Katy Independent School District

Morton Ranch Elementary

2023-2024 Improvement Plan

Mission Statement

Morton Ranch Elementary School's Mission Statement

The campus mission of our elementary school is to maintain and strengthen the promises we have made to our children.

Our Promises to Our Students are as follows:

We promise to read to you daily.

We promise to make our school a place that is welcoming and safe.

We promise to provide significant time for rich and relevant learning in all content areas.

We promise to provide opportunities for discussion in order to grow your thinking.

We promise to value mistakes as important learning steps, just as we celebrate progress along the way.

We promise to be passionate about what we teach, modeling the life of a joyful learner.

We promise to give you honest feedback about your learning.

We promise to value who you are, where you've been, and where you are going.

We promise to expand your view of the world and support you in realizing your dreams.

We promise to honor, accept, and welcome who you are and what gifts you have to offer.

We promise to cultivate positive values to make you a good person, friend, and community member.

We promise to love you no matter what, and to always believe in you.

9/5/2016

Vision

Be the legacy.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

2023-24 Campus Needs Assessment

Meeting dates:

Feb. 27, 2023 - CAT team - 3:50 p.m. at Morton Ranch Elementary

April 24, 2023 - CAT team - 3:45 p.m. at Morton Ranch Elementary

May 22, 2023 - CNA committee - 3:30 p.m. via Zoom

June 7, 2023 - CNA committee - 3:30 p.m. at Morton Ranch Elementary

CAT Stakeholders and Roles:

Lori Maurer - Administrator

Oscar Spivey - Administrator

Kelley Martinez - Administrator

Brittani Benedict - Non-Classroom professional

Marisol Salmones - Teacher

Cindy Saavedra - District rep

Robert French - Community rep

Miranda Wilson - Teacher

Erin Sweeney-Cullen - Para

Katerine Ramirez - Parent

Ayo Lawal - Parent

Sailey Sanchez - Parent

Diana Mesias - Parent

Carlos Calvo - Parent

Naomi Childs - Parent

Maurice Elrod - Parent

Jasmine Guzman - Parent

Rawya Aljobory - Parent

Tosin Obagbemi - Parent

Lan Huynh - Parent

Celeste Hubanks - Teacher

Megan Kingery - Teacher

Kelly Baca - Teacher

Amy Paik - Teacher

Ruth Sanchez - Para

CNA Stakeholders and Roles:

Lori Maurer - Administrator

Oscar Spivey - Administrator

Marisol Salmones - Teacher

Alejandara Villanueva - District rep

Robert French - Community red

Tiffany White - District rep

Ashley Muzny - District rep

Miranda Wilson - Teacher

Erin Sweeney-Cullen - Para

Katerine Ramirez - Parent

Ayo Lawal - Parent

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Diana Mesias - Parent

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Celeste Hubanks - Teacher

Megan Kingery - Teacher

Kelly Baca - Teacher

Amy Paik - Teacher

Elisa Eddleman - Community rep

Ruth Sanchez - Para

Development of our Campus Needs Assessment:

At the 2/27/23 CAT meeting, we introduced the formulation of the CNA and explained how our committee would expand for this purpose. We introduced the four areas (Demographics, Student Learning, Processes/Programs, and Perceptions), an began with Perceptions, as we were also reviewing the results of our recent parent survey. Using the questions from Plan 4 Learning and discussed strengths and problems related to this area as a whole group.

At the 4/24/23 CAT meeting, we focused on two CNA areas: Demographics, and Processes/Programs. We reviewed our enrollment, our staffing, and trends over recent years related to each. We discussed processes and programs that have been the most successful at MRE, and committee members shared new ideas. Problem areas were defined in each area (summarized below).

At the 5/22/23 CNA Zoom meeting, we were joined by additional stakeholders (see list). We re-introduced the overall CNA process and discussed work done to date in three areas. We highlighted Plan 4 Learning questions related to all 4 areas, and divided into breakout rooms to discuss our answers. We compared our 22-23 CNA with our ideas for the 23-24 CNA, agreeing upon strengths and needs in each area. We all had homework, reviewing additional Plan 4 Learning questions prior to our next meeting, and agreeing to tackle Student Learning in June,

At the 6/7/23 CNA meeting, we shared highlights from our homework related to assigned Plan 4 Learning questions. We returned to previous breakout rooms to finalize our sections of our Plan. We reviewed a great deal of relevant student data for the Student Learning section, and Deb explained the preliminary STAAR results. We completed our draft of the 2023-24 Campus Needs Assessment, to be submitted to the district in mid to late June.

Data Sources include:

- District goals
- Campus goals
- HB3 Reading and Math goals for PreK - 3
- Performance objectives with summative review from 22-23
- CIP from 22-23
- CAT meeting, TL meeting data
- TAPR report
- Student achievement domain
- ESF data
- Additional Targeted Support Identification data
- STAAR released test questions
- TELPAS results, TELPAS Alt results
- TPRI, Tejas Lee, Circle Progress Monitoring data
- DLA and CBA data
- Running records data
- DreamBox Math data
- Grades that measure student performance on TEKS
- Race/ethnicity data
- Specials programs data
- Eco dis data
- SPED data
- At Risk data
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- GT data
- Dyslexia data
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- Staff survey data
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- PD needs assessment data
- T-TESS evaluation data
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- Parent engagement rates
- Community surveys
- Budget expenditure data
- Study of best practices

A Root Cause Analysis was conducted by our CNA committee and we identified the following to be our Priority Problems to be addressed in the 2023-24 school year:

1. Too few of our students are Meeting the state standard in Reading performance. While preliminary 2023 STAAR results indicate that at least 75% of our students passed the test, this does not necessarily equate to Meeting the standard. We have too few students Mastering, and our F&P data indicate that in only two grade levels (1st and 3rd), more than 60% of our students are reading on or above level.   Root Cause: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. They will require support with the new district curriculum being implemented in 23-24.
2. Too few of our students are Meeting the state standard in Math performance. Preliminary 2023 STAAR results indicate that our math performance declined in every grade level. DreamBox data show that few than 60% of our students are On Track for the next grade level.   Root Cause: Teachers lack facility with the numeracy progressions and many of our students are lacking basic numeracy skills and fact fluency, even in the intermediate grades. Teachers also need assistance in teaching problem-solving at higher levels of complexity.
3. Science performance declined last year, and lags reading performance significantly. Almost half of our fifth-grade is performing below grade level expectations. Root Cause: Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

These priority problem statements (and other problems identified through the CNA process) will serve to guide the development of our 2023-24 Campus Improvement Plan.

Demographics

Demographics Summary

As a campus leadership team, we constantly collect data regarding student performance, staff morale, parent involvement, and effectiveness of campus processes. With specific regard to academics, our Instructional Coaches met with grade level teams for Data Digs quarterly. In these meetings, teachers and administrators review student performance and progress, identify immediate needs, and prioritize action steps needed to close academic gaps throughout the school year. The Administrative team met with the district Assessment and Accountability team to discuss student progress, as well. At these meetings, we identified the most pressing needs relative to our subpopulations (Asian, White, and Special Education), and planned related interventions. Dates for those Effective Schools Framework meetings included 9/21/22, 12/8/22, and 4/12/23. Finally, our Campus Advisory Team and Campus Needs Assessment Team focused specifically on prioritizing Needs of the campus for the upcoming school year at our 4/24/23, 5/22/23 and 6/7/23 meetings.

We ended the 2022-23 school year with 1176 students (down 12 students from the prior year). We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

Our demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases mainly in the Hispanic and African-American populations and in the percent of our students who are Economically Disadvantaged, now at 68%. Our At-Risk population has also increased in the last five years (now at 74%%). Our Bilingual population increased from last year to this year; we are now 43% Bilingual, and more than half (52%) of our students are Emergent Bilingual (EB). An area in which our district has experienced recent tremendous growth is Special Education; here at MRE, our SPED pop is currently 20% of our enrollment (up five percent from last year). Our attendance rate, while high (94%), is down five percent from the previous school year. We have been school-wide Title One for thirteen years. (5 Year Demographic Summary table below.)

Our MRE staff is made up of 122 campus employees (21-22 TAPR). We have 84 teachers, 3 administrators, 12 professional support personnel, and 23 educational paraprofessionals. 81% of our staff are professional staff (69% teachers, 9% professional support, and 2% administration). 59% of our entire staff represents minority populations; staff ethnicities are as follows: 11% African American, 42% Hispanic, 41% White, 4% Asian, and 2% Two or More Races. While we are increasingly diverse, we still do not mirror our student population. Considering highest degrees held, 74% of our teachers hold Bachelors, 26% hold Masters degrees, and 0% hold Doctorate degrees. By years of experience in education, 7% of our teachers are Beginners, 30% have taught 1-5 years, 29% have taught 6-10 years, 28% have taught 11-20 years, and 7% have taught for more than 20 years. We average 9.5 years of teaching experience, approaching the averages in Katy ISD (11.1 years) and in Texas (11.1 years). The average MRE teacher salary is $61,417, commensurate with district and state averages.

Our elementary school serves several middle-class neighborhoods and two trailer park communities. We have a mixture of parents educated beyond high school and those working in skilled trades, with many working multiple jobs. English and Spanish are the predominant languages in our community, although others include Urdu and African dialects.

Katy ISD is a large, fast-growth school district; we have new schools opening almost every year. Our enrollment shifts slightly each time a school opens nearby. MRE currently serves the bilingual students of three neighboring monolingual campuses. Our enrollment is affected when students exit the bilingual program, returning to their home schools. We also house several district special education programs on our campus: the Bilingual Early Childhood Special Education program, the Young Children with Autism Program, the Bilingual Young Children with Autism Program, and the Life Skills program.

The aftermath of the global pandemic still cannot be underestimated. When elementary students were not receiving daily, in-person instruction, learning opportunities (both academic and social) were greatly diminished. We have noticed a sharp uptick in behavioral and mental-health related issues among our students, and we anticipate continuing to fill academic gaps in many of our students in the upcoming school year.

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment #	991	991	1068	1188	1176
Race/Ethnicity %					
Hispanic	57	59	58	61	62
African American	19	20	22	22	21
White	13	12	11	9	9
Asian	7	6	5	4	4
Two or More	3	3	3	3	3
Pac Islander	<1	<1	<1	<1	<1
American Indian	<1	<1	<1	<1	<1
Student Groups %					
At Risk	66	72	61	68	74
Eco Dis	67	67	62	70	68
LEP	45	46	48	52	54
Bilingual	28	34	35	40	43
SPED	20	20	17	15	19
ESL	14	12	12	11	4
GT	2	3	2	2	2

Demographics Strengths

Morton Ranch Elementary has many strengths. Some of the most notable demographic strengths include:

1. For the past three years, our parent and family engagement has increased dramatically. One event alone (our Spring Title One event, an International Night) brought in nearly 1000 family members. Our PTA Board has a full slate of officers, and they conducted their most successful fund raiser in history, making over sixteen thousand dollars at a spring Dance-a-Thon event. Our working families are committed to supporting their children's education and value the whole child.

2. With the increasing diversity among our student population, MRE becomes more and more reflective of society as a whole. We believe we are equipping young learners to collaborate with all types of people. We find that Morton Ranch Elementary students are very accepting of new students regardless of race or ethnicity. We do all that we can to celebrate the uniqueness that EVERY student and family brings to our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data consistently reveal that our Special Education students perform significantly below other student groups in all subject areas, and these students continue to struggle on CBAs, DLAs and STAAR testing. **Root Cause:** Teachers and paras need professional development in differentiating instruction for all learners. One-fifth of our population is now in special education, so these learners' needs must be met for our campus to be successful.

