

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Hall Middle

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|-----------------|------------|
| Emily Branch | ELA | 1 |
| Kaylee Franz | Math | 1 |

Title I

2.4: Opportunities for all children to meet State standards

Allocated funds will be directed towards Chromebook carts, fostering interactive and collaborative learning experiences. This initiative aims to empower educators to effectively integrate technology, aligning with state standards and providing a diverse range of instructional resources.

Expected Outcomes:

Increased Standards Achievement: Chromebook integration will empower students to meet and exceed state standards through interactive and multimedia-rich content.

Equitable Access: Each classroom's access to a Chromebook cart directly addresses technology disparities among students, ensuring a level playing field in pursuing academic excellence aligned with state benchmarks.

21st Century Skill Development: Students will develop digital literacy and problem-solving skills, aligning with state standards and preparing them for future academic and professional pursuits.

2.5: Increased learning time and well-rounded education

Strategic deployment of Chromebooks across grade levels ensures flexibility and allows for personalized, well-rounded learning experiences. Students will have extended access to technology, promoting both core curriculum engagement and exposure to enriching, supplementary content. Regular maintenance and updates will guarantee the ongoing alignment of these resources with state standards.

Expected Outcomes:

Increased Learning Time: Chromebook integration provides an avenue for increased learning time by offering students access to interactive, technology-enhanced resources beyond regular classroom hours.

Equitable Access:

The distribution of Chromebook carts to each classroom directly addresses technology disparities, promoting equal opportunities for extended learning and a well-rounded education.

21st Century Skill Development: Students will develop digital literacy and problem-solving skills, contributing to a well-rounded education and aligning with state standards for a comprehensive learning experience.

2.6: Address needs of all students, particularly at-risk

Allocated funds will support Chromebook carts, creating an inclusive learning environment that addresses the varied needs of at-risk students. This initiative empowers educators to implement targeted interventions and differentiated instruction, leveraging technology to provide personalized learning experiences beyond the traditional classroom setting.

Expected Outcomes:

Tailored Learning Support: Chromebook integration enables educators to provide targeted interventions and personalized learning experiences, addressing the specific needs of at-risk students.

Equitable Access: The distribution of Chromebook carts ensures that at-risk students have equal access to technology, narrowing the digital divide and promoting inclusivity in the learning environment.

Enhanced Academic Performance: By catering to the unique needs of at-risk students, the integration of Chromebooks aims to enhance academic performance, supporting these students in meeting and exceeding state standards.

Weatherford Independent School District

Tison Middle

2023-2024 Campus Improvement Plan



WEATHERFORD
KANGAROOS

Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

1. We value and respect all students, employees, parents, partners, and our community.
2. We demonstrate visionary leadership.
3. We engage in and promote personal and organizational learning.
4. We make data-driven decisions.
5. We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tison Middle -

Grades 6 - 8

Staff - >91 Total Employees

Eco Dis -

American Indian

Asian -

Black/AA -

Hispanic -

Two or More -

White -

EB -

Demographics Strengths

Students in staff at Tison Middle School experience ethnic and economic diversity.

Students at Tison Middle School interact with peers who reflect the overall state's diversity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although Tison has experienced an increase in diversity both economically & ethnically, Hispanic students and SpEd students do not perform at a rate similar to their peers. **Root Cause:** Students may arrive with performance gaps and the campus has not implemented - over the past few years - with fidelity a system for systematically monitoring low performing students to ensure growth over time.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Focus on Student Success

Performance Objective 1: Increase overall percentage of "all" students from 29% to 35% who meet grade level performance in mathematics measured by STAAR assessments for 2024.









High Priority

Evaluation Data Sources: CBA, MAP, and Benchmark Progress; STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work on increasing overall percentage of all students who meet grade level performance on mathematics

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Instructional specialist will work with math teachers to identify trends of low-performing TEKS and develop lessons to target areas.</p> <p>Strategy's Expected Result/Impact: Improved lesson alignment and improved learning strategies for instruction per focus TEKS.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Two Instructional Specialists - 211 - Title I, Part A - \$157,028</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Student advisory groups will be created by Instructional Specialist and Interventionist for a focus of targeted math instruction.</p> <p>Strategy's Expected Result/Impact: Students in groups fill in learning gaps and have a stronger foundation to understand on-level expectations.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Students will utilize IXL and Maneuvering in the Middle computer programs as well as targeted math strategies to fill in student math gaps.</p> <p>Strategy's Expected Result/Impact: Improved student scores</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Specialists</p> <p>Funding Sources: Chromebooks - 211 - Title I, Part A - \$14,099</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 1: Focus on Student Success

Performance Objective 2: Increase performance of under-performing student groups in reading by the end of the 23-24 school year as assessed by STAAR.

High Priority

Evaluation Data Sources: CBA, MAP, TELPAS, and Benchmark Progress; STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Use of ESL teacher to push-in to high need classrooms to increase reading deficiencies.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize ESL and SPED teachers during LPAC/inclusion periods to push-in classes to work with lower performing EB/SPED students.</p> <p>Strategy's Expected Result/Impact: Stronger vocabulary and learning foundation for lower EB/SPED students</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Instructional Specialist/Interventionists and teachers will review disaggregated data to identify EB and SPED students needing to move from did not meets to approaches, approaches to meets, or meets to masters and work with teachers to develop strategies within a text rich environment to push them to the next level. ELA teachers will receive PD with Sarah Waller.</p> <p>Strategy's Expected Result/Impact: Individual focused instruction and student growth.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Teachers</p> <p>Funding Sources: ELA Supplies - 211 - Title I, Part A - \$312, ELA PD - 211 - Title I, Part A - \$425</p> | Formative | | | Summative |
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Goal 1: Focus on Student Success













Performance Objective 3: Increase overall percentage of students obtaining a Masters score on STAAR in 2024 by 5% in all subject areas (ELA/Math/Science/SS).

High Priority

Evaluation Data Sources: CBA, MAP, and Benchmark progress; STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Focus on the use of depth and complexity for all students and lesson internalization.

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| <p>Strategy 1: Instructional specialist will work with teachers to identify trends of low-performing TEKS and help create lesson plans that implement depth and complexity strategies for higher student rigor.</p> <p>Strategy's Expected Result/Impact: Improved lesson alignment and improved learning strategies for instruction per focus TEKS.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Department Chair</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: PLCs will focus on student work/assessments to drive instructional planning to create lesson plans that implement depth and complexity strategies for higher student rigor.</p> <p>Strategy's Expected Result/Impact: Create a culture of focus on specific academic needs for each student.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Department Chair</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 1: Focus on Student Success

Performance Objective 4: 5.1: Effective classroom routines and instructional strategies will be developed and implemented by 100% of teachers by the end of first six weeks ensuring all students are doing the cognitive lift and are engaged in "productive struggle."

Evaluation Data Sources: T-TESS, Walkthroughs

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to focus on cognitive lift and strategies to ensure students are engaging in productive struggle.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Campus-wide protocols will be implemented ensuring all students are doing the cognitive lift and are engaged in "productive struggle." Strategy's Expected Result/Impact: Student led learning and improved student scores. Staff Responsible for Monitoring: Principal, AP, Teachers and Instructional Specialists</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Principal, AP, Instructional Specialists</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |









Goal 1: Focus on Student Success

Performance Objective 5: By May 2024, Tison Middle school will achieve an overall 96.5% student attendance.

Evaluation Data Sources: RaaWeeK12 reports. Skyward attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Create and implement strategies/incentives to improve student attendance and obtain an overall 96.5%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: APs will utilize RaaWeeK12 to send home letters and emails to communicate with families regarding student absences.</p> <p>Strategy's Expected Result/Impact: Lower absences through community with family contact.</p> <p>Staff Responsible for Monitoring: APs</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |









Goal 2: Focus on Students, Parents, and Communities









Performance Objective 1: Tison will build brand confidence by recognizing, rewarding students & staff, and gathering input about stakeholders' experiences. We will also hold a Family Night and Parent Academy Nights to build community relations.

Evaluation Data Sources: Recognition logs, survey results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue work in this area.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Regular campus climate surveys and pulse checks are used to assess and measure progress on student and staff experiences.</p> <p>Strategy's Expected Result/Impact: Parents, students, and staff describe feeling safe, supported, nurtured at TMS and provide favorable responses regarding instructional & elective programs.</p> <p>Staff Responsible for Monitoring: Principal. and APs</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Students & staff are recognized regularly through school recognition efforts and in a way that reinforces the campus' vision, mission, values, and objectives.</p> <p>Strategy's Expected Result/Impact: Recognition will reinforce effort & the campus' mission, vision, values & objectives. Brand confidence will improve as stories are shared via multiple outlets.</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Title I: 2.5</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Family Night to build community: Parents will be provided a snack and have opportunities to visit with each department. A committee will be created to discuss ideas for Parent Round Tables. Family Night will focus on building understanding for purpose of the STAAR to help alleviate anxiety."</p> <p>Title I: 4.1</p> <p>Funding Sources: Parent Snacks - 211 - Title I, Part A - \$915, Supplies for PE - 211 - Title I, Part A - \$1,500</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 3: Focus on Operational Excellence

Performance Objective 1: By May 2024, 100% of required drills and safety procedures will be completed and followed.