Problem Statement 2: More than half of our student body (52%) is Emergent Bilingual, indicating need for instructional strategies that go beyond solely verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school. Staff need professional development and resources to meet the needs of an increasingly diverse student body.

Student Learning

Student Learning Summary

Last year, our students took the Reading STAAR test online, but this year, all STAAR tests were administered online. Individual families were allowed to apply for paper-based testing, but decisions were made at the district level. 100% of our students testing took STAAR online. Online testing presents unique challenges and opportunities. We have preliminary STAAR results only, with the state providing new terminology regarding student performance (Likely to Pass, Likely Not to Pass, and Zone of Uncertainty). Parents will have assessment results in mid-August, 2023.

Our Preliminary STAAR data is based upon our district's guidance regarding recommendations for summer school. We are proceeding based on the Raw Score of 17 and below being Does Not Meet Expectations. Typically in the past, children who score 85% or higher on the test qualify in the Masters category. With this approach, we anticipate our STAAR performance as follows:

3rd Grade Reading: 84% passed the test (up from 80% last year); 16% Mastered (down from 32%)

4th Grade Reading: 75% passed the test (up from 69% last year); 8% Mastered (down from 20%)

5th Grade Reading: 91% passed the test (up from 83% last year); 21% Mastered (down from 40%)

3rd Grade Math: 51% passed the test (down from 73% last year); 14% Mastered (down from 26%)

4th Grade Math: 60% passed the test (down from 64% last year); 11% Mastered (down from 18%)

5th Grade Math: 66% passed the test (down from 78% last year); 11: Mastered (down from 26%)

5th Grade Science: 57% passed the test (down from 68% last year); 9% Mastered (down from 18%)

Our 2022 state accountability rating was a grade of A. Our new state accountability rating will not be released until September of 2023.

In 2022, MRE met all three targets of state accountability:

Domain 1 - Student Achievement (80/B)

Domain 2 - Student Progress (88/B)

Domain 3 - Closing the Gaps (98/A)

These scores resulted in MRE receiving a 2022 Texas Accountability Met Standard rating, with an overall letter grade of A/91. Additionally, we received five of the six possible distinctions, in these areas: Academic Achievement in ELAR, Academic Achievement in Math, Academic Achievement in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

In all grades, reading instruction is a high priority. According to the 2023 End of Year Independent Reading data, our students are losing ground as they progress from Kindergarten to 5th Grade, peaking in Third Grade. Current 2023 EOY data shows:

Kindergarten: 50% below level, 50% on or above level

1st Grade: 39% below level, 61% on or above level

2nd Grade: 47% below level, 53% on or above level

3rd Grade: 35% below level, 65% on or above level.

4th Grade: 60% below level, 40% on or above level.

5th Grade: 69% below level, 31% on or above level.

Additional Reading Data comes from CLI-Engage:

From our CIRCLE Progress Monitoring data for EOY PreK, we know that the majority of our PreK students are on track for Rapid Vocabulary (89%) and for Phonological Awareness (61%). Though with opposite strengths, our bilingual PreK students are also on track: 62% for Rapid Letter Naming, and 88% for Phonological Awareness.

TX-KEA data for Kindergarten:

Vocabulary: 86% on track

Letter Names: 43% on track

Decoding: 82% on track

Letter Sounds: 43% on track

Blending: 53% on track

TPRI data for 1st Grade:

Areas of greatest strength included reading comprehension (71% developed), substitutions (72% developed), and blending (70% developed). Areas for improvement include: accuracy (59%), deleting sounds (53%), and fluency (62%).

TEJAS LEE data for 1st Grade:

Strength = Accuracy (58% developed)

Weaknesses: Reading comprehension (36% developed), deleting sounds (28%)

TPRI 2nd Grade:

Strengths: Accuracy (91% developed), reading comprehension (70% developed), word reading (66% developed)

Weaknesses: Fluency (30% developed), spelling (50% developed)

TEJAS LEE data for 2nd Grade:

Strengths = Accuracy (81% developed), word recognition (61% developed)

Weaknesses: Spelling (33% developed), reading comprehension (59% developed)

Our anticipated STAAR data indicates that our Reading performance is better than our Math performance in all grade levels (and across the district and state). Other informative data comes from our DreamBox End of Year Report.

DreamBox Math Data: As of May 2023, our DreamBox data indicated the following for Grades K-5:

Kinder: 6% Insufficient Usage, 33% Not on Track, 3% Potentially on Track, 59% On Track (down 1% from last year)

1st: 11% Insufficient Usage, 57% Not on Track, 1% Potentially on Track, 31% On Track (down 6% from last year)

2nd: 15% Insufficient Usage, 61% Not on Track, 2% Potentially on Track, 22% On Track (down 8% from last year)

3rd: 17% Insufficient Usage, 73% Not on Track, 1% Potentially on Track, 9% On Track (down 48% from last year)

4th: 94% Insufficient Usage, 3% Not on Track, 0% Potentially on Track, 3% On Track

5th: 97% Insufficient Usage, 2% Not on Track, 0% Potentially on Track, 1% On Track

It is clear that our intermediate grades are not valuing DreamBox as an instructional resource. In Kindergarten, the data shows that when used, this curriculum is fruitful. The DreamBox data mirrors our decreased performance in Math this year.

While we are glad to see the peak by the end of Third Grade, it is concerning that our First and Second Graders seem to have lost ground, as compared to Kindergarten. When used with fidelity, we know that students who complete five or more lessons/week show 1.2 years of growth; at MRE, only 25% of our students completed the five lessons/week. We know that 2-4 lessons/week result in .7 years of growth; 38% of our Mavericks participated in DreamBox at this level. And for students who complete zero to one lesson/week, we can expect little to no growth; this was the lesson completion rate for about one-third of our students.

Student Learning Strengths

Student success at MRE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day. Students in Grades 1-5 may go to twenty-five minutes of Round Up intervention for Math and/or Reading. Through state comp ed and federal Title One funds, we employ 3.5 Title One teachers and 5 Academic Support teachers who provide direct instructional service to students in both pull out and push in intervention. For our ESL & Special Education students, we implement a collaborative teach model. Our gifted and talented students attend our Challenge program here on campus once a week to meet their learning goals as well. Additionally, we offer before and after school tutorials to students in all academic areas, funded through general ed funds, Title One funds, and Title Three funds. Our Primary and Intermediate Science Labs are two of our students' favorite places on campus; hands-on Science learning is a priority in this school. Finally, the spirit of reading pervades our entire campus: students have daily time and choice in their independent reading, books clubs are held at the student and adult levels, and every employee is encouraged to display publicly his/her "current read." For the second of a three-year term, we enjoy a third Instructional Coach to support primary teachers in the planning process in all content areas.

An obvious strength in this year's preliminary STAAR data is Reading. Our students improved from 2022 to 2023 in all grade levels, and 5th Grade scored a campus high of 91% of students anticipated to pass the test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few of our students are Meeting the state standard in Reading performance. While preliminary 2023 STAAR results indicate that at least 75% of our students passed the test, this does not necessarily equate to Meeting the standard. We have too few students Mastering, and our F&P data indicate that in only two grade levels (1st and 3rd), more than 60% of our students are reading on/above level.   **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. They will require support as new district curriculum is implemented in 23-24.

Problem Statement 2 (Prioritized): Too few of our students are Meeting the state standard in Math performance. Preliminary 2023 STAAR results indicate that our math performance declined in every grade level. DreamBox data show that fewer than 60% of our students are On Track for the next grade level.   **Root Cause:** Teachers lack facility with the numeracy progressions and many of our students are lacking basic numeracy skills and fact fluency, even in the intermediate grades. Teachers also need assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 3 (Prioritized): Science performance declined last year, and lags reading performance significantly. Almost half of our fifth grade is performing below grade level expectations.   **Root Cause:** Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as are linguistic accommodations, sentence stems, and resources.

With more than half of our students being Emergent Bilingual (and many of the rest lacking strong foundational language skills in English), our focus continues to be on incorporating more vocabulary-rich instruction using strategies from the research-based 7 Steps to a Language-Rich Interactive Classroom. Our goals are to teach students to speak in complete sentences while participating in structured conversations in the classroom by continuing the use of sentence stems, using more visuals, and vocabulary strategies that support our objectives. Asking thoughtful and meaningful questions beyond the comprehension and knowledge levels continues to be a goal we strive for so students can connect to the content in meaningful ways. We aim to bridge quality questioning within rigorous instruction so assessments will reflect student growth.

Assessment plays a major role in teacher decision-making and takes on many different forms at MRE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) and Interim Assessments provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, through Lead4ward and KISD Research/Accountability/Assessment office, so that instruction is supported vertically.

Data points collected by teachers include students' work in the following: Amira, HMH Growth Measure, Math Progressions, DreamBox, Math Running Records, TELPAS, Module Assessments, Math Check Points, Interims, and Campus-Based Assessments. We also rely on primary reading inventories required by the state: CIRCLE Progress Monitoring for PreK, TX-KEA for Kindergarten, and Amira for 1st and 2nd Grades (both three times/year).

Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. In the 2023-24 school year, members of our Instructional Support team will join grade level planning sessions with grade levels, increasing continuity for students who receive instructional support. SPED instructors join grade level planning as their schedules allow. Mav Learning Community involves voluntary instructional sessions offered on a monthly basis to provide professional development opportunities for all, by their colleagues.

Most of our previously employed Kindergarten through Third Grade teachers, as well as Assistant Principals and Instructional Coaches, have completed the state-required Texas Reading Academies this year, collecting over 60 hours of professional development in the area of effective ELAR instruction. For the 2023-24 school year, our new hires, special education teachers, dyslexia teachers, and interventionists will be participating in the Reading Academies. We expect to see gains in primary reading instruction as a result of this extensive professional development experience.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on individual students' needs. The MTSS Collaborative meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times.

The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? MTSS meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the Counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. We provide before and after school tutorials and we utilize Extended Learning Time (ELT, or Round Up) for the majority of our intervention and extension.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

As for staff recruitment and retention, Morton Ranch Elementary employees highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through campus-based interview committees. As our school grows each year, we add more staff members. We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New hires attend a two-day district level onboarding in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to MRE participate in a monthly New Mavs Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

As of June 2023, all but four of our classroom teachers hold an ESL teaching certification. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP.

In the area of technology, every classroom on campus has a SMART Panel or Board, at least one classroom computer and multiple iPads and/or Chromebooks. MRE is now a 1:1 campus: every student has personal access to either an iPad (K-2) or Chromebook (3-5) for use at school. Wireless access points have been installed proportionally throughout our building, and a Katy ISD filter protects students from harmful sites. We have numerous designated iPads and Chromebooks purchased with Bridging the Digital Divide funds that students are allowed and encouraged to check out and take home for a 24-hour period -- and those are protected by the Katy ISD filter, as well. There are multiple computers and laptops in the library for student and staff use. Technology in use by teachers and/or students can be observed daily in almost every classroom visit done by campus administrators. The staff continues to strive for fully integrated instruction with technology.

We have been a PBIS school for years and will continue in the 2023-24 school year. Students earn points by showing expected behaviors; points are redeemed for prizes, and twice/year for the Golden Moolah Party. We also utilize Character Strong/Purposeful People as the character education program. We have a Core Team who will attends monthly training and relays information to the rest of the staff. We place high value on supporting our students' social-emotional growth.

School Processes & Programs Strengths

We have many process/programmatic strengths:

Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by the Instructional Coaches, our teachers review materials, plan instruction, analyze data, and share best practices.

Mentoring - We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts, then benefit from a monthly New Mavs Academy -- sessions led by our Lead Mentor(s), covering a variety of topics such as effective instructional strategies, classroom management techniques, and practical information (like how to input grades). With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

MTSS - The MTSS process on our campus is being utilized successfully before students are referred to special education. Teachers meet in collaboratives on a regular, rotating basis, to review data about students of concerns. Tiered interventions are implemented, in attempt of closing gaps and preventing referral to SPED.

Master Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large blocks of uninterrupted time together as much as possible, while placing lunch and recess together, comprising one full hour.

Safety - Safety drills are performed frequently and effectively. Students and staff know how to respond in a variety of emergency situations, thanks to regular training. We recently passed a district "Intruder Drill," when an undercover employee tried to access the building via a grade level door. Our second grade student refused the person's entree, and sought help from an adult.

Committees - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Volunteer Appreciation, PBIS, and Special Events.

Management/Supervision - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.

Technology - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

PBIS - MRE participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and most students enjoy earning Moolah tickets and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When walking into MRE, one feels welcome by all staff and students.

Traditions - Both staff and students enjoy Maverick traditions. MRE staff members ENJOY working together, celebrating together year after year: Souper Bowl lunch, Thanksgiving Feast, Ugly Sweater contest, EOY slide show, and Twelve Days celebration before Winter Break. Student Mavericks love Meet the Teacher Night, the Monster Mash, Breakfast with Santa, Campfire Chats, Winter Sing-a-Long, Mav Graduation Walk, Field Days, field trips, and the 5th Grade Party. In the last school year, we added our Marvelous Maverick ceremonies, in which teachers spotlights one boy and one girl from each classroom; these students have demonstrated excellent character and take home a medal and a yard sign.

Professional Development - We commit a large portion of our campus budgets to professional learning for our teachers, admin, and paras. A process unique to our campus is our Mav Learning Community. This is in-house PD, provided by one's colleagues. Admin identifies particular strengths among the educators, and invites that teacher to instruct others about his/her craft and technique. Participates choose at least three and up to six MLC sessions/school year. These sessions are often so popular that they are required to be repeated.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of discipline referrals increased significantly in 2022-23, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Additional violations related to cell phones and dress code also increased this school year.   **Root Cause:** Following the global pandemic, we have noted students' decreased self-awareness and self-control. Our teachers need training in behavior management, behavioral de-escalation strategies, and in building strong classroom communities.

Problem Statement 2 (Prioritized):
Although parent and family engagement increased since the global pandemic, we do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.   **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.

Perceptions

Perceptions Summary

The perceptions of this school are very positive. There is a legacy of excellence. Students and parents love Morton Ranch Elementary. Parents work closely with the staff at MRE to create events to bring more families and the community to our school. Especially after COVID limited on-site parent and family engagement opportunities, we have seen an increase in the degree of parental support for our students.

With an attendance rate of just under 95%, our Mavericks WANT to be at school. Throughout each year, there are several events tailored to the interests of all students and families. MRE works very had at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title One school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through Class Dojo, weekly eNews, grade-level Smores, school marquee, campus website, classroom-based websites, school and classroom Facebook and Twitter accounts. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. We are proud that most visitors consistently refer to our Front Office team as very parent-friendly (survey data). We promote two popular parenting organizations on campus (Watch DOG Dads and M&M moms), as well as a PTA and a Campus Advisory Team. We have multiple business partners in the community, as well as KEYS mentors, High School PALS (student buddies) and High School student teachers.

One of the core beliefs at Morton Ranch Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Our Promises (mission statement) are a testament to this "growth mindset" atmosphere. With our school now heading into its sixteenth year, we serve the siblings of many of our original students, and pride ourselves as feeling like one big family. We are in our eigth full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is MAVS: Make good decisions, Act responsibly, Value hard work, and Show Kindness. Students know this motto and are rewarded with Dojo points when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every two weeks; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 30 minutes playing games with the principal. As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year, we continued our "Golden Ticket Events," big party events full of activities like canvas painting, clay modeling, dance-party, board games, inflatables, Popsicles, extra recess, and even snow cones. Students were allowed to participate if they had no discipline referrals in a given time period. Staff school-wide participated in rewarding good student behavior with electronic points. A Prize Menu was offered to students regularly, and students could purchase things like passes to wear hats, take their shoes off, each lunch with a friend, bring a stuffed animal, and wear slippers.

Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted for students to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Our staff Sunshine Social Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Events like "Boo!," Thanksgiving potluck, Secret Santa, Valentines treat, St Patrick's treat, STAAR treats and the End of the year party celebration have contributed to building staff appreciation and morale.

New to our district this year last year was the Satchel-Pulse Culture and Climate survey instrument. This company generated very frequent, short, electronic surveys to everyone employed in KISD. While the participation rate in the surveys across the district varied tremendously and

never reached 50%, MRE survey participation ranged from 21% to 69% across the weeks and months. Of the eight dimensions measured, MRE scored highest in the areas of Relationship with Colleagues, Meaningful Work, and Relationship with Supervisor. We scored lowest in these areas: Job Satisfaction and School Management.

The 2023-24 school year brings 31 new staff members to MRE. We found some of our new hires this year through the Katy ISD Job Fair and some through personal referrals, but as all schools nationwide are experiencing, there is a shortage of candidates. As a Title One campus, even our paraprofessionals must meet more rigorous standards for employment (48 college hours or minimum score on Para Pro test). As of late June 2023, we continue to strive to fill our vacancies, having 7 current openings.

Annual parent surveys indicate that over 90% of parents are Satisfied or Highly Satisfied with the education their children receive at Morton Ranch Elementary. Repeatedly, they single out teachers for whom they are so appreciative, listing ways that our staff go beyond the ordinary to meet the needs of their children. Most of our parents are working parents, unable to come to school often during the day, but certainly supportive of our efforts. Our campus and our PTA is committed to increasing the number of parents who actively volunteer for the school, either in person or virtually with "behind the scenes" work and support. Stakeholders in our school community are engaged with our school's mission, vision, and goals through their involvement with our Campus Advisory Team, attendance at curriculum nights, communications sent in multiple ways from the schools, and through annual parent conferences. The school administration talks and meets regularly with parents when specific concerns are raised. Our Parent/School Compact and the Parent & Family Engagement Policy are provided to families multiple times annually, and are available on our website in both languages.

Perceptions Strengths

MRE has multiple family/community involvement strengths. We have tremendous staff support at all PTA meetings and functions such as Trunk or Treat, Breakfast with Santa, Valentine's Day carnation sales, etc. Our teachers show great appreciation for the parents who ARE able to come to school and provide activities for the children. Until the global pandemic in 2020 and 2021, the number of active parent and community volunteers at MRE had grown consistently, each year. Last year, we re-instituted sponsoring a Volunteer Work Day once a month, when parent volunteers come in to complete projects that the teachers have laid out (assembling packets, cutting, laminating, sharpening pencils, separating news articles, etc). To show our thanks, our teaching teams take turns providing snacks and drinks for the volunteers. Each year, we hold at least two Title One curricular nights, during which families come and learn more about what goes on in our classrooms, with opportunities for parents and children to practice skills together. We typically couple these nights with music programs and/or book fairs. We currently hold business partnerships with Chick-Fil-A, What-a-burger, Jeremiah's Ice, Schlotsky's, the new Gulf Coast Educators' Federal Credit Union, and one local realtor. We have enjoyed to the return of the high school mentors (PALS) and student teachers, and our KEYS mentors (community members) -- all who come regularly to provide emotional support, role modeling and companionship for targeted students. Our survey data indicates that teachers are happy working at MRE, and parents feel welcome in our school and that their concerns are valued by MRE staff.

One more area of strength in perceptions is our total staff commitment to our students' social-emotional lives. We have a strong building-wide commitment to providing a daily Morning Meeting (Community Circle) with our students in every classroom, PreK through Fifth grade. Students enjoy participating in PBIS/Class Dojo, as well. They demonstrate awareness of our motto and its meaning and participate highly in redemption of their earned Moolah points. They love the Golden Moolah parties, held twice/year. At MRE, we know that academic learning is important, but it is NOT the whole story.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):
Although parent and family engagement increased since the global pandemic, we do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.   **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.

Problem Statement 2: Between the years of 2019-2023, student attendance decreased from 96% to 93%. Attendance not only decreased at the campus level, but at the district and state level as well.   **Root Cause:** Parents are now working from home and many believe their children still have on-line learning options. Post COVID-19, we have seen students who are significantly struggling with social anxiety and other behavioral issues that are sparked by the idea of being on campus with other students. Their parents keep them home in order to decrease their anxiety. Additional resources for parents is needed.

Priority Problem Statements

Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. While preliminary 2023 STAAR results indicate that at least 75% of our students passed the test, this does not necessarily equate to Meeting the standard. We have too few students Mastering, and our F&P data indicate that in only two grade levels (1st and 3rd), more than 60% of our students are reading on/above level.

Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. They will require support as new district curriculum is implemented in 23-24.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Too few of our students are Meeting the state standard in Math performance. Preliminary 2023 STAAR results indicate that our math performance declined in every grade level. DreamBox data show that fewer than 60% of our students are On Track for the next grade level.

Root Cause 2: Teachers lack facility with the numeracy progressions and many of our students are lacking basic numeracy skills and fact fluency, even in the intermediate grades. Teachers also need assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science performance declined last year, and lags reading performance significantly. Almost half of our fifth grade is performing below grade level expectations.

Root Cause 3: Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of discipline referrals increased significantly in 2022-23, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Additional violations related to cell phones and dress code also increased this school year.

Root Cause 4:
Following the global pandemic, we have noted students' decreased self-awareness and self-control. Our teachers need training in behavior management, behavioral de-escalation strategies, and in building strong classroom communities.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Although parent and family engagement increased since the global pandemic, we do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.

Root Cause 5: Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 14, 2023

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percent of students demonstrating Meets or Exceeds Progress levels on STAAR Reading and STAAR Math and Meets Expectations on 5th Grade Science will increase by 3% for each subject, as compared to the 2023 progress measures.

Evaluation Data Sources: STAAR Data, Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase in student achievement.				
Staff Responsible for Monitoring: Title One Coordinator				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 3				
Funding Sources: Instructional materials - 211 - Title I Part A - $7,500, Online resources - 211 - Title I Part A - $13,000, Professional Development - 211 - Title I Part A - $13,000, Extra Duty Pay - Tutorials (Professionals, ParaProfessionals - 211 - Title I Part A - $8,500				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** - 282 - ESSER III - $29,628, Title I Teacher Salaries - 211 - Title I Part A - $74,000				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Science performance declined last year, and lags reading performance significantly. Almost half of our fifth grade is performing below grade level expectations.   **Root Cause**: Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3:   The percent of MRE 3rd Grade students who achieve Meets or Above in Math will increase by 3% by July 2024.

    HB3 Goal

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build public awareness of HB3 goals and progress. **Staff Responsible for Monitoring:** Principal	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Plans are posted on the campus and district websites within the Campus Improvement Plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide access to HB3 plans to all stakeholders. **Staff Responsible for Monitoring:** Principal	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide instructional materials, online resources, technology devices, professional development, before/during/after school tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all sub populations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Title One Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Instructional Materials - 211 - Title I Part A - $8,500, Online Resources - 211 - Title I Part A - $13,000, Professional Development - 211 - Title I Part A - $13,000, Title I Teacher Salaries - 211 - Title I Part A - $74,000				

Strategy 4 Details	Reviews			
Strategy 4: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Science performance declined last year, and lags reading performance significantly. Almost half of our fifth grade is performing below grade level expectations.   **Root Cause**: Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3:   The percent of MRE 3rd Grade students who achieve Meets or Above in Reading will increase by 3% by July 2024.