Evaluation Data Sources: After action reports, audits.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue plan from this year.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Set clear campus expectations for exterior and interior doors. Provide training and review emergency plan with all staff prior to the start of the year and at the beginning of the second semester.</p> <p>Strategy's Expected Result/Impact: Safe schools</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

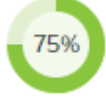
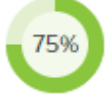






Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: Recruit, select, assign, induct, train, and retain a staff of highly qualified educators & professionals. 80% of Tison staff will return for the 2024-2025 school year.

Evaluation Data Sources: T-PESS, T-TESS, walkthrough data, TMS scoreboard data, interview documents, training agendas.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue monthly staff appreciation extras, grow PD opportunities for staff

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Tison Middle School will ensure:</p> <ol style="list-style-type: none"> Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals High-performing teachers are identified based on improving student outcomes and willingness to learn and develop Individualized & collective (PLC) professional development plans are developed and implemented to support all staff Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward Teachers and staff are strategically placed/appointed to roles based on strengths, experience, and expertise <p>Strategy's Expected Result/Impact: As leadership, teacher, and educator quality improves, student achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 5: Focus on Stewardship

Performance Objective 1: 100% of the campus budget will reflect commitment to, and prioritization of, campus improvement objectives.

Evaluation Data Sources: Budget expenditure report

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to spend budget aligned to campus goals.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: The campus budget will prioritize student achievement & high-quality instruction. Strategy's Expected Result/Impact: Monies will be spent ensuring implementation of high-quality instruction, which will in turn improve student achievement.</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Weatherford Independent School District
Weatherford High
2023-2024 Campus Improvement Plan



Mission Statement

The mission of the Weatherford ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.

Vision

Weatherford ISD will be the leader in educational and innovative opportunities for all students.

Value Statement

1. We value and respect all students, employees, parents, partners, and our community.
2. We demonstrate visionary leadership.
3. We engage in and promote personal and organizational learning.
4. We make data-driven decisions.
5. We practice ethical behavior and personal integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1880

| Ninth | Tenth | Eleventh | Twelfth | Male | Female |
|-------|-------|----------|---------|------|--------|
| 39 | 685 | 591 | 565 | 957 | 923 |

| Ethnic Distribution | # of Students | Percentage |
|---------------------|---------------|------------|
| American Indian | 6 | .3% |
| Asian | 9 | .5% |
| African American | 41 | 2.2% |
| White | 1199 | 63.8% |
| Hispanic | 554 | 29.5% |
| Two or More Races | 70 | 3.7% |

| Program | # of Students | Percentage |
|------------------------------|---------------|------------|
| Economically Disadvantaged | 690 | 36.7% |
| Section 504 | 281 | 14.9% |
| English Learners | 167 | 8.9% |
| At-Risk | 943 | 50.2% |
| Special Education | 243 | 10.9% |
| Gifted & Talented | 169 | 9.0% |
| Career & Technical Education | 1730 | 92.0% |

| Staff Demographics | | |
|---|-------|-------|
| (from 2021 TAPR report) | | |
| Total Staff | 221.5 | |
| Teachers | 152.8 | 69% |
| Professional Support | 21.8 | 9.8% |
| Campus Administration | 10.2 | 4.6% |
| Educational Aides | 36.8 | 16.6% |
| Total Personnel by Ethnicity | | |
| African American | 0.8 | 0.4% |
| Hispanic | 16.6 | 7.5% |
| White | 200.2 | 90.4% |
| American Indian | 4 | 1.8% |
| Asian | | |
| Pacific Islander | | |
| Two or More Races | | |
| Teachers by Degree & Years of Experience | | |
| No Degree | 4 | 2.6% |
| Bachelors | 105.5 | 69.1% |
| Masters | 42.2 | 27.6% |
| Doctorate | 1 | 0.7% |
| Beginning Teachers | 6.7 | 4.4% |
| 1-5 Years | 33.4 | 21.9% |
| 6-10 Years | 35.8 | 23.4% |
| 11-20 Years | 58.2 | 38.1% |
| Over 20 Years | 18.6 | 12.2% |

Demographics Strengths

- Weatherford HS has a robust CTE program with many options that allow students to graduate with program certifications. 92% of students participate in CTE courses/programs.
- We have a diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EcoD students are not reaching their academic potential. **Root Cause:** Teachers do not recognize and know how to utilize tools that support EcoD students.

Student Achievement

Student Achievement Summary

| | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| English II | 74% | 56% | 7% |
| US History | 97% | 76% | 41% |
| | | | |

| CCMR Percentages | |
|--------------------------|---|
| 2022 Graduates | 75% met CCMR Indicator |
| 2023 Graduates | 77% met CCMR Indicator |
| 2024 Projected Graduates | 60% have currently met CCMR Indicator (June 2023) |

Student Achievement Strengths

US History approaches 97% which is excellent. Meets at 76% and Approaches at 41% are areas for growth.

Similarly, English II Approaches is 74% which is strong - the percentages for Approaches, Meets and Masters are certainly areas for growth.

The percentage of students who reached their CCMR Indicator increased from 75% to 77%. Due to the increase in percentage of students who met their CCMR Indicator (88%), WHS still needs to improve considerably for the upcoming school years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The new CCMR requirements from the state are 88% **Root Cause:** Failure to implement appropriate incentives, strategies, and local requirements to ensure 90% or better meet their CCMR requirement.

Problem Statement 2: The percent of students achieving meets and masters on EOC is not reaching the district goals. **Root Cause:** There has been a focus on supporting students to achieve approaches.

School Culture and Climate

School Culture and Climate Summary

Responses from the Spring WISD Parent Survey:

Improve focus on academics and communication with parents. If I heard half as much from teachers as I do coaches and band, I would be very happy.

I feel like in the last couple of years, I have not been contacted when my students have not been doing well. I would like to know if they are not doing their work, sleeping, or otherwise not doing their best. I would also like to know if my child is failing. I recently encountered an issue where my freshman was failing within a week of a six weeks, and it was so severe, so fast, he was unable to recover for that six weeks. I was never contacted. I had to contact the teacher and she was very rude. My son is no longer in the class. Also I'm experiencing something similar with my senior. He started this six weeks with a failing grade in math and cannot recover. I emailed the teacher and she said he's not failing and to not be concerned. He's very much failing and has not been able to attend his club the entire six weeks. She never contacted me, and when I contacted her, she said not to worry. He is still failing, of course I'm going to be concerned.

NGC and WHS communication is great. Austin Elementary uses the class Dojo app and I do not like it. It contains too much info not related to my child's grade level so becomes annoying. I would prefer something more specific to my child such as remind that doesn't contain extra non-relevant info.

I think the NGC and WHS have done a much better job this school year with communication. Things need to be communicated early, often, and over and over again.

School Culture and Climate Strengths

Campus newsletter is shared with staff and parents/guardians/families.

Social media is utilized to spread campus events/announcements.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parents are not showing up in person to informational sessions and trainings. **Root Cause:** The format of in-person meetings does not meet the needs of all parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WISD Mentor Program:

All new teachers or new to WISD teachers participated in the district mentor program. The group met four times on district work days and then mentors met with mentees throughout the entire school year.

| |
|---|
| September MENT Meeting #1 |
| October/November MENT Meeting #2 |
| February MENT Meeting #3 |
| April MENT Meeting #4 |

Staff Quality, Recruitment, and Retention Strengths

WISD Mentor Program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Improve the teacher retention at WHS. **Root Cause:** Lost teachers due to retirement, relocation, new career changes, and other districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District Professional Development Days-

WISD built in 5 days for teachers to meet as grade levels/content areas to big picture plan for the next six weeks. For every PD day, WISD gave teachers a follow-up work day so that teachers had time to implement their planning/training.

Professional Learning Communities (PLC)-

Core content areas have a period built in the schedule for PLC. These PLCs meet for two or three periods (depending on the week) each week.

WISD Assessments-

WISD utilizes both formative and summative data. Our assessments include MAPS, CBAs, Interim STAAR, and teacher-developed checks for understanding.