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Research, Assessment and Accountability reviews plans with the school board annually in a public meeting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased public awareness of HB3 targets and progress by campus.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 2 Details	Reviews			
Strategy 2: Plans are posted on the campus and district websites within the Campus Improvement Plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased access to HB3 info by all stakeholders.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 3 Details	Reviews			
Strategy 3: Provide instructional materials, online resources, technology devices, professional development, before/during/after school tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all all students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Title One Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Instructional materials - 211 - Title I Part A - $8,500, Online resources - 211 - Title I Part A - $13,000, Professional Development - 211 - Title I Part A - $13,000, Extra Duty Pay-Tutorials (Professionals and Paraprofessionals - 211 - Title I Part A - $4,300, Title I Teacher Salaries - 211 - Title I Part A - $74,000				

Strategy 4 Details	Reviews			
Strategy 4: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Science performance declined last year, and lags reading performance significantly. Almost half of our fifth grade is performing below grade level expectations.   **Root Cause**: Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition and science instructional strategies.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: ESF: By May, 2024, All Morton Ranch Elementary Teachers will increase their understanding of the TEKS through ongoing collaborative PLC's.

    Evaluation Data Sources: PLC Observations with Feedback ("Look For's" Planning Rubric), planning agendas, TEKS Analysis, and through observation and feedback of instruction.

Strategy 1 Details			Reviews	

Strategy 1: Staff will be provided training and modeling of effective planning expectations and classroom expectations by October, 2023.
    Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator.
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details			Reviews	

Strategy 2: The MRE Leadership Team will communicate expectations and a copy of the Monitoring Tool to teachers by October, 2023.
    Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator.
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The MRE Leadership Team will conduct weekly grade-level Learning Walks and attend weekly team planning meetings (PLC's) using the monitoring tool to track data and provide feedback to teachers. The MRE Leadership Team will review Learning Walk and Planning data weekly. Teachers will be provided with immediate feedback and determine whether or not additional coaching/modeling is needed.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement.				
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator.				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observations, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. https://docs.google.com/document/d/1ZTmgw9hAzm1hVvFbZOjuWzIHTkAiq0EX5fISVTtY0Jk/edit **Staff Responsible for Monitoring:** Principal, Physical Education Teachers **Title I:** 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations in Physical Education class. **Staff Responsible for Monitoring:** Principal, PE teachers **Title I:** 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

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

Goal 2: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Increase parent and family engagement by 10% annually by offering a variety of activities and events supporting the whole child.

    Evaluation Data Sources: Parent sign in sheets, # of parents volunteer hours, Parent survey

Strategy 1 Details	Reviews			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Open House and through special events such as Volunteer Kick-Off Rallies. Make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in volunteer base
     Staff Responsible for Monitoring: Title One Coordinator
 	
     Title I:
 4.1, 4.2
  - TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 3: Positive School Culture
 	
 Problem Statements: School Processes & Programs 2 - Perceptions 1
 Funding Sources: Snacks for volunteer solicitation events - 211 - Title I Part A - $500				

Strategy 2 Details	Reviews			
Strategy 2: Promote family and community engagement by hosting academic nights and training sessions at various times including Saturdays, to assist parents in learning in their home language, distributing parent engagement and family involvement procedures and the parent/school compact.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in parent and family engagement in educational activities
     Staff Responsible for Monitoring: Title One Coordinator
 	
     Title I:
 4.1, 4.2
  - ESF Levers:
 Lever 3: Positive School Culture
 Problem Statements: School Processes & Programs 2 - Perceptions 1
 Funding Sources: Supplies - 211 - Title I Part A - $600, Other Operating Expenses - 211 - Title I Part A - $600, Reading Materials - 211 - Title I Part A - $74,000, Extra Duty Pay(Professionals and Paraprofessionals) - 211 - Title I Part A - $16,500				

Strategy 3 Details	Reviews			

Strategy 3: The CAT, teachers, administrators, staff members, parents, and community members will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school.
 	
    Strategy's Expected Result/Impact: Increase in student achievement.
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    4.1, 4.2
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs.
 	
    Strategy's Expected Result/Impact: Increased PreK/Kindergarten registration
    Staff Responsible for Monitoring: Assistant Principals
 	
    Title I:
    4.2
    - TEA Priorities:
Build a foundation of reading and math
    - Additional Targeted Support Strategy
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Provide a smooth transition for 5th graders going to 6th grade by inviting JH counselors to MRE to teach about course selection, through visits from the Fine Arts departments, and through other exchanges (ie: library visits, etc.)
 	
    Strategy's Expected Result/Impact: Increased interest in and awareness of available JH programming, increased registration in Pre-AP classes at JH
    Staff Responsible for Monitoring: Counselors
 	
    Title I:
    4.2
    - TEA Priorities:
Improve low-performing schools
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Provide parent engagement activities to parents/guardians of English learners that is supplemental to the services provided to all parents.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Supplies - 211 - Title I Part A - $500				
0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✗ **Discontinue**	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Although parent and family engagement increased since the global pandemic, we do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.   **Root Cause**: Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.

Perceptions
Problem Statement 1: Although parent and family engagement increased since the global pandemic, we do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.   **Root Cause**: Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Provide students and staff a safe environment in which to grow, work, and learn.

    Evaluation Data Sources: District safety audit (passing score)

Strategy 1 Details	Reviews			
Strategy 1: Utilize tiered levels of identification and intervention (i.e., SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward selves and others. Campus leadership team will coordinate implementation of violence and bullying preventive strategies, consistent documentation, and individualized responses to match needs of the student/situation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations
    Staff Responsible for Monitoring: Counselors
 	
    Title I:
2.5
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 1
Funding Sources: Contracted Services- Dinosaur George, HCMusuem STEM - 211 - Title I Part A - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals, reduced bullying accusations and investigations, improved attendance by all students. Strong classroom management and promotion of mental health will result in well-rounded students and adults.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Dress code and cell phones	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals because of dress code infractions. Reduce lost of instructional time because of dress code or infractions on responsible cell phone use and district and campus expectations. **Staff Responsible for Monitoring:** APs **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The number of discipline referrals increased significantly in 2022-23, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Additional violations related to cell phones and dress code also increased this school year. **Root Cause**: Following the global pandemic, we have noted students' decreased self-awareness and self-control. Our teachers need training in behavior management, behavioral de-escalation strategies, and in building strong classroom communities.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: MRE Leadership team will collaborate to interview and select high quality teaching candidates for hire.

    Evaluation Data Sources: Talent Ed requisitions, new hire credentials

Strategy 1 Details			Reviews		
Strategy 1: MRE Leadership team will participate in the Katy ISD Job Fair in March 23 of 2024.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring of highly qualified teaching staff		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					
Strategy 2 Details			Reviews		
Strategy 2: All emergent bilingual students (ELs) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade levels.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in TELPAS scores, exits from ESL program
    Staff Responsible for Monitoring: Principal
 	
    Title I:
2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 -					

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

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: Teachers are informed of the English language proficiency levels of the English learners in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading, and writing.

Evaluation Data Sources: Team Planning agendas, lesson plan reviews

Strategy 1 Details				Reviews			
Strategy 1: During weekly team planning (PLC) sessions, the ELPs will be consulted and integrated into lesson plans.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased TELPAS scores, increased classroom engagement by EL students **Staff Responsible for Monitoring:** Instructional Coaches **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				Oct	Jan	Apr	June

Strategy 2 Details				Reviews			
Strategy 2: Teachers of emergent bilingual students (ELs) will participate in professional development that addresses instruction that is sheltered and culturally responsive.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in academic performance of EL students, increased communication and social interaction between ELs and non-EL students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				Oct	Jan	Apr	June

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

State Compensatory

Budget for Morton Ranch Elementary

Total SCE Funds: $325,000.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

We employ 5 State Comp-Ed funded positions, four monolingual teachers and one bilingual teacher. All five serve as Academic Support teachers, providing small group instruction to our most At-Risk students in grades Kindergarten through 5th Grade. These teachers serve children needing help with Reading and Math, and do so before and during the school day. They receive special training and particular instructional materials from our district, and follow an Extended Learning Time schedule consistent across our campus.

Personnel for Morton Ranch Elementary

Name	Position	FTE
Amy Paik	Teacher	1
Kate Henninger	Teacher	1
Marisol Salmones	Teacher	1
Qiana Wyche	Teacher	1
Vacant	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Throughout the spring and into early summer, the Administrative Team, Team Leaders, CAT team, and all Title staff review campus data, including all forms of STAAR, TELPAS, I-Station, Reading Levels, DreamBox, and Progress data, as well as student grades on Interim Progress Reports and Report Cards, behavior data, attendance of students and staff, and attendance of parents at night time events.

Title One staff divide up the various sections of the CNA, and after reviewing all data, create summaries, strengths, and needs sections. Root causes are discussed for each need identified.

When available, our state accountability report is reviewed and any missed targets are noted. Highlights of all data are presented to staff at large, and to the CAT, who then helps brainstorm ideas for performance objectives and strategies to meet these goals. The Campus Advisory Team is made up of parents, teachers, business and community members, administrators, and district representatives. Staff members contribute ideas through curricular team meetings led by Instructional Coaches and Admin, and CAT members do so through both electronic venues and in-person CAT meetings.

In Administrative meetings, staff meetings, and grade level team meetings, we review campus and district data continuously. The CAT meets four times this year. We review current student data, and relied heavily on our State Accountability rating to make plans for the school year.

A draft of the Campus Improvement Plan is made available for viewing up until it is submitted to the School Board in September. Ideas for revision are sent directly to the principal, and are discussed and considered by the Admin Team. The current draft was last reviewed on August, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan, the above Campus Needs Assessment process results in our staff and CAT contributing ideas of strategies for meeting performance objectives defined by the administrative team. We have House Bill 3 requirements to consider, as well.

Our CAT members are given a bound copy of the past and current CIPs. At each meeting, one or two sections of the CIP are highlighted and explained and input is sought as to revisions and suggestions. Agendas, minutes, and sign-in sheets are regularly loaded into the online Title One Crate. The CIP is also available in Spanish and English in our Front Office, on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews and through grade level electronic newsletters.

At the Title One Orientation meeting, we review the Big Ideas from the CIP and demonstrate how to access it online. Relevant data addressing each root cause and problem statements is presented, and updates are discussed as to how the school is currently addressing our needs.

2.2: Regular monitoring and revision

CAT members own a personal copy of the Campus Improvement Plan, and we review the CIP at each CAT meeting, noting progress towards meeting the performance objectives and overall goals. Throughout the year, surveys and formative data are collected. The Administrative Team completes formative reviews of all strategies on a quarterly basis and a summative review each June; these are recorded in the online Title One Crate (Plan 4 Learning). Team

Leaders review the previous CIP each August, as well as the draft of the proposed new CIP, and provide input. Staff members are reminded of the CIP goals, objectives, and strategies throughout the school year, often as the reason we are implementing various activities.

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

The Campus Improvement Plan is available in English and Spanish (hard copies) in our school's front office for review. Should a parent require the CIP in a language other than English or Spanish, an appointment may be made with the campus principal, and an interpreter will be secured.

Additionally, the CIP appears on our campus website on a regular basis. The links are publicized twice/year through our campus eNews.

2.4: Opportunities for all children to meet State standards

Most students are MRE are placed in classrooms with certified teachers; due the teacher shortage prompted by the pandemic, some of our students will start this school year in non-certified substitutes' classrooms. Many of our classrooms are supported by Highly Qualified paraprofessionals. High quality instruction is provided to the maximum extent possible, with few interruptions, one 30-minute recess period, and daily intervention time built into the master schedule. Students not meeting state requirements and those struggling academically are provided academic support for at least thirty minutes a day, provided by a member of our Instructional Support Team or a grade level teacher. Before and after school tutorials are offered for struggling students, as well. Quarterly MTSS meetings involve discussions among grade level teachers, academic support teachers, and the administrative team, to ensure that no child is falling through the cracks, and to brainstorm additional ideas for support.

Professional development is provided through monthly staff meetings, through weekly team planning, through our Professional Development Rotation, through monthly Mav Learning Community sessions, and by sending staff to various local, state, and national conferences and trainings. Teachers with the greatest bank of instructional strategies are those who are best prepared to meet the needs of our students!

2.5: Increased learning time and well-rounded education

Our master schedule is designed to maximize uninterrupted learning time for students in all grade levels. As we place Specials, lunch, and recess, we aim to offer the largest continuous instructional blocks possible, keeping in mind the developmental stages of the students. (Kindergarten students cannot sustain four straight hours of instruction.) We offer intervention time for each grade level on a daily basis, so that students who are struggling or who have mastered the curriculum, receive appropriately differentiated instruction. Beyond the academics, we provide daily Morning Meetings for all students, so that social-emotional skills may be grown. We utilize PBIS campus-wide, helping students further develop appropriate social skills. Character education is provided through Character Strong/Purposefull People from our counselors; they also provide guidance lessons, and sponsor counseling groups based on common topics (friendship, divorce, moving, etc.) We celebrate academic achievement AND demonstration of high-quality character, through grade-level assemblies.

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

At-Risk students' needs are met in various ways at MRE. Any student failing a subject areas is immediately placed in MTSS. A collaborative team meets at least once every nine weeks to review students who are struggling, and to determine where they may be best served. Academic Support Teachers (state and federally funded) provide daily intervention in thirty or forty minute slots for both Math and Reading during small group instruction.

We offer full-day PreK education in both English and Spanish here on our campus. We have two classrooms of bilingual ECSE students, as well, knowing that early intervention is best.

Students requiring 504 or special education are monitored closely by case managers, who meet regularly with classroom teachers to provide students with appropriate instruction. Communication with parents is also critical. Invidualized Education Plans and Behavior Intervention Plans are enforced with high fidelity.

The behavioral progress and attendance rates of students are tracked closely by grade level assistant principals.   Parents are included quickly if either area is in jeopardy. By definition, every parent of a Katy ISD elementary student is offered at least one parent conference/year (in the Fall semester).

Various mentoring programs exist on our campus, in order to help our students feel like they matter. We have KEYS from the community, PALS from the high school, Sunshine Readers from the retirement community, and parent volunteers who meet with children on a one-on-one basis.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated annually through summative reviews in Plan 4 Learning, and through the entire Campus Needs Assessment process. Various stakeholders gather multiple times in the spring and early summer to review the previous plan and make adjustments moving forward. Our plan is a living, breathing document, open to revision as needed, throughout the school year. Multiple data sources are used to evaluate progress on strategies, performance objectives, and goal achievement.

4.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is reviewed and revised on an annual basis, at a spring CAT meeting. We typically provide various examples of the policies form different schools and combine the best of what we see. This policy is posted on our campus website in Spanish and English and is reviewed and distributed to families on our Back in the Saddle Night (Open House). Each year, we have parents, teachers, and students sign off in agreement to the policy. For families not attending the event, the document is sent home and an incentive is provided for students who do return the signed policy.

Most recently, the policy was reviewed and revised in April, 2023, at a CAT meeting. The most current PFE is available in Spanish and English in our Front Office, on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

4.2: Offer flexible number of parent involvement meetings

Our Campus Advisory Team meets 4-6 times/year, and we offer a minimum of two Title One Parent and Family Engagement events per school year (at least one/semester). Parents and guardians are invited for parent/teacher conferences every Fall. Musical performances are offered by our 2nd and 4th graders every spring. Our PTA is active and holds general meetings 4-6 meetings/year. Book Fairs offer opportunities for parents to be involved, as we sponsor Watch D.O.G.s and M&M Moms (Mavericks and Mommies) as parent volunteer organizations. Every grade level invites parents to Learning Celebrations and Field Days, typically held near the end of the school year. We welcome parent volunteers on a daily basis at MRE. Beginning as an annual tradition in the spring of 2021, our International Festival has been our most popular parent and family engagement event in our school's history!

By offering during the day opportunities, as well as evening opportunities, we aim to attract the greatest possible number of parents and family members

attending MRE events in support of their children.

Title I Personnel

Name	Position	Program	FTE
Carolina Correa	Teacher	Title I	1
Marisol Salmones	Teacher	Title I	1
Robert French	Teacher	Title I	1

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Lori Maurer	Principal
Administrator	Oscar Spivey	Asst. Principal
Administrator	Kelley Martinez	Asst. Principal
Non-classroom Professional	Brittani Benedict	Instructional Coordinator
Community Representative	Robert French	Volunteer
District-level Professional	Cindy Saavedra	District
Classroom Teacher	Marisol Salmones	Intervention Teacher
Community Representative	Erin Sweeney	Paraprofessional
Non-classroom Professional	Miranda Wilson	Special Education Teacher
Parent	Katerine Ramirez	Parent
Parent	Diana Mesias	Parent
Parent	Saily Sanchez	Parent
Parent	Rawya Aljobory	Parent
Parent	Naomi Childs	Parent
Parent	Carlos Calvo	Parent
Parent	Maurice Elrod	Parent
Parent	Jasmine Guzman	Parent
Parent	Tosin Obagbemi	Parent
Parent	Lan Huynh	Parent
Parent	Ayo Lawal	Parent
Classroom Teacher	Celeste Hubanks	1st Grade Teacher
Classroom Teacher	Megan Kingery	Dyslexia Intervention Teacher
Non-classroom Professional	Gena Kemp	ARD Facilitator
Classroom Teacher	Amy Paik	Intervention Teacher
Classroom Teacher	Kelly Baca	ESL Teacher

2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Lori Maurer	Principal
Administrator	Oscar Spivey	Asst. Principal
Community Representative	Robert French	Volunteer
Classroom Teacher	Marisol G Salmones	Teacher
District-level Professional	Alejandra Villanueva	OOL specialist
District-level Professional	Tiffany White	Title One Coordinator
District-level Professional	Ashley Muzny	Instructional Specialist
Non-classroom Professional	Miranda Wilson	SPED Teacher
Paraprofessional	Erin Sweeney-Cullen	Paraprofessional
Parent	Katerine Ramirez	Parent
Parent	Ayo Lawal	Parent
Administrator	Kelley Martinez	Asst. Principal
Parent	Diana Mesias	Parent
Parent	Maurice Elrod	Parent
Parent	Rawya Aljobory	Parent
Classroom Teacher	Celeste Hubanks	Teacher
Non-classroom Professional	Megan Kingery	Dyslexia Intervention Teacher
Non-classroom Professional	Kelly Baca	ESL Teacher
Non-classroom Professional	Amy Paik	Intervention Teacher
Community Representative	Elisa Eddleman	Community Rep
Paraprofessional	Ruth Sanchez	Paraprofessional

Campus Funding Summary

211 - Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay - Tutorials (Professionals, ParaProfessionals		$8,500.00
1	1	1	Instructional materials		$7,500.00
1	1	1	Online resources		$13,000.00
1	1	1	Professional Development		$13,000.00
1	1	2	Title I Teacher Salaries		$74,000.00
1	2	3	Online Resources		$13,000.00
1	2	3	Title I Teacher Salaries		$74,000.00
1	2	3	Instructional Materials		$8,500.00
1	2	3	Professional Development		$13,000.00
1	3	3	Extra Duty Pay-Tutorials (Professionals and Paraprofessionals		$4,300.00
1	3	3	Title I Teacher Salaries		$74,000.00
1	3	3	Instructional materials		$8,500.00
1	3	3	Online resources		$13,000.00
1	3	3	Professional Development		$13,000.00
2	1	1	Snacks for volunteer solicitation events		$500.00
2	1	2	Extra Duty Pay(Professionals and Paraprofessionals)		$16,500.00
2	1	2	Reading Materials		$74,000.00
2	1	2	Other Operating Expenses		$600.00
2	1	2	Supplies		$600.00
2	1	6	Supplies		$500.00
3	1	1	Contracted Services- Dinosaur George, HCMusuem STEM		$10,000.00
				Sub-Total	$440,000.00

282 - ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$29,628.00
				Sub-Total	$29,628.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MORTON RANCH EL (101914130) - KATY ISD

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		77	C
STAAR Performance	50	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	68	69	D
Relative Performance (Eco Dis: 56.0%)	50	79	C
Closing the Gaps	57	72	C

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

House Bill 3
Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness

Elementary Grade 3 Proficiency

Reading Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **68%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	67%	68%
Actual	60%	59%	57%	66%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Katy ISD	3rd Grade Reading At Meets or Above	2019 Actual	652	44%	2,043	48%	2,154	64%	20	60%	971	80%	8	50%	201	63%	738	29%	1,977	40%	2,022	53%
		2021 Actual	706	43%	2,042	45%	1,790	68%	7	71%	918	73%	9	67%	265	60%	863	26%	1,971	39%	1,943	52%
		2022 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		**44%**		**61%**		53%
		2024		49%		53%		64%		60%		80%		50%		63%		44%		61%		53%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	64%	78%	62%	77%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Alexander	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	17	76%	63	68%	0		71	90%	0		6	67%	18	50%	8	25%	48	79%
		2021 Actual	8	63%	17	29%	60	58%	0		50	76%	1	100%	6	67%	17	35%	25	40%	54	59%
		2022 Target		57%		76%		78%				90%				67%		50%		25%		89%
		2022 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%
		Met Target		N		Y		N				N				Y		N		Y		N
		2023		57%		76%		**77%**				**93%**				67%		50%		25%		94%
		2024		57%		76%		77%				93%				67%		50%		25%		94%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			29%	31%	48%	49%
Actual	40%	28%	25%	47%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Bear Creek	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Target		23%		41%		29%				75%				100%		6%		34%		35%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		23%		**51%**		29%				75%				100%		6%		39%		**52%**
		2024		23%		51%		29%				75%				100%		6%		44%		52%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Bethke	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Target		33%		36%		56%				72%		100%		44%		16%		33%		35%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		**60%**		36%		61%				72%		100%		44%		**46%**		33%		35%
		2024		60%		41%		61%				77%		100%		44%		46%		33%		35%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Bryant	3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N				Y		Y		N		Y
		2023		67%		68%		70%				88%				50%		43%		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	75%	76%
Actual		64%	72%	74%		
Met Goal			Y	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Campbell	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
		2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		Met Target		Y		N		Y				Y				N		N		N		N
		2023		57%		70%		74%		100%		67%				100%		44%		65%		74%
		2024		57%		75%		74%		100%		67%				100%		44%		65%		79%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **41%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	58%	59%
Actual	54%	41%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Cimarron — 3rd Grade Reading At Meets or Above	2019 Actual	11	18%	29	34%	45	47%	0		1	100%	0		5	60%	11	0%	32	44%	12	50%
	2021 Actual	8	25%	31	35%	31	42%	0		0		0		11	36%	11	0%	40	35%	15	33%
	2022 Target		18%		44%		62%				100%				60%		0%		44%		50%
	2022 Actual	12	50%	35	51%	42	67%	0		2	100%	0		5	20%	20	30%	54	52%	7	43%
	Met Target		Y		Y		Y				Y				N				Y		N
	2023		18%		61%		77%				100%				60%		0%		49%		50%
	2024		18%		61%		77%				100%				60%		0%		54%		50%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **61%** to **78%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			62%	64%	77%	78%
Actual	64%	61%	66%	76%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Creech — 3rd Grade Reading At Meets or Above	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
	2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
	2022 Target		53%		65%		62%				75%		0%		60%		29%		64%		64%
	2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
	Met Target		Y		Y		Y				Y				Y		Y		Y		Y
	2023		53%		76%		67%				75%		0%		60%		29%		78%		64%
	2024		53%		76%		67%				75%		0%		60%		29%		78%		69%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	82%	83%
Actual	65%	64%	60%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
	2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
	2022 Target		72%		69%		62%				79%				20%		33%		47%		68%
	2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
	Met Target		N		Y		Y				Y				Y		Y		Y		Y
	2023		72%		79%		67%				93%				20%		33%		47%		73%
	2024		72%		79%		72%				93%				20%		33%		47%		73%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	73%	74%
Actual	66%	64%	70%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
	2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
	2022 Target		59%		60%		60%		100%		79%				70%		35%		63%		60%
	2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
	Met Target		Y		Y		Y				N				Y		N		Y		Y
	2023		59%		76%		65%		100%		81%				70%		35%		63%		60%
	2024		59%		76%		65%		100%		81%				70%		35%		68%		65%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	82%	83%
Actual	58%	59%	65%	81%		
Met Goal			Y	Y		