Curriculum, Instruction, and Assessment Strengths

District PD and work days are built in the calendar. Not only are the days dedicated to planning and training with the Curriculum and Development department, but they also provide opportunities for teachers to brainstorm and share ideas/plans.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum is not being followed with fidelity in all subjects. **Root Cause:** There is a lack of understanding of how to implement the district curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents want more information regarding the consequences of THC/Nicotine Vaping.

Parents like the weekly newsletter and the social media posts regarding WHS/District events.

Parent and Community Engagement Strengths

Communication at the WHS is a positive- with an increased focus on improving two-way communication.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents do not know the consequences of vaping and THC. **Root Cause:** Lack of education (both misconceptions/long-term effects) for both parents and students.

School Context and Organization

School Context and Organization Summary

PLCs for content areas.

Weekly newsletter for staff.

Key processes, including PLC implementation, substitutes, shared staff, MTSS, recruits/retains, and discipline, focused on at both the district and campus level.

School Context and Organization Strengths

PLC for core content areas.

Communication

Substitutes

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Collaborative time for electives (minus the four core) is lacking. **Root Cause:** Electives do not have PLC built into the schedule and many plan and teach multiple preps.

Technology

Technology Summary

Chromebooks and Airtame are available for classrooms.

Technology Strengths

Chromebooks are available for student/teacher use in every classroom.

Airtame are available and utilized in every classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: While technology is readily available for all content areas instructional use of resources remains an obstacle. **Root Cause:** Teachers are unsure of how to successfully integrate technology in meaningful ways into their lessons.

Goal 1: Focus on Student Success


Performance Objective 2: By May 2024, we will increase the number of students scoring approaches, meets, and masters on the English II and US History EOC.


| | |
|---|--|
| 2022-2023 | 2023-2024 |
| English II- Approaches: 75% Meets: 56% Masters: 7% | English II- Approaches: 80% Meets: 60% Masters: 20% |


| | |
|--|--|
| US History- Approaches: 97% Meets: 76% Masters: 41% | US History- Approaches: 97% Meets: 80% Masters: 45% |
|--|--|


Summative Evaluation: No progress made toward meeting Objective


Next Year's Recommendation: Continue and modify goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|--|
| <p>Strategy 1: Teachers will incorporate higher-level questioning into their lessons in order to promote deeper thinking and understanding of the learning standards.</p> <p>Strategy's Expected Result/Impact: With an increase in rigor, student learning should increase.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | | N/A |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue








Goal 2: Focus on Students, Parents, and Communities

Performance Objective 1: By May 2024, we will have completed two after-hours school events for parents/guardians/families regarding credits and graduation plans.

Evaluation Data Sources: parent surveys
credit recovery opportunities

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with meetings to notify parents of opportunities, parent engagement, and grad requirements.

| Strategy 1 Details | Reviews | | | |
|--|-----------|--|---|---|
| <p>Strategy 1: Create, promote, and share presentation on credits, credit recovery, and graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who earn credits.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  70% |  100% |  100% |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |








Goal 2: Focus on Students, Parents, and Communities

Performance Objective 2: After each six weeks' grading period, provide academic advising and credit recovery opportunities to 100% of students who do not pass a core course.

Evaluation Data Sources: Six Weeks' Failure Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Review current practice and make needed change based on teacher recommendation

| Strategy 1 Details | Reviews | | | |
|--|-----------|--|---|---|
| <p>Strategy 1: Create, promote, and share presentation on credits, credit recovery, and graduation requirements.</p> <p>Strategy's Expected Result/Impact: Partnership with parents/guardians and increase in participation in credit recovery opportunities.</p> <p>Staff Responsible for Monitoring: Counseling Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  70% |  100% |  100% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |








Goal 3: Focus on Operational Excellence

Performance Objective 1: By the end of May 2024, 100% of interior and exterior doors will be locked and shut during random checks by campus/district staff in order to ensure a safe, secure school environment.

Evaluation Data Sources: CSO daily checks
drill documentation

Summative Evaluation: Met Objective

Next Year's Recommendation: Modify to include student IDs for 2024-2025.

| Strategy 1 Details | Reviews | | | |
|--|-----------|--|---|---|
| <p>Strategy 1: Daily interior and exterior checks to ensure students and staff are safely inside the building.</p> <p>Strategy's Expected Result/Impact: Increased safety, teachers and students ready to learn.</p> <p>Staff Responsible for Monitoring: Teachers Administration CSOs</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  70% |  100% |  100% |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |







Goal 3: Focus on Operational Excellence

Performance Objective 2: During each six week's grading period, promote an instructional technology tool or practice that can be utilized in classrooms in order to increase student engagement and learning.

Evaluation Data Sources: Walkthroughs
PLCs

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Remove goal and focus on best teaching practices in the classroom, internalization of lesson plans, and supporting the PLC process at WHS.





| Strategy 1 Details | Reviews | | | |
|---|-----------|--|--|-----------|
| <p>Strategy 1: Provide professional development for teachers utilizing our instructional technology coordinator and other teachers (sharing best practices) during conference periods, PLCs, or during a meeting.</p> <p>Strategy's Expected Result/Impact: Increase in use of instructional strategies.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Technology Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  70% |  65% | |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: By May 2024, 100% of the four content areas will gather and use student data and student work samples during PLCs in order to improve student learning/success.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Moved PLC focus to 24-25 school year

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will work together during PLCs to examine student work samples and student data to plan next steps in their instruction.</p> <p>Strategy's Expected Result/Impact: Better understanding of learning standards and an overall increase in student learning.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | | ✗ | ✗ | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Goal 5: Focus on Stewardship

Performance Objective 1: By May 2024, 100% of the campus budget will be utilized to align with increasing student engagement and student success in the classrooms.

Evaluation Data Sources: campus budget
EOC scores

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to expend funds aligned to campus improvement plan.

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|-----|-----------|
| <p>Strategy 1: Campus goals will be utilized when determining department/campus funding. Strategy's Expected Result/Impact: Funding will further support student learning and district curriculum. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Weatherford Independent School District
Ninth Grade Center
2023-2024 Campus Improvement Plan

Table of Contents

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Ninth Grade Campus houses all the ninth graders in Weatherford ISD. Students from Tison Middle School and Hall Middle School join for a year together before heading to Weatherford High School for their sophomore, junior, and senior years. In addition to housing ninth graders, the NGC also houses our VTC students and our RISE/Flyers students.

Student Population: 618 9th graders, 26 (VTC 12th Graders)= 644 total

EcoD: 283

White: 393

Hispanic:188

Currently Emergent Bilingual: 66

Teaching Staff:

71 teachers service 9th graders.

41 NGC teachers -27 NGC all day and 14 that are shared with WHS

14 WHS teachers have freshman, but they are on WHS Campus only

5 teachers in CTE on NGC Campus that serve 9th -12th graders

4 teachers in RISE/Flyers that serve 9th graders

7 coaches at WHS who have 9th graders 1st or 8th period

Paras: 5 Instructional paras; 4 Office Staff

RISE/Flyers

Paras – 1 Instructional Para; 1 Office Staff

Goals

Goal 1: Focus on Student Success

Performance Objective 1: By the end of May 2024, we will increase the percentage of students scoring approaches, meets, and masters on the Algebra EOC.

| | 2022-2023 | 2023-2024 |
|-------------|-------------|----------------|
| Approaches: | Math 8: 68% | Algebra I: 73% |
| Meets: | 32% | 40% |
| Masters: | 14% | 20% |









High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC, BOY MAPS Growth, MOY MAPS Growth, EOY MAPS Growth

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue increasing the percentage of students scoring approaches, meets, and masters.

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|--|
| <p>Strategy 1: Implement small group instruction in the Algebra classrooms based on formative assessments.</p> <p>Strategy's Expected Result/Impact: There should be an increase in student learning as evidenced by quick checks for understanding.</p> <p>Staff Responsible for Monitoring: Algebra teachers Principal checks during PLCs Administration- Walkthroughs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 1: Focus on Student Success

Performance Objective 2: By the end of May 2024, we will increase the percentage of students scoring approaches, meets, and masters on the English I EOC.

| | 2022-2023 | 2023-2024 |
|-------------|----------------|----------------|
| Approaches: | English 8: 84% | English I: 90% |
| Meets: | 59% | 60% |
| Masters: | 28% | 30% |








High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC, BOY MAPS Growth, MOY MAPS Growth, EOY MAPS Growth

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase the number of students scoring masters on the English I EOC.

| Strategy 1 Details | Reviews | | | |
|---|-----------|---|---|---|
| <p>Strategy 1: Increase feedback given to students regarding their writing in English I classrooms.</p> <p>Strategy's Expected Result/Impact: Students' writing should improve over time by increasing their writing opportunities and by providing growth feedback.</p> <p>Staff Responsible for Monitoring: English I Teachers Assistant Principal checks through PLCs Administration- Walkthroughs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Focus on Student Success









Performance Objective 3: By the end of May 2024, we will increase the percentage of students scoring approaches, meets, and masters on the Biology EOC.

| | 2022-2023 | 2023-2024 |
|-------------|-----------|-----------|
| Approaches: | 76% | 86% |
| Meets: | 45% | 50% |
| Masters: | 14% | 25% |

Evaluation Data Sources: STAAR EOC, BOY , MOY, EOY

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase the number of students scoring masters on the Biology EOC.








| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Increase hands-on Biology instruction through the use of district curriculum and labs.</p> <p>Strategy's Expected Result/Impact: Students should have in increased understanding of Biology standards.</p> <p>Staff Responsible for Monitoring: Biology Teachers Principal checks through PLC Administration- Walkthroughs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Focus on Student Success

Performance Objective 4: Implement TSI prep in GRIT advisory periods to ensure readiness for TSI exam by summer of their 10th grade year.

Evaluation Data Sources: TSI test prep material purchased with PTECH funds. Possible TSIA2 MasteryPrep purchase.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|---|---|
| <p>Strategy 1: GRIT students will receive online support during their GRIT advisory period for TSI prep. GRIT teachers will implement these resources through their advisory time and their mentorship.</p> <p>Strategy's Expected Result/Impact: TSI readiness by the end of their 10th grade year.</p> <p>Staff Responsible for Monitoring: GRIT Principal and GRIT Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |








Goal 2: Focus on Students, Parents, and Communities

Performance Objective 1: By May 2024, we will have completed two after-hours school events for parents/guardians/families regarding credits and graduation plans. All GRIT students will have one on one academic advisement with our GRIT specialist by December 2023. Each GRIT parent/guardian will have the opportunity to individually meet with the GRIT specialist and/or GRIT principal to discuss graduation plans, pathway opportunities and dual credit enrollment.


Evaluation Data Sources: surveys, attendance, credit recovery opportunities


Summative Evaluation: Met Objective

Next Year's Recommendation: Change goal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Create, promote, and share presentation on credits, credit recovery, and graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increased understanding for parents/guardians/students on the importance of grades/attendance in regards to credits and graduation.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Each GRIT student will be paired with an industry mentor by the end of their 9th grade year 2024. The top 5% of our GRIT at risk students will be placed with a mentor who will tutor and monitor their academic progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Additional support for struggling students. Accountability for academic success through partnership with students, parents, and mentors.</p> <p>Staff Responsible for Monitoring: GRIT Principal and GRIT specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

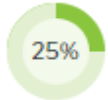











Goal 2: Focus on Students, Parents, and Communities

Performance Objective 2: After each six weeks' grading period, provide academic advising and credit recovery opportunities to 100% of students who do not pass a core course.

Evaluation Data Sources: Six Weeks Failure Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue 2024-2025.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Utilize a spreadsheet and call parents to track students who do not meet minimum standards in a core subject each six weeks based on our failure reports.</p> <p>Strategy's Expected Result/Impact: Partnership with parents/guardians and increase in participation in credit recovery opportunities.</p> <p>Staff Responsible for Monitoring: Counselors Principal Core Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide credit recovery opportunities after each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students receiving their required credits.</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers (after-school duty)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 3: Focus on Operational Excellence

Performance Objective 1: By the end of May 2024, 100% of interior and exterior doors will be locked and shut during random checks by campus/district staff in order to ensure a safe, secure school environment.

Evaluation Data Sources: Drill Documentation, door checks

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue the goal- 100% of all doors will remain shut and locked during the instructional day.

| Strategy 1 Details | Reviews | | | |
|--|-----------|------|------|-----------|
| <p>Strategy 1: Daily exterior checks to ensure students are inside the building and to verify all exterior doors are locked and closed.</p> <p>Strategy's Expected Result/Impact: Ensure students are safely inside the building, ready for the instructional day.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | 90% | 100% | 100% | 100% |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Daily checks of interior doors to ensure all are locked and shut.</p> <p>Strategy's Expected Result/Impact: Ensure students and safe are safe inside the building, ready for learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Security Officer</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | 100% | 100% | 100% | 100% |
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Goal 3: Focus on Operational Excellence

Performance Objective 2: During each six week's grading period, promote an instructional technology tool or practice that can be utilized in classrooms in order to increase student engagement and learning.

Evaluation Data Sources: Walkthroughs
Teacher Surveys
T-TESS- Domain 4

Summative Evaluation: Met Objective

Next Year's Recommendation: Modify goal to fit campus needs for 2024-2025.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Provide professional development for teachers utilizing our instructional technology coordinator and other teachers (sharing best practices) during conference periods, PLCs, or during a meeting.</p> <p>Strategy's Expected Result/Impact: Increased use of instructional technology in the classrooms.</p> <p>Staff Responsible for Monitoring: Principal Teachers Instructional Technology Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| |  |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |









Goal 4: Focus on Employees and Organizational Development

Performance Objective 1: By May 2024, 100% of the four content areas will gather and use student data and checks for understandings during PLCs in order to improve student learning/success.

Evaluation Data Sources: Student work samples, common formative assessments, PLC minutes

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: For the 2024-2025 school year, focus on utilizing quick checks in Algebra I, English I, and Biology to improve student learning/success.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Teachers will create common, higher-level questions to implement in their instruction. Strategy's Expected Result/Impact: Student responses should be higher-level and not just single responses. Teachers can compare student responses during PLC to see how the questioning is working during their lessons. Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Goal 4: Focus on Employees and Organizational Development

Performance Objective 2: Each six weeks' grading period, provide instructional coaching to core classroom teachers through walkthroughs and feedback sessions in order to reach all core teachers by April 2024. GRIT teachers will receive weekly walkthroughs to provide constructive feedback for teachers. GRIT monthly leadership meetings to discuss any academic problem areas, trends we are seeing with our students both positive and negative. Support needed instructionally in the classroom.


Evaluation Data Sources: Walkthrough Data
Instructional Coaching Meetings
T-TESS: Domain 4


Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue providing instructional coaching through PLCs.

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|---|---|
| <p>Strategy 1: Each six weeks, coach an entire core content team utilizing Bambrick-Santoyo's Get Better Faster model.</p> <p>Strategy's Expected Result/Impact: Increased discussion during PLCs on best instructional practices which should lead to increased student success and learning.</p> <p>Staff Responsible for Monitoring: Principal Core Content Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide ongoing job-embedded professional development to GRIT staff focusing on TEA PTECH guidelines, CCMR opportunities, CTE funding curriculum support, and CTSO's through district PD, Regional PD, and teacher led PD to build teacher efficacy.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness in the classroom and support with program guidelines/expectations.</p> <p>Staff Responsible for Monitoring: GRIT Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
| | |  |  |  |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue









Goal 5: Focus on Stewardship

Performance Objective 1: By May 2024, 100% of the campus budget will be utilized to align with increasing student engagement and student success in the classrooms.

Evaluation Data Sources: campus budget
EOC results
student surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Move focus to timeliness of budget needs/purchases.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus goals will be utilized when determining department/campus funding.</p> <p>Strategy's Expected Result/Impact: Funding will further support student learning and district curriculum.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | Aug |
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Violent or Criminal Incidents Report

2023 – 2024



Weatherford ISD
2023-2024
Annual Performance Report
School Safety

Texas Education Code Section 39.306 requires that a district's Annual Performance Report include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA). The Annual Performance Report must also include (1) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and (2) the findings that result from evaluations conducted under the Safe and Drug Free Schools and Communities Act (SDFSCA) of 1994.

School Violence Prevention Programs

The Weatherford Independent School District believes that every child should have the opportunity to learn in a safe, orderly and supportive school environment. As a part of an integrated, systematic program to prevent school violence the following programs, practices, procedures, and/or personnel are in place in Weatherford Independent School District:

- School counselors at every campus
- Full-time counselor at Bridge (DAEP) campus
- District level intervention counselors
- District Emergency Operations Plan
- Campus Emergency Operations Plans
- Registered Nurses at each campus
- Director of School Nurses
- Student Code of Conduct
- Student Handbook
- Parent education programs
- Vape Sensors
- Security Film in key locations
- On campus in-school suspension program
- Behavior Support Team
- Off-Campus Disciplinary Alternative Education Program (DAEP)
- School Resource Police Officers at secondary campuses
- District Crisis Management Team
- Campus Incident Command Teams
- School Psychologists in Special Education Department
- Non-Violent Crisis Intervention Training
- Positive Behavior Interventions and Support Training

- Controlled Entry on every campus
- Video surveillance on all campuses
- Campus behavior threat assessment teams with District-level oversight.
- District-wide behavioral threat assessment training.
 - Security Operations Center for proactive video monitoring
- Safety Drills on all campuses
- After-School Programs at elementary schools (KIDS UNITE)
- Character Education Activities K-12
(Includes Bullying Prevention)
- Anonymous reporting system for bullying, cyberbullying, illegal activity—online and on-campus
- A full program of UIL activities and other extra-curricular and co-curricular activities
- Sexual Harassment Training for staff
- Suicide prevention Training for staff
- Suicide prevention information for secondary students
- Harassment/Bullying Prevention training for all students
- Partnership with Pecan Valley MHMR for Child in Crisis Evaluations and Invicta Counseling
- School Health Advisory Council (SHAC)
- Two-way radio communication with police, District administrators, and campus administrators
- Student Leadership groups at all campuses
- Drug prevention awareness activities K-12
- Standard Response Protocol training for all staff (emergency response)
- Emergency calling system – Parent Square

School District Policies and Procedures

Copies of the following policies and procedures are available for review in the Office of the Deputy Superintendent, 1100 Longhorn Dr., Weatherford, Texas.