Fielder		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
	2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
	2022 Target		43%		60%		62%				88%				50%		36%		59%		64%
	2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
	Met Target		Y		Y		Y				N				N		Y		Y		Y
	2023		43%		65%		**88%**				88%				50%		**78%**		64%		64%
	2024		43%		65%		88%				88%				50%		78%		69%		64%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **51%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			45%	47%	49%	51%
Actual	43%	44%	32%	40%		
Met Goal			N	N		

Franz		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
	2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
	2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
	2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
	Met Target		N		N		Y				N				N		N		N		N
	2023		51%		**47%**		46%				71%				0%		16%		**53%**		48%
	2024		51%		47%		46%				71%				0%		16%		53%		53%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	40%	52%	41%	53%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Golbow	3rd Grade Reading At Meets or Above	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
		2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		**57%**		57%		63%				50%				50%		**25%**		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			85%	87%	89%	91%
Actual	65%	84%	75%	80%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Griffin	3rd Grade Reading At Meets or Above	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
		2022 Target		100%		90%		92%				88%				92%		100%		100%		88%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		Met Target		N		N		N				Y				N		N		N		Y
		2023		100%		90%		**90%**				**95%**				92%		100%		100%		93%
		2024		100%		95%		90%				95%				92%		100%		100%		93%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			63%	65%	73%	74%
Actual	55%	62%	62%	72%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Hayes — 3rd Grade Reading At Meets or Above	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
	2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
	2022 Target		0%		42%		69%				89%				75%		20%		46%		73%
	2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
	Met Target				Y		Y				N				Y		Y		Y		N
	2023		0%		**74%**		74%				89%				75%		20%		**68%**		73%
	2024		0%		74%		74%				89%				75%		20%		68%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			70%	72%	74%	76%
Actual	72%	69%	74%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Holland — 3rd Grade Reading At Meets or Above	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
	2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
	2022 Target		38%		62%		67%				83%				100%		35%		56%		64%
	2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
	Met Target		Y		Y		Y				N				N		N		N		Y
	2023		38%		67%		67%				**92%**				100%		35%		**55%**		64%
	2024		38%		67%		67%				92%				100%		35%		55%		69%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			46%	48%	50%	52%
Actual	50%	45%	47%	43%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Hutsell 3rd Grade Reading At Meets or Above	2019 Actual	7	57%	72	40%	29	52%	1	100%	0		0		1	100%	29	14%	85	36%	57	35%
	2021 Actual	6	50%	73	42%	30	57%	0		0		0		1	100%	28	21%	63	40%	55	38%
	2022 Target		57%		40%		62%		100%						100%		24%		36%		35%
	2022 Actual	5	40%	81	38%	27	59%	0		0		1	0%	2	50%	28	11%	78	41%	53	38%
	Met Target		N		N		N								N		N		Y		Y
	2023		57%		40%		**69%**		100%						100%		**21%**		36%		40%
	2024		57%		40%		69%		100%						100%		21%		41%		40%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			72%	74%	78%	79%
Actual	62%	71%	67%	77%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Jenks 3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
	2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
	2022 Target		73%		69%		71%				83%				100%		41%		74%		75%
	2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
	Met Target		N		N		Y				Y				N		N		N		N
	2023		73%		**79%**		76%				83%				100%		41%		**75%**		75%
	2024		73%		79%		76%				83%				100%		41%		75%		80%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	61%	66%	57%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
	2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
	2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%
	2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
	Met Target		N		Y		N								Y		Y		N		Y
	2023		50%		65%		**72%**				0%		100%		100%		25%		**51%**		46%
	2024		50%		70%		72%				0%		100%		100%		25%		51%		46%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Reading will increase **82%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			83%	85%	87%	89%
Actual	78%	82%	74%	81%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
	2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
	2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
	2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
	Met Target		Y		N		N				N				N		Y		Y		N
	2023		67%		94%		85%				92%				100%		**73%**		**81%**		89%
	2024		67%		94%		90%				92%				100%		73%		81%		94%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			48%	50%	58%	59%
Actual	41%	47%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
	2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
	2022 Target		52%		40%		61%		50%		67%		0%		50%		0%		43%		44%
	2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
	Met Target		N		Y		Y		Y		N				Y				Y		Y
	2023		52%		45%		61%		50%		67%		0%		50%		0%		**65%**		**60%**
	2024		52%		50%		61%		50%		67%		0%		50%		0%		65%		60%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		41%	58%	59%
Actual	40%	57%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2021 Actual	43	37%	52	38%	21	43%	0		8	75%	0		3	0%	19	0%	65	37%	28	36%
	2022 Target		37%		38%		43%				75%				0%		0%		42%		41%
	2022 Actual	74	55%	93	56%	26	54%	0		18	78%	0		7	57%	44	20%	137	50%	66	59%
	Met Target		Y		Y		Y				Y								Y		Y
	2023		42%		43%		**64%**				75%				0%		**30%**		42%		41%
	2024		42%		43%		64%				75%				0%		30%		47%		46%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	51%	52%
Actual	47%	38%	36%	50%		
Met Goal			N	Y		

Mayde Creek — 3rd Grade Reading At Meets or Above

	# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
2021 Actual	26	46%	40	20%	15	53%	0			10	50%	0		5	40%	19	16%	63	32%	27	26%
2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
Met Target		Y		Y		Y				Y				Y		N		Y		Y
2023		**53%**		**54%**		52%		0%		43%				33%		26%		38%		42%
2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **54%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		55%	57%	59%
Actual	54%	55%		
Met Goal		Y		

McElwain — 3rd Grade Reading At Meets or Above

	# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
Met Target		N		N		Y				Y				N		N		N		N
2023		64%		55%		63%				40%				100%		**18%**		57%		**43%**
2024		64%		60%		63%				40%				100%		18%		57%		43%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Reading will increase **50%** to **64%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			51%	53%	63%	64%
Actual	48%	50%	37%	62%		
Met Goal			N	Y		

McRoberts 3rd Grade Reading At Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	23	52%	67	51%	18	39%	1	100%	2	50%	0		2	50%	12	17%	80	48%	48	50%
	2021 Actual	20	45%	65	34%	12	42%	0		1	100%	0		1	0%	15	13%	73	32%	50	30%
	2022 Target		52%		56%		39%		100%		50%				50%		17%		58%		55%
	2022 Actual	19	58%	79	62%	5	60%	0		4	100%	0		2	50%	15	40%	88	60%	60	57%
	Met Target		Y		Y		Y				Y				Y		Y		Y		Y
	2023		52%		61%		39%		100%		50%				50%		17%		**70%**		**67%**
	2024		52%		61%		39%		100%		50%				50%		17%		70%		67%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			54%	56%	58%	60%
Actual	57%	53%	54%	51%		
Met Goal			Y	N		

Memorial Parkway 3rd Grade Reading At Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
	2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
	2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
	2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
	Met Target		Y		N		Y				N						N		N		N
	2023		25%		**58%**		58%				40%				0%		24%		**58%**		65%
	2024		25%		58%		58%				40%				0%		24%		58%		65%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Reading will increase **37%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			38%	40%	58%	59%
Actual	49%	37%	43%	57%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Morton Ranch	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	28	43%	74	31%	33	45%	2	0%	11	45%	0		2	0%	20	5%	96	26%	76	28%
	2021 Actual	34	35%	87	41%	15	47%	0		8	63%	0		4	75%	23	9%	92	35%	69	42%
3rd Grade Reading At Meets or Above	2022 Target		43%		36%		60%		0%		45%				0%		5%		31%		28%
	2022 Actual	36	44%	117	57%	18	72%	0		9	78%	0		6	50%	19	26%	127	52%	94	57%
	Met Target		Y		Y		Y				Y				Y		Y		Y		Y
	2023		**54%**		36%		60%		0%		45%				0%		5%		**62%**		33%
	2024		54%		41%		60%		0%		45%				0%		5%		62%		38%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			58%	60%	64%	65%
Actual	61%	57%	68%	63%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Nottingham	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
	2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
3rd Grade Reading At Meets or Above	2022 Target		27%		52%		61%				87%				60%		45%		37%		52%
	2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
	Met Target		N		Y		Y				Y				Y		N		Y		Y
	2023		27%		52%		**73%**				87%				60%		50%		**60%**		52%
	2024		27%		52%		73%				87%				60%		55%		60%		52%

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	82%	78%	83%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Pattison 3rd Grade Reading At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
	2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
	2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
	2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
	Met Target		Y		Y		Y				Y				N		Y		Y		Y
	2023		33%		82%		85%				76%				83%		25%		76%		73%
	2024		33%		82%		85%				76%				83%		25%		76%		78%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Reading will increase **77%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			78%	80%	82%	84%
Actual	78%	77%	70%	80%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Randolph 3rd Grade Reading At Meets or Above	2019 Actual	8	88%	16	75%	116	72%	1	100%	22	91%	0		13	100%	15	60%	7	86%	16	75%
	2021 Actual	4	25%	33	76%	102	67%	0		28	89%	0		19	58%	22	36%	12	67%	22	68%
	2022 Target		88%		75%		82%		100%		91%				100%		60%		86%		75%
	2022 Actual	8	75%	29	76%	102	81%	0		24	83%	0		11	73%	38	55%	14	57%	13	69%
	Met Target		N		Y		N				N				N		N		N		N
	2023		88%		86%		87%		100%		91%				100%		65%		86%		75%
	2024		88%		86%		92%		100%		91%				100%		65%		86%		75%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	42%	41%	34%	34%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Rhoads	3rd Grade Reading At Meets or Above	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
		2022 Target		39%		45%		59%				67%		0%		100%		22%		42%		42%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		Met Target		Y		N		N				Y				N		N		N		N
		2023		39%		**38%**		59%				67%		0%		100%		**21%**		47%		47%
		2024		39%		38%		59%				67%		0%		100%		21%		52%		47%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **69%** to **70%** by July 2024.