- Weatherford Independent School District Board Policies
- Weatherford Independent School District Student Code of Conduct (TASB Model)
- Weatherford Independent School District Discipline Management Plan
- Weatherford ISD Student Handbook K-12 (TASB Model)
- District and Campus Emergency Plans
- Crisis Management Protocols
- Weatherford ISD Employee Handbook
- Processes and Procedures for Reporting Bullying/Cyberbullying

2023 – 2024 Violent Crime Incidents

| Campus | Number of Violent Crimes |
|--------------------------------|---------------------------------|
| Austin Elementary | 0 |
| Crockett Elementary | 0 |
| Curtis Elementary | 0 |
| Ikard Elementary | 0 |
| Martin Elementary | 0 |
| Seguin Elementary | 0 |
| Wright Elementary | 0 |
| Hall Middle School | 0 |
| Tison Middle School | 0 |
| Ninth Grade Center | 0 |
| Weatherford High School | 0 |

Student Performance Report in Postsecondary Institutions

2023 Graduates



**Texas High School Graduates From FY 2023
Enrolled in Texas Public or Independent Higher Education Fall 2023**

| District | Code | Institution | Students |
|-----------------|-------------|------------------------------------|-----------------|
| Weatherford ISD | 184903 | Weatherford College | 125 |
| | | Tarleton State University | 25 |
| | | Texas Tech University | 23 |
| | | Texas A&M University | 12 |
| | | Stephen F. Austin State University | 5 |
| | | Texas State University | 5 |
| | | Other Public/Ind 4-Yr Institution | 33 |
| | | Other Pub/Ind 2-Yr Institution | 19 |
| | | Not Trackable | 36 |
| | | Not Found | 300 |
| | | <i>Total High School Graduates</i> | <i>584</i> |

Source: Texas Higher Education Coordinator Board and Texas Education Agency

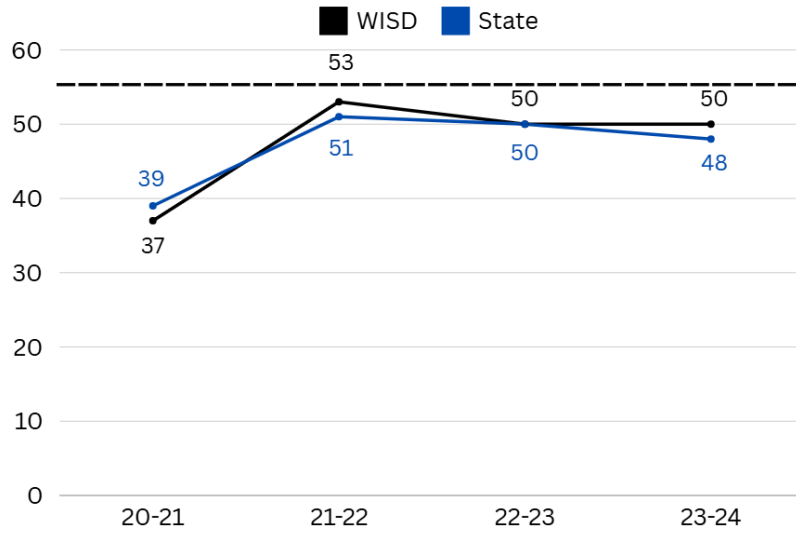
HB 3 Goal Progress

2023 – 2024



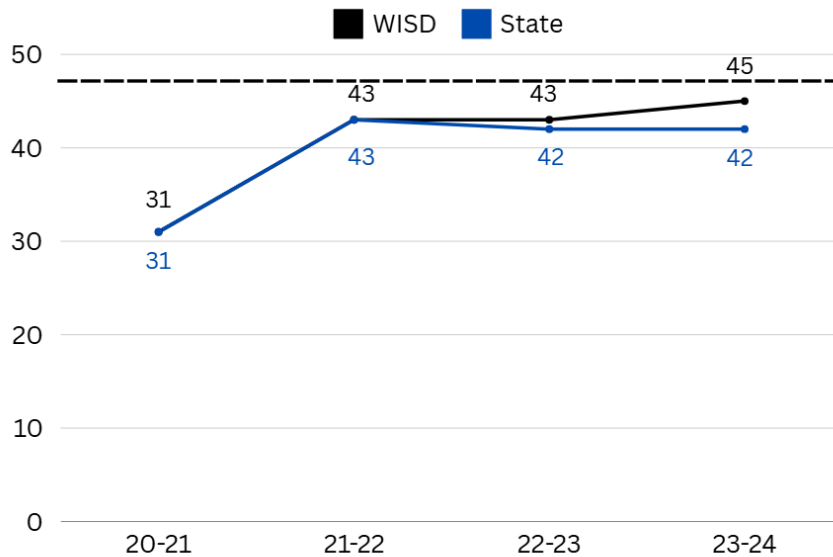
HB 3 Goals

3rd Grade Reading Goals: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 56% by June 2024.



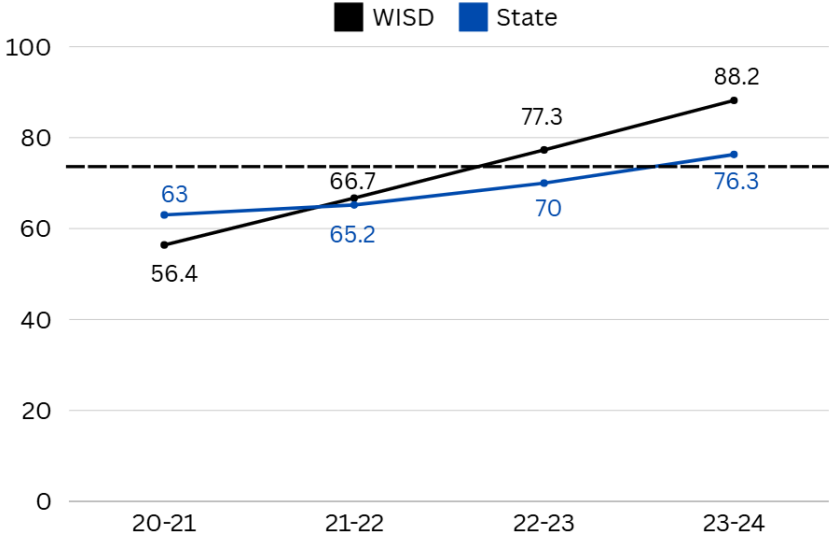
**meets and masters performance levels*

3rd Grade Math Goals: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 57% by June 2024.



**meets and masters performance levels*

CCMR Goal: The percentage of graduates to meet an indicator for CCMR will increase from 64% to 73% by August 2024.



Texas Academic Performance Report Glossary



2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

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STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

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English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA’s submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA’s submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term “emergent bilingual student” replaced the term of “limited English proficient (LEP) student” used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of “English learner (EL)” used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

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for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2023–24)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

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number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

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** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records*)

College, Career, or Military* Readiness (CCMR) (2023–24)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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| TSI Criteria | | | | | | |
|-------------------------------------|----|--|----|---|----|--|
| TSIA1 and/or TSIA2 | | SAT | | ACT | | College Prep Course |
| >= ELAR criteria shown below | or | >=480 on the Evidence-Based Reading and Writing (EBRW) | or | Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40 | or | Complete and earn credit for ELA college prep course |
| >= Mathematics criteria shown below | or | >=530 on Mathematics | or | Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22 | or | Complete and earn credit for mathematics college prep course |

| Subject | Assessment Version | Score Requirements for CCMR | | | | |
|--|--------------------|--|-----|-----------------------------|------------------------|------------------------|
| English Language Arts and Reading (ELAR) | TSIA1 | Score ≥ 351 on Reading | | | | |
| | TSIA2 | Score ≥ 945 on the ELAR College Readiness Classification (CRC) | AND | | Score ≥ 5 on the essay | |
| | | OR | | | | |
| | | Score < 945 on the ELAR CRC | AND | Score ≥ 5 on the diagnostic | AND | Score ≥ 5 on the essay |

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| | | | | | | |
|-------------|-------------|--|-----|--|------------------------------|------------------------------|
| | Combination | Score ≥ 945 on the ELAR CRC on the TSIA2 | AND | | Score ≥ 5 on the TSIA1 essay | |
| | | OR | | | | |
| | | Score < 945 on the ELAR CRC on the TSIA2 | AND | Score ≥ 5 on the diagnostic on the TSIA2 | AND | Score ≥ 5 on the TSIA1 essay |
| Mathematics | TSIA1 | Score ≥ 350 on Mathematics | | | | |
| | TSIA2 | Score ≥ 950 on the Mathematics CRC | | | | |
| | | OR | | | | |
| | | Score < 950 on the Mathematics CRC | AND | Score = 6 on the diagnostic | | |

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2022-23 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

TSIA Results (Graduates \geq Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 annual graduates

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Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. *(Data source: College Board and IB)*

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

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placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

- (2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

- (3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

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Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Data source: THECB*)

Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

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(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2023–24 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. *(Data source: PEIMS 40110)*

Data Quality (not on campus profile): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

| English Language Arts | |
|------------------------------|---------------------------------|
| 03221100 | RESEARCH/TECHNICAL WRITING |
| 03221200 | CREATIVE WRITING |
| 03221500 | LITERARY GENRES (LIT GENR) |
| 03221600 | HUMANITIES (FIRST TIME TAKEN) |
| 03221800 | INDEP STUDY/ENGLISH (1ST TIME) |
| 03231000 | INDEP STUDY/JOURNALISM (1ST) |
| 03231902 | ADV BROADCAST JOURNALISM III |
| 03240400 | ORAL INTERPRETATION III |
| 03240800 | DEBATE III (DEBATE 3) |
| 03241100 | PUBLIC SPEAKING III (PUBSPKG3) |
| 03241200 | INDEP STUDY/SPEECH (1ST TIME) |
| A3220100 | AP ENGLISH LANGUAGE AND COMP |
| A3220200 | AP ENGLISH LITERATURE AND COMP |
| I3220500 | IB LNG A: LANG & LIT STD LEVEL |
| I3220600 | IB LNG A: LANG & LIT HIGH LEVL |
| I3220700 | IB LNG A: LITERATURE STD LEVEL |
| I3220800 | IB LNG A: LITERATURE HIGH LEVEL |
| I3220900 | IB LITERATURE & PERF STD LEVEL |
| I3366010 | IB PHILOSOPHY STANDARD LEVEL |

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| Mathematics | |
|--------------------|---------------------------------|
| 03101100 | PRECALCULUS (PRE CALC) |
| 03102500 | INDEP STUDY IN MATH (1ST TIME) |
| 03102501 | INDEP STUDY IN MATH (2ND TIME) |
| 03102502 | INDEP STUDY IN MATH (3RD TIME) |
| 03580370 | DISCRETE MATH FOR COMP SCIENCE |
| 12701410 | APPLIED MATH FOR TECH PROFNALS |
| 13001000 | MATH APPL IN AG/FOOD/& NAT RES |
| 13016700 | ACCOUNTING II |
| 13016900 | STAT & BUSINESS DECISION MAKING |
| 13018000 | FINANCIAL MATHEMATICS |
| 13020970 | MATH FOR MEDICAL PROFESSIONALS |
| 13032950 | MANU ENGINEERING TECHNOLOGY II |
| 13036700 | ENGINEERING MATHEMATICS |
| 13037050 | ROBOTICS II |
| 13037600 | DIGITAL ELECTRONICS |
| A3100101 | AP CALCULUS AB |
| A3100102 | AP CALCULUS BC |
| A3100200 | AP STATISTICS (APSTATS) |
| A3580110 | AP COMPUTER SCIENCE A - MATH |
| A3580120 | AP COMPUTER SCIENCE A - LOTE |
| I3100500 | IB MATH ANALYS & APRCH STD LVL |
| I3100600 | IB MATH ANALYS & APRCH HGH LVL |
| I3100700 | IB MATH APS & INTERPT STD LVL |
| I3100800 | IB MATH APPS & INTERPT HGH LVL |
| I3580310 | IB COMP SCI A - HIGHR LVL MATH |
| I3580320 | IB COMP SCI A - HIGHR LVL LOTE |
| 03101100 | PRECALCULUS (PRE CALC) |
| 03102500 | INDEP STUDY IN MATH (1ST TIME) |
| 03102501 | INDEP STUDY IN MATH (2ND TIME) |
| 03102502 | INDEP STUDY IN MATH (3RD TIME) |

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| Career and Technology Applications | |
|---|--------------------------------|
| 03580200 | COMPUTER SCIENCE I |
| 03580300 | COMPUTER SCIENCE II |
| A3580300 | AP COMPUTER SCIENCE PRINCIPLES |
| I3580200 | IB COMPUTER SCIENCE STD LEVEL |
| I3580400 | IB INFO TECH-GLOBL SOC STD LVL |
| I3580500 | IB INFO TECH-GLOBL SOC HGH LVL |

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| Fine Arts | |
|-----------|--------------------------------|
| 03150400 | MUSIC IV, BAND IV |
| 03150800 | MUSIC IV, ORCHESTRA IV |
| 03151200 | MUSIC IV, CHOIR IV |
| 03151600 | MUSIC IV, JAZZ ENSEMBLE IV |
| 03152000 | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400 | MUSIC IV, VOCAL ENSEMBLE IV |
| 03250400 | THEATRE IV, THEATRE ARTS IV |
| 03251000 | THEATRE IV, THEATRE PROD IV |
| 03251200 | TECHNICAL THEATRE IV (TH4TECH) |
| 03502300 | ART IV, DRAWING III |
| 03502400 | ART IV, PAINTING III |
| 03502500 | ART IV, PRINTMAKING III |
| 03502600 | ART IV, FIBERS III |
| 03502700 | ART IV, CERAMICS III |
| 03502800 | ART IV, SCULPTURE III |
| 03502900 | ART IV, JEWELRY III |
| 03503100 | ART IV, PHOTOGRAPHY III |
| 03830400 | DANCE IV, PRINCIPLS OF DNCE IV |
| A3150200 | AP MUSIC THEORY |
| A3500100 | AP ART HISTORY |
| A3500300 | AP STUDIO ART:DRWING PORTFOLIO |
| A3500400 | AP STUDIO ART:2-DIM DSGN PORTF |
| A3500500 | AP STUDIO ART:3-DIM DSGN PORTF |
| I3250200 | IB MUSIC SL |
| I3250300 | IB MUSIC HL |
| I3600100 | ART, IB VISUAL ARTS HL |
| I3600200 | ART, IB VISUAL ARTS SL |
| I3750200 | THEATRE, IB THEATRE SL |
| I3750300 | THEATRE, IB THEATRE HL |
| I3830100 | DANCE, LEVEL III, IB DANCE I |
| I3830200 | DANCE, LEVEL IV, IB DANCE II |
| I3830300 | IB FILM STANDARD LEVEL |
| I3830400 | IB FILM HIGHER LEVEL |

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| Science | |
|----------|--------------------------------|
| 13000700 | ADVANCED ANIMAL SCIENCE |
| 13002100 | ADV PLANT & SOIL SCIENCE |
| 13020600 | ANATOMY & PHYSIOLOGY |
| 13020700 | MEDICAL MICROBIOLOGY |
| 13020800 | PATHOPHYSIOLOGY |
| 13023000 | FOOD SCIENCE |
| 13029500 | FORENSIC SCIENCE |
| 13036400 | BIOTECHNOLOGY I |
| 13036450 | BIOTECHNOLOGY II |
| 13037100 | PRINCIPLES OF TECHNOLOGY |
| 13037200 | SCIENTIFIC RESEARCH & DESIGN |
| 13037210 | SCIENTIFIC RESEARCH & DESGN II |
| 13037220 | SCIEN RESEARCH & DESIGN III |
| 13037300 | ENG DESIGN & PROB SOLVING |
| 13037500 | ENGINEERING SCIENCE |
| A3010200 | AP BIOLOGY |
| A3020000 | AP ENVIRONMENTAL SCIENCE |
| A3040000 | AP CHEMISTRY |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED |
| A3050004 | AP PHYSICS 2: ALGEBRA BASED |
| A3050005 | AP PHYSICS C: ELECTR&MAGNETISM |
| A3050006 | AP PHYSICS C: MECHANICS |
| I3010201 | IB BIOLOGY STANDARD LEVEL |
| I3010202 | IB BIOLOGY HIGHER LEVEL |
| I3020000 | IB ENVIRN SYS & SOC STND LEVEL |
| I3030001 | IB DESIGN TECHNOLOGY STD LEVEL |
| I3030002 | IB DESIGN TECHNOLOGY HIGHR LVL |
| I3040002 | IB CHEMISTRY STANDARD LEVEL |
| I3040003 | IB CHEMISTRY HIGHER LEVEL |
| I3050002 | IB PHYSICS STANDARD LEVEL |
| I3050003 | IB PHYSICS HIGHER LEVEL |
| I3060001 | IB SPRTS EXERS&HLTH SCI ST LVL |
| I3060002 | IB SPRTS EXERS&HLTH SCI HGH LV |