	2023	2024
Goals	69%	70%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2023		67%		68%		70%				88%				50%		43%		55%		50%
	2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	75%	76%
Actual	63%	66%	69%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Rylander — 3rd Grade Reading At Meets or Above	2019 Actual	19	58%	36	58%	76	74%	0		29	69%	0		7	43%	19	32%	39	49%	38	61%
	2021 Actual	12	58%	32	63%	47	81%	0		36	69%	0		10	50%	23	35%	42	57%	49	61%
	2022 Target		58%		58%		74%				79%				43%		32%		59%		61%
	2022 Actual	12	67%	63	71%	56	73%	0		21	90%	0		7	71%	24	33%	70	66%	61	67%
	Met Target		Y		Y		N				Y				Y		Y		Y		Y
	2023		58%		63%		74%				79%				43%		32%		**76%**		**77%**
	2024		58%		68%		74%				79%				43%		32%		76%		77%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **33%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			34%	36%	54%	55%
Actual	43%	33%	36%	53%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Schmalz — 3rd Grade Reading At Meets or Above	2019 Actual	45	20%	98	37%	29	41%	1	0%	17	29%	0		5	40%	20	20%	130	28%	87	31%
	2021 Actual	42	33%	81	32%	21	62%	0		13	31%	0		11	27%	21	14%	108	30%	68	28%
	2022 Target		30%		37%		56%		0%		29%				40%		20%		33%		31%
	2022 Actual	68	49%	96	54%	23	61%	1	100%	7	43%	0		9	56%	25	16%	160	49%	73	52%
	Met Target		Y		Y		Y				Y				Y		N		Y		Y
	2023		35%		37%		61%		0%		29%				40%		**26%**		**59%**		31%
	2024		35%		42%		61%		0%		29%				40%		26%		59%		31%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	80%	81%
Actual	79%	73%	76%	79%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Shafer — 3rd Grade Reading At Meets or Above	2019 Actual	19	58%	37	70%	72	67%	1	100%	57	91%	0		9	44%	14	29%	21	57%	56	71%
	2021 Actual	16	75%	22	73%	64	77%	0		54	74%	1	100%	6	100%	15	33%	30	67%	53	72%
	2022 Target		58%		75%		77%		100%		91%				44%		29%		57%		76%
	2022 Actual	24	63%	22	73%	69	75%	0		68	91%	0		17	71%	29	52%	41	46%	52	73%
	Met Target		Y		N		N				N				Y		Y		N		N
	2023		58%		80%		77%		100%		91%				44%		62%		56%		81%
	2024		58%		85%		82%		100%		91%				44%		62%		56%		81%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	83%	84%
Actual	76%	76%	77%	82%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Stanley — 3rd Grade Reading At Meets or Above	2019 Actual	5	100%	37	62%	58	69%	0		53	89%	0		4	100%	15	47%	10	80%	36	69%
	2021 Actual	5	60%	19	74%	64	84%	1	100%	52	77%	0		10	50%	20	35%	12	42%	36	69%
	2022 Target		100%		72%		74%				89%				100%		47%		80%		74%
	2022 Actual	5	80%	26	85%	48	73%	0		53	91%	0		5	60%	16	50%	16	50%	30	83%
	Met Target		N		Y		N				Y				N		Y		N		Y
	2023		100%		77%		83%				89%				100%		47%		80%		93%
	2024		100%		82%		83%				89%				100%		47%		80%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	59%	60%
Actual	46%	40%	53%	58%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Stephens — 3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
	2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
	2022 Target		15%		46%		64%		33%		50%				50%		26%		46%		43%
	2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
	Met Target		Y		Y		Y		Y		Y				Y		Y		Y		Y
	2023		15%		51%		64%		33%		50%				50%		38%		56%		48%
	2024		15%		51%		64%		33%		50%				50%		38%		56%		53%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	44%	41%	29%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Sundown — 3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
	2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
	2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
	2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
	Met Target		N		N		Y				Y						Y		N		N
	2023		64%		50%		36%		0%		75%				50%		34%		46%		43%
	2024		64%		50%		36%		0%		75%				50%		39%		46%		48%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	41%	52%	30%	45%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
West Memorial / 3rd Grade Reading At Meets or Above	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
	2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
	2022 Target		46%		51%		65%				67%				33%		23%		47%		55%
	2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
	Met Target		N		N		N				N				Y		N		N		N
	2023		51%		51%		**63%**				67%				33%		23%		**50%**		55%
	2024		56%		56%		63%				67%				33%		23%		50%		55%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	76%	66%	63%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Williams / 3rd Grade Reading At Meets or Above	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
	2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
	2022 Target		43%		57%		75%				87%				50%		27%		58%		61%
	2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
	Met Target		Y		N		Y				N				N		Y		N		N
	2023		43%		62%		75%				87%				50%		27%		**58%**		**54%**
	2024		43%		67%		75%				87%				50%		27%		58%		54%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **74%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			75%	77%	82%	83%
Actual	74%	74%	73%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
	2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
	2022 Target		89%		81%		76%		100%		81%		100%		80%		47%		50%		77%
	2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
	Met Target		N		N		Y		Y		Y				N		Y		Y		Y
	2023		89%		87%		81%		100%		81%		100%		80%		47%		76%		82%
	2024		89%		87%		81%		100%		86%		100%		80%		47%		76%		82%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above
in Reading will increase **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	45%	47%
Actual	47%	40%	34%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
3rd Grade Reading At Meets or Above	2019 Actual	13	31%	44	41%	43	44%	0		6	50%	0		12	25%	17	6%	55	31%	24	50%
	2021 Actual	14	29%	35	40%	28	32%	0		5	40%	0		3	0%	15	0%	43	23%	10	20%
	2022 Target		31%		41%		59%				50%				25%		6%		41%		50%
	2022 Actual	23	30%	45	42%	26	42%	1	100%	4	75%	0		6	83%	33	12%	70	33%	14	29%
	Met Target		N		Y		N				Y				Y		Y		N		N
	2023		31%		41%		52%				50%				25%		22%		46%		50%
	2024		31%		46%		52%				50%				25%		22%		51%		50%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Reading will increase **48%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			49%	51%	54%	55%
Actual	30%	48%	43%	53%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolfe	3rd Grade Reading At Meets or Above	2019 Actual	15	40%	12	25%	15	73%	0		2	100%	0		2	0%	5	60%	20	25%	4	25%
		2021 Actual	16	31%	22	23%	20	70%	0		2	100%	0		0		11	27%	32	31%	12	42%
		2022 Target		40%		25%		73%				100%				0%		60%		25%		25%
		2022 Actual	11	45%	25	36%	15	73%	0		5	60%	0		3	100%	12	25%	37	35%	15	27%
		Met Target		Y		Y		Y				N						N		Y		Y
		2023		40%		46%		73%				100%				0%		60%		45%		25%
		2024		40%		46%		73%				100%				0%		60%		45%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	81%	83%
Actual	69%	76%	77%	79%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolman	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Target		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		Met Target		Y		Y		N				N				Y		Y		Y		Y
		2023		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2024		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **68%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			69%	71%	86%	87%
Actual	72%	68%	73%	85%		
Met Goal			Y	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
WoodCreek	3rd Grade Reading At Meets or Above	2019 Actual	22	55%	36	56%	81	67%	2	100%	54	85%	0		7	57%	33	27%	22	23%	46	65%
		2021 Actual	20	65%	31	65%	54	74%	0		52	79%	0		15	80%	24	46%	26	35%	29	76%
		2022 Target		55%		66%		67%		100%		85%				57%		37%		23%		65%
		2022 Actual	24	83%	32	75%	78	83%	0		70	90%	0		17	88%	24	46%	41	73%	38	82%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		55%		**85%**		67%		100%		85%				57%		42%		**83%**		70%
		2024		55%		85%		67%		100%		85%				57%		47%		83%		70%