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| Social Studies/History | |
|------------------------|--------------------------------|
| 03310301 | ECONOMICS ADV STUDIES, 1ST TME |
| 03380001 | SOCIAL STD ADV STDYS (1ST TME) |
| 03380021 | SOCIAL STD ADV STDYS (2ND TME) |
| A3220300 | AP INTERNATIONAL ENGL LANGUAGE |
| A3310100 | AP MICROECONOMICS |
| A3310200 | AP MACROECONOMICS |
| A3330100 | AP U.S. GOVERNMENT & POLITICS |
| A3330200 | AP COMPARATIVE GOVT & POLITICS |
| A3340100 | AP UNITED STATES HISTORY |
| A3340200 | AP EUROPEAN HISTORY |
| A3350100 | AP PSYCHOLOGY |
| A3360100 | AP HUMAN GEOGRAPHY (WRLD GEOG) |
| A3360200 | AP HUMAN GEOGRAPHY (ELECTIVE) |
| A3370100 | AP WORLD HISTORY |
| I3301100 | IB HISTORY STANDARD LEVEL |
| I3301200 | IB HIST AFRICA&MIDEAST HGHR LV |
| I3301300 | IB HIST OF AMERICAS HIGHER LVL |
| I3301400 | IB HIST ASIA&OCEANIA HIGHR LVL |
| I3301500 | IB HIST OF EUROPE HIGHER LEVEL |
| I3302100 | IB GEOGRAPHY STANDARD LEVEL |
| I3302200 | IB GEOGRAPHY HIGHER LEVEL |
| I3302300 | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400 | IB SOC & CULTRL ANTHRO HGH LVL |
| I3302500 | IB GLOBAL POLITICS STAND LEVEL |
| I3302600 | IB GLOBAL POLITICS HIGHER LVL |
| I3303100 | IB ECONOMICS STANDARD LEVEL |
| I3303200 | IB ECONOMICS HIGHER LEVEL |
| I3304100 | IB PSYCHOLOGY STANDARD LEVEL |
| I3304200 | IB PSYCHOLOGY HIGHER LEVEL |
| N1130026 | AP SEMINAR |
| N1290325 | IB BUSINESS & MGT STANDARD LVL |

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| Foreign Language | |
|------------------|--------------------------------|
| 03110400 | LANG O/T ENGLISH IV - ARABIC |
| 03110500 | LANG O/T ENGLISH V - ARABIC |
| 03110600 | LANG O/T ENGLISH VI - ARABIC |
| 03110700 | LANG O/T ENGLISH VII-ARABIC |
| 03110910 | SEM LOT, ADV 1ST TIME, ARABIC |
| 03110920 | SEM LOT, ADV 2ND TIME, ARABIC |
| 03110930 | SEM LOT, ADV 3RD TIME, ARABIC |
| 03120400 | LANG O/T ENGLISH IV - JAPANESE |
| 03120500 | LANG O/T ENGLISH V-JAPANESE |
| 03120600 | LANG O/T ENGLISH VI - JAPANESE |
| 03120700 | LANG O/T ENGLISH VII-JAPANESE |
| 03120910 | SEM LOT, ADV 1ST TME, JAPANESE |
| 03120920 | SEM LOT, ADV 2ND TME, JAPANESE |
| 03120930 | SEM LOT, ADV 3RD TME, JAPANESE |
| 03400400 | LANG O/T ENGLISH IV - ITALIAN |
| 03400500 | LANG O/T ENGLISH V - ITALIAN |
| 03400600 | LANG O/T ENGLISH VI - ITALIAN |
| 03400700 | LANG O/T ENGLISH VII-ITALIAN |
| 03400910 | SEM LOT, ADV 1ST TIME, ITALIAN |
| 03400920 | SEM LOT, ADV 2ND TIME, ITALIAN |
| 03400930 | SEM LOT, ADV 3RD TIME, ITALIAN |
| 03410400 | LANG O/T ENGLISH IV - FRENCH |
| 03410500 | LANG O/T ENGLISH V - FRENCH |
| 03410600 | LANG O/T ENGLISH VI - FRENCH |
| 03410700 | LANG O/T ENGLISH VII - FRENCH |
| 03410910 | SEM LOT, ADV 1ST TIME, FRENCH |
| 03410920 | SEM LOT, ADV 2ND TIME, FRENCH |
| 03410930 | SEM LOT, ADV 3RD TIME, FRENCH |
| 03420400 | LANG O/T ENGLISH IV - GERMAN |
| 03420500 | LANG O/T ENGLISH V - GERMAN |
| 03420600 | LANG O/T ENGLISH VI - GERMAN |
| 03420700 | LANG O/T ENGLISH VII - GERMAN |
| 03420910 | SEM LOT, ADV 1ST TIME, GERMAN |
| 03420920 | SEM LOT, ADV 2ND TIME, GERMAN |
| 03420930 | SEM LOT, ADV 3RD TIME, GERMAN |
| 03430400 | LOTE CLASSIC LNG, LVL IV LATIN |
| 03430500 | LOTE CLASSIC LNG, LVL V LATIN |
| 03430600 | LOTE CLASSIC LNG, LVL VI LATIN |

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| Foreign Language | |
|------------------|--------------------------------|
| 03430700 | LOTE CLASSIC LNG LVL VII LATIN |
| 03430910 | CLS LNG SEM, ADV 1ST TME LATIN |
| 03430920 | CLS LNG SEM, ADV 2ND TME LATIN |
| 03430930 | CLS LNG SEM, ADV 3RD TME LATIN |
| 03440400 | LANG O/T ENGLISH IV - SPANISH |
| 03440440 | SPANISH FOR SPAN SPEAKERS LVL4 |
| 03440500 | LANG O/T ENGLISH V - SPANISH |
| 03440600 | LANG O/T ENGLISH VI - SPANISH |
| 03440700 | LANG O/T ENGLISH VII - SPANISH |
| 03440910 | SEM LOT, ADV 1ST TIME, SPANISH |
| 03440920 | SEM LOT, ADV 2ND TIME, SPANISH |
| 03440930 | SEM LOT, ADV 3RD TIME, SPANISH |
| 03450400 | LANG O/T ENGLISH IV - RUSSIAN |
| 03450500 | LANG O/T ENGLISH V - RUSSIAN |
| 03450600 | LANG O/T ENGLISH VI - RUSSIAN |
| 03450700 | LANG O/T ENGLISH VII-RUSSIAN |
| 03450910 | SEM LOT, ADV 1ST TIME, RUSSIAN |
| 03450920 | SEM LOT, ADV 2ND TIME, RUSSIAN |
| 03450930 | SEM LOT, ADV 3RD TIME, RUSSIAN |
| 03470400 | LANG O/T ENGLISH IV PORTUGUESE |
| 03470500 | LANG O/T ENGLISH V PORTUGUESE |
| 03470600 | LANG O/T ENGLISH VI PORTUGUESE |
| 03470700 | LANG O/T ENGLISH VII-PORTUGUES |
| 03470910 | SEM LOT, ADV 1ST TIME, PORTUGE |
| 03470920 | SEM LOT, ADV 2ND TIME, PORTUGE |
| 03470930 | SEM LOT, ADV 3RD TIME, PORTUGE |
| 03490400 | LANG O/T ENGLISH IV - CHINESE |
| 03490500 | LANG O/T ENGLISH V - CHINESE |
| 03490600 | LANG O/T ENGLISH VI - CHINESE |
| 03490700 | LANG O/T ENGLISH VII-CHINESE |
| 03490910 | SEM LOT, ADV 1ST TIME, CHINESE |
| 03490920 | SEM LOT, ADV 2ND TIME, CHINESE |
| 03490930 | SEM LOT, ADV 3RD TIME, CHINESE |
| 03510400 | LNG OTH THN ENG LVL IV VIETNAM |
| 03510500 | LNG OTH THN ENG LVL V VIETNAM |
| 03510600 | LNG OTH THN ENG LVL VI VIETNAM |
| 03510700 | LNG OTH THN EN LVL VII VIETNAM |
| 03510910 | SEM LOT, ADV 1ST TIME, VIETNAM |

2023–24 Texas Academic Performance Report (TAPR) Glossary

| Foreign Language | |
|------------------|--------------------------------|
| 03510920 | SEM LOT, ADV 2ND TIME, VIETNAM |
| 03510930 | SEM LOT, ADV 3RD TIME, VIETNAM |
| 03520400 | LANG OTHR THN ENG LVL IV HINDI |
| 03520500 | LANG OTHR THAN ENG LVL V HINDI |
| 03520600 | LANG OTHR THN ENG LVL VI HINDI |
| 03520700 | LANG OTH THN ENG LVL VII HINDI |
| 03520910 | SEM LOT, ADV 1ST TIME, HINDI |
| 03520920 | SEM LOT, ADV 2ND TIME, HINDI |
| 03520930 | SEM LOT, ADV 3RD TIME, HINDI |
| 03530400 | LOE, LEVEL IV - URDU |
| 03530500 | LOE, LEVEL V - URDU |
| 03530600 | LOE, LEVEL VI - URDU |
| 03530700 | LOE, LEVEL VII - URDU |
| 03530910 | SEM LOT, ADV 1ST TIME, URDU |
| 03530920 | SEM LOT, ADV 2ND TIME, URDU |
| 03530930 | SEM LOT, ADV 3RD TIME, URDU |
| 03980400 | LANG O/T ENGLISH IV - ASL |
| 03980910 | AMER SIGN LNG ADV STD 1ST TIME |
| 03980920 | AMER SIGN LNG ADV STD 2ND TIME |
| 03980930 | AMER SIGN LNG ADV STD 3RD TIME |
| 03996000 | OTHER FOREIGN LANGUAGES IV |
| 03996100 | OTHER FOREIGN LANGUAGES V |
| 03996200 | OTHER FOREIGN LANGUAGES VI |
| 03996300 | OTHER FOREIGN LANGUAGES VII |
| 11401400 | LANG OTH ENG/LVLIV/TURK |
| 11401500 | LANG OTH ENG/LVLV/TURK |
| 11401600 | LANG OTH ENG/LVLVI/TURK |
| 11401700 | LANG OTH ENG/LVLVII/TURK |
| 11401910 | SEM LOT, ADV 1ST TIME, TURKISH |
| 11401920 | SEM LOT, ADV 2ND TIME, TURKISH |
| 11401930 | SEM LOT, ADV 3TD TIME, TURKISH |
| 11403200 | LANG OTH ENG/LVLIV/KOR |
| 11403300 | LANG OTH ENG/LVLV/KOR |
| 11403400 | LANG OTH ENG/LVLVI/KOR |
| 11403500 | LANG OTH ENG/LVLVII/KOR |
| 11403610 | SEM LOT, ADV 1ST TIME, KOREAN |
| 11403620 | SEM LOT, ADV 2ND TIME, KOREAN |
| 11403630 | SEM LOT, ADV 3RD TIME, KOREAN |

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| Foreign Language | |
|-------------------------|---------------------------------|
| A3120400 | AP LANG & CULTURE - JAPANESE |
| A3400400 | AP LANG & CULTURE - ITALIAN |
| A3410100 | AP LANGUAGE & CULTURE - FRENCH |
| A3420100 | AP LANGUAGE & CULTURE - GERMAN |
| A3430100 | AP LATIN |
| A3440100 | AP LANG & CULTURE - SPANISH |
| A3440200 | AP LITER & CULTURE - SPANISH |
| A3490400 | AP LANGUAGE & CULTURE - CHINESE |
| I3110300 | IB LANGUAGE AB INITIO STD LEVEL |
| I3110400 | IB LNG B MODRN LANG SL- ARABIC |
| I3110500 | IB LNG B MODRN LANG HL- ARABIC |
| I3120400 | IB LNG B MODRN LNG SL-JAPANESE |
| I3120500 | IB LNG B MODRN LNG HL-JAPANESE |
| I3410400 | IB LNG B MODERN LANG SL-FRENCH |
| I3410500 | IB LNG B MODERN LANG HL-FRENCH |
| I3420400 | IB LNG B MODERN LANG SL-GERMAN |
| I3420500 | IB LNG B MODERN LANG HL-GERMAN |
| I3430400 | IB LNG B CLASSIC LANG SL-LATIN |
| I3430500 | IB LNG B CLASSIC LANG HL-LATIN |
| I3440400 | IB LNG B MODRN LANG SL-SPANISH |
| I3440500 | IB LNG B MODRN LANG HL-SPANISH |
| I3450400 | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500 | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400 | IB LNG B MODERN LANG SL-HEBREW |
| I3480500 | IB LNG B MODERN LANG HL-HEBREW |
| I3490400 | IB LNG B MODRN LANG SL-CHINESE |
| I3490500 | IB LNG B MODRN LANG HL-CHINESE |
| I3520400 | IB LANG B MODERN LANG SL-HINDI |
| I3520500 | IB LANG B MODERN LANG HL-HINDI |
| I3996000 | IB LANG B, MODRN LANG SL OTHER |
| I3996100 | IB LANG B, MODRN LANG HL OTHER |

| Other | |
|--------------|--------------------------------|
| I3305100 | IB WORLD RELIGIONS STANDRD LVL |
| N1290317 | GIFD & TAL IND STUD MENTOR III |
| N1290318 | GIFD & TAL IND STUD MENTOR IV |
| N1290322 | IB THEORY OF KNOWLEDGE |

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Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

| | |
|-----|---|
| 004 | Assistant/Associate/Deputy Superintendent |
| 027 | Superintendent/CAO/CEO/President |
| 061 | Asst/Assoc/Deputy Exec Director |
| 062 | Component/Department Director |
| 063 | Coordinator/Manager/Supervisor |

CAMPUS ADMINISTRATORS

| | |
|-----|---------------------|
| 003 | Assistant Principal |
| 020 | Principal |

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

| | |
|-----|--------------------------------------|
| 012 | Instructional Officer |
| 028 | Teacher Supervisor |
| 040 | Athletic Director |
| 043 | Business Manager |
| 044 | Tax Assessor and/or Collector |
| 045 | Director - Personnel/Human Resources |
| 055 | Registrar |
| 060 | Executive Director |

PROFESSIONAL SUPPORT STAFF

| | |
|-----|---|
| 002 | Art Therapist |
| 005 | Psychological Associate |
| 006 | Audiologist |
| 007 | Corrective Therapist |
| 008 | Counselor |
| 011 | Educational Diagnostician |
| 013 | Librarian |
| 015 | Music Therapist |
| 016 | Occupational Therapist |
| 017 | Certified Orientation & Mobility Specialist |
| 018 | Physical Therapist |
| 019 | Physician |
| 021 | Recreational Therapist |
| 022 | School Nurse |
| 023 | LSP/Psychologist |
| 024 | Social Worker |
| 026 | Speech Therapist/Speech-Lang Pathologist |
| 030 | Visiting Teacher/Truant Officer |
| 032 | Work-Based Learning Site Coordinator |
| 041 | Teacher Facilitator |
| 042 | Teacher Appraiser |
| 054 | Department Head |
| 056 | Athletic Trainer |

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| | | |
|-----|-------|---|
| 058 | | Other Campus Professional Personnel |
| 064 | | Specialist/Consultant |
| 065 | | Field Service Agent |
| 079 | ..... | Other ESC Professional Personnel |
| 080 | ..... | Other Non-Campus Professional Personnel |
| 100 | ..... | Instructional Materials Coordinator |
| 101 | ..... | Legal Services |
| 102 | ..... | Communications Professional |
| 103 | ..... | Research/Evaluation Professional |
| 104 | ..... | Internal Auditor |
| 105 | ..... | Security |
| 106 | ..... | District/Campus Information Technology Professional |
| 107 | ..... | Food Service Professional |
| 108 | ..... | Transportation |
| 109 | ..... | Athletics |
| 110 | ..... | Custodial |
| 111 | ..... | Maintenance |
| 112 | ..... | Business Services Professional |
| 113 | ..... | Other District Exempt Professional Auxiliary |
| 114 | ..... | Other Campus Exempt Professional Auxiliary |
| 115 | ..... | Psychiatric Nurse |
| 116 | ..... | Licensed Clinical Social Worker |
| 117 | ..... | Licensed Professional Counselor |
| 118 | ..... | Licensed Marriage & Family Therapist |

TEACHERS

| | | |
|-----|-------|--------------------|
| 087 | ..... | Teacher |
| 047 | ..... | Substitute Teacher |

EDUCATIONAL AIDES

| | | |
|-----|-------|-----------------------|
| 033 | ..... | Educational Aide |
| 036 | ..... | Certified Interpreter |

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.