Elementary Grade 3 Proficiency

Mathematics Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **67%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	65%	67%
Actual	62%	60%	48%	56%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Katy ISD	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 Target		47%		46%		67%		65%		87%		25%		61%		38%		45%		57%
		2022 Actual	859	38%	2,320	44%	1,895	64%	15	60%	1,037	82%	10	60%	301	59%	1,064	26%	2,649	38%	1,964	53%
		Met Target		N		N		N		N		N		Y		N		N		N		N
		2023		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%
		2024		47%		51%		67%		65%		92%		25%		61%		48%		48%		57%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	73%	79%	61%	75%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Alexander	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N				N				Y		N		Y		N
		2023		57%		71%		85%				95%				67%		43%		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **24%** to **31%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			25%	27%	29%	31%
Actual	30%	24%	16%	26%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Bear Creek — 3rd Grade Math At Meets or Above	2019 Actual	13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
	2021 Actual	12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
	2022 Target		23%		40%		21%				75%				100%		6%		34%		35%
	2022 Actual	11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
	Met Target		N		N		Y				Y				N		Y		N		N
	2023		23%		33%		21%				75%				100%		6%		33%		40%
	2024		23%		33%		21%				75%				100%		6%		33%		40%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	45%	46%
Actual	53%	39%	37%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Bethke — 3rd Grade Math At Meets or Above	2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
	2021 Actual	17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
	2022 Target		30%		38%		53%				68%		0%		44%		24%		31%		33%
	2022 Actual	32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
	Met Target		Y		N		Y				Y				Y		N		Y		Y
	2023		30%		43%		53%				78%		0%		44%		18%		31%		38%
	2024		30%		43%		58%				78%		0%		44%		18%		36%		38%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			55%	57%	60%	61%
Actual	67%	54%	45%	59%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
Bryant / 3rd Grade Math At Meets or Above	2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
	2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
	2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
	Met Target		N		Y		N				N						N		N		Y
	2023		61%		56%		73%				84%				0%		30%		60%		33%
	2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			66%	68%	70%	72%
Actual		65%	56%	51%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
Campbell / 3rd Grade Math At Meets or Above	2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
	2022 Target		71%		54%		73%		100%		79%				100%		50%		56%		64%
	2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
	Met Target		N		N		N				N				N		N		N		N
	2023		71%		59%		59%		100%		79%				100%		50%		33%		69%
	2024		71%		64%		59%		100%		79%				100%		50%		33%		74%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	53%	46%	21%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	11	18%	29	48%	45	49%	0		1	100%	0		5	60%	11	9%	32	38%	12	58%
	2021 Actual	8	13%	31	19%	31	23%	0		0		0		11	27%	11	9%	40	18%	15	27%
	2022 Target		18%		48%		64%				100%				60%		9%		48%		58%
	2022 Actual	12	25%	34	26%	42	43%	0		2	100%	0		5	0%	20	15%	54	28%	7	29%
	Met Target		Y		N		N				Y				N		Y		N		N
	2023		18%		36%		53%				100%				60%		9%		53%		58%
	2024		18%		36%		53%				100%				60%		9%		58%		58%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	58%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
	2021 Actual	19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
	2022 Target		53%		69%		72%				85%		0%		80%		36%		72%		70%
	2022 Actual	23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
	Met Target		N		N		N				Y				Y		N		N		N
	2023		53%		74%		73%				85%		0%		80%		36%		56%		75%
	2024		53%		74%		73%				85%		0%		80%		36%		56%		75%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	76%	77%
Actual	69%	60%	56%	75%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Davidson	3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
		2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
		2022 Target		72%		66%		50%				87%				20%		33%		40%		75%
		2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
		Met Target		N		N		Y				Y				Y		Y		Y		Y
		2023		72%		69%		55%				95%				20%		33%		40%		75%
		2024		72%		69%		60%				95%				20%		33%		40%		75%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			71%	73%	75%	77%
Actual	74%	70%	57%	62%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Exley	3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
		2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
		2022 Target		53%		63%		75%		100%		84%				80%		30%		61%		59%
		2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
		Met Target		Y		N		N				N				N		N		N		N
		2023		53%		53%		75%		100%		90%				80%		30%		66%		64%
		2024		53%		53%		75%		100%		90%				80%		30%		66%		69%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			63%	65%	70%	71%
Actual	54%	62%	55%	69%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Fielder / 3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
	2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
	2022 Target		43%		66%		63%				88%				50%		27%		57%		68%
	2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
	Met Target		Y		Y		Y				N				N		Y		Y		Y
	2023		43%		66%		**77%**				88%				50%		**56%**		62%		68%
	2024		43%		71%		77%				88%				50%		56%		67%		68%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			43%	45%	47%	49%
Actual	36%	42%	26%	37%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Franz / 3rd Grade Math At Meets or Above	2019 Actual	28	32%	84	40%	24	46%	0		7	86%	0		1	100%	19	5%	101	39%	74	49%
	2021 Actual	31	16%	84	26%	13	46%	2	0%	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
	2022 Target		42%		45%		46%				86%				100%		5%		44%		49%
	2022 Actual	29	34%	83	34%	9	89%	0		5	40%	0		3	0%	21	14%	107	36%	67	45%
	Met Target		N		N		Y				N				N		Y		N		N
	2023		47%		**44%**		46%				86%				100%		5%		**46%**		49%
	2024		52%		44%		46%				86%				100%		5%		46%		49%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Math will increase from **49%** to **56%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			50%	52%	54%	56%
Actual	47%	49%	27%	35%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Golbow		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	38	47%	38	37%	35	57%	0		8	75%	0		2	50%	22	9%	70	49%	26	62%
		2021 Actual	29	28%	49	12%	26	46%	0		11	55%	0		2	0%	26	8%	69	26%	34	32%
		2022 Target		52%		47%		62%				75%				50%		9%		49%		62%
		2022 Actual	37	38%	57	26%	23	48%	1	0%	17	53%	1	0%	3	0%	26	19%	103	32%	48	33%
		Met Target		N		N		N				N				N		Y		N		N
		2023		52%		36%		62%				75%				50%		9%		54%		43%
		2024		57%		36%		62%				75%				50%		9%		54%		43%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	72%	73%	57%	75%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Griffin		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
		2021 Actual	8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
		2022 Target		100%		66%		82%				93%				58%		56%		75%		78%
		2022 Actual	8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
		Met Target		N		Y		N				N				N		N		N		Y
		2023		100%		71%		86%				95%				58%		56%		75%		83%
		2024		100%		76%		86%				95%				58%		56%		75%		83%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	54%	57%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Hayes / 3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
	2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
	2022 Target		0%		54%		72%				89%				50%		20%		54%		73%
	2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
	Met Target				N		N				N				Y		Y		N		N
	2023		0%		54%		69%				89%				50%		20%		46%		73%
	2024		0%		54%		69%				89%				50%		20%		46%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	75%	73%	70%	70%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Holland / 3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
	2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
	2022 Target		25%		71%		70%				91%				100%		30%		57%		76%
	2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
	Met Target		Y		N		N				N				N		N		Y		N
	2023		25%		71%		70%				94%				100%		30%		62%		76%
	2024		25%		76%		70%				94%				100%		30%		67%		76%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	51%	46%	25%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Hutsell	2019 Actual	7	43%	73	44%	29	48%	1	100%	0		0		1	100%	29	21%	86	41%	58	47%
3rd Grade Math At Meets or Above	2021 Actual	6	17%	73	19%	30	43%	0		0		0		1	0%	28	7%	63	21%	55	18%
	2022 Target		43%		44%		63%		100%						100%		31%		41%		47%
	2022 Actual	5	0%	81	31%	27	67%	0		0		1	100%	2	50%	28	4%	78	36%	53	40%
	Met Target		N		N		Y								N		N		N		N
	2023		43%		41%		63%		100%						100%		14%		46%		47%
	2024		43%		41%		63%		100%						100%		14%		46%		47%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	64%	73%	66%	69%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Jenks	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
3rd Grade Math At Meets or Above	2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
	2022 Target		64%		63%		76%				93%				80%		45%		74%		79%
	2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
	Met Target		Y		N		N				N				N		N		N		N
	2023		64%		68%		77%				95%				80%		45%		74%		79%
	2024		64%		73%		77%				95%				80%		45%		74%		84%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	62%	63%	50%	49%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Katy — 3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
	2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
	2022 Target		50%		41%		83%				0%		100%		100%		19%		37%		38%
	2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
	Met Target		N		Y		N						Y		N		Y		N		N
	2023		50%		46%		63%				0%		100%		100%		19%		43%		38%
	2024		50%		51%		63%				0%		100%		100%		19%		43%		38%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Math will increase from **88%** to **95%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			89%	91%	93%	95%
Actual	85%	88%	77%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Kilpatrick — 3rd Grade Math At Meets or Above	2019 Actual	6	67%	37	84%	70	83%	0		71	97%	0		6	83%	18	61%	16	75%	68	93%
	2021 Actual	11	64%	40	63%	55	82%	0		51	88%	0		5	40%	21	52%	12	33%	62	76%
	2022 Target		67%		94%		93%				97%				83%		61%		75%		93%
	2022 Actual	4	50%	41	71%	50	82%	0		60	90%	0		20	70%	33	70%	29	62%	57	77%
	Met Target		N		N		N				N				N		Y		N		N
	2023		67%		94%		95%				95%				83%		61%		72%		95%
	2024		67%		95%		95%				95%				83%		61%		72%		95%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase from **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			44%	46%	48%	50%
Actual	36%	43%	29%	33%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
King		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Target		39%		40%		61%		100%		100%		0%		33%		13%		36%		41%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		Met Target		Y		N		N		N		N				Y		N		N		N
		2023		39%		35%		61%		100%		100%		0%		33%		13%		41%		29%
		2024		39%		35%		61%		100%		100%		0%		33%		13%		46%		29%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		35%	38%	39%
Actual	34%	37%		
Met Goal		Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Leonard		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2021 Actual	43	23%	52	35%	21	43%	0		8	75%	0		3	0%	19	11%	65	23%	28	39%
		2022 Target		28%		35%		43%				75%				0%		11%		33%		39%
		2022 Actual	74	31%	93	35%	26	38%	0		18	78%	0		7	14%	44	14%	137	30%	66	42%
		Met Target		Y		Y		N				Y						Y		N		Y
		2023		28%		40%		48%				75%				0%		24%		38%		39%
		2024		33%		40%		48%				75%				0%		24%		38%		44%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **22%** to **29%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			23%	25%	27%	29%
Actual	52%	22%	24%	21%		
Met Goal			Y	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Mayde Creek	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Target		23%		34%		38%		0%		57%				0%		13%		27%		30%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		Met Target		N		N		N				N						N		N		N
		2023		23%		34%		38%		0%		57%				0%		13%		**24%**		**18%**
		2024		28%		39%		38%		0%		57%				0%		13%		24%		18%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase from **25%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		3%	38%	39%
Actual	25%	37%		
Met Goal		Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
McElwain	3rd Grade Math At Meets or Above	2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Target		36%		25%		42%				0%				50%		13%		18%		31%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		Met Target		N		Y		N								Y		N		Y		N
		2023		36%		35%		**49%**				0%				50%		**14%**		28%		31%
		2024		36%		35%		49%				0%				50%		14%		33%		36%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Math will increase from **59%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			60%	62%	64%	66%
Actual	57%	59%	31%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
McRoberts — 3rd Grade Math At Meets or Above	2019 Actual	23	39%	67	61%	18	72%	1	100%	2	100%	0		2	50%	12	33%	80	58%	48	65%
	2021 Actual	20	30%	65	28%	12	50%	0		1	100%	0		1	0%	15	7%	73	29%	50	24%
	2022 Target		39%		66%		72%		100%		100%				50%		33%		68%		70%
	2022 Actual	19	53%	79	53%	5	60%	0		4	75%	0		2	50%	15	40%	88	50%	60	47%
	Met Target		Y		N		N				N				Y		Y		N		N
	2023		39%		71%		72%		100%		100%				50%		33%		**60%**		**57%**
	2024		39%		76%		72%		100%		100%				50%		33%		60%		57%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase from **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			34%	36%	41%	42%
Actual	43%	33%	28%	40%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Memorial Parkway — 3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
	2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
	2022 Target		25%		41%		42%				40%				50%		12%		32%		39%
	2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
	Met Target		Y		N		Y				N				Y		N		Y		N
	2023		25%		**42%**		42%				40%				50%		12%		37%		**44%**
	2024		25%		42%		42%				40%				50%		12%		42%		44%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Math will increase from **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			46%	48%	50%	52%
Actual	53%	45%	30%	49%		
Met Goal			N	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Morton Ranch	3rd Grade Math At Meets or Above	2019 Actual	28	46%	74	41%	33	52%	2	50%	11	64%	0		2	0%	20	5%	96	33%	76	41%
		2021 Actual	34	26%	88	30%	15	33%	0		8	50%	0		4	0%	23	13%	92	24%	70	34%
		2022 Target		46%		41%		62%		50%		64%				0%		5%		43%		41%
		2022 Actual	36	31%	118	50%	17	65%	0		9	67%	0		6	67%	18	17%	128	48%	95	49%
		Met Target		N		Y		Y				Y						Y		Y		Y
		2023		**41%**		46%		62%		50%		64%				0%		5%		43%		**59%**
		2024		41%		51%		62%		50%		64%				0%		5%		48%		59%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase from **56%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			57%	59%	61%	63%
Actual	51%	56%	54%	53%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Nottingham	3rd Grade Math At Meets or Above	2019 Actual	11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
		2021 Actual	11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
		2022 Target		27%		38%		60%				87%				40%		50%		40%		56%
		2022 Actual	9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
		Met Target		N		Y		N				Y				Y		N		N		N
		2023		27%		38%		**61%**				87%				40%		55%		**47%**		56%
		2024		27%		38%		61%				87%				40%		60%		47%		56%

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			82%	84%	86%	88%
Actual	86%	81%	63%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Pattison / 3rd Grade Math At Meets or Above	2019 Actual	11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
	2021 Actual	10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
	2022 Target		36%		73%		83%				88%				83%		50%		71%		82%
	2022 Actual	13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
	Met Target		Y		N		N				N				Y		Y		N		N
	2023		36%		73%		83%				92%				83%		50%		63%		87%
	2024		36%		73%		88%				92%				83%		50%		63%		87%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **86%** to **93%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			87%	89%	91%	93%
Actual	78%	86%	71%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Randolph / 3rd Grade Math At Meets or Above	2019 Actual	8	88%	16	94%	116	82%	1	100%	22	91%	0		13	100%	15	73%	7	100%	16	94%
	2021 Actual	4	50%	33	76%	101	67%	0		28	75%	0		19	79%	22	41%	12	67%	22	73%
	2022 Target		88%		94%		92%		100%		91%				100%		73%		100%		94%
	2022 Actual	8	88%	29	79%	102	71%	0		24	88%	0		11	73%	38	47%	14	64%	13	77%
	Met Target		Y		N		N				N				N		N		N		N
	2023		88%		94%		81%		100%		91%				100%		57%		100%		94%
	2024		88%		94%		81%		100%		91%				100%		57%		100%		94%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			39%	41%	43%	45%
Actual	51%	38%	24%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Rhoads	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
	2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
3rd Grade Math At Meets or Above	2022 Target		30%		42%		47%				44%		0%		100%		11%		39%		44%
	2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
	Met Target		N		N		Y				N				N		N		N		N
	2023		30%		47%		47%				44%		0%		100%		**14%**		**35%**		44%
	2024		30%		47%		47%				44%		0%		100%		14%		35%		49%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **60%** to **61%** by July 2024.

	2023	2024
Goal	**60%**	**61%**

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	2023		61%		56%		73%				**84%**				0%		**30%**		60%		33%
	2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			70%	72%	74%	76%
Actual	70%	69%	57%	67%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Rylander	3rd Grade Math At Meets or Above	2019 Actual	19	53%	36	50%	76	75%	0		29	90%	0		7	57%	19	26%	39	51%	38	74%
		2021 Actual	12	25%	32	47%	47	70%	0		36	61%	0		10	50%	23	22%	42	40%	49	59%
		2022 Target		53%		60%		75%				90%				57%		26%		61%		74%
		2022 Actual	12	58%	64	63%	56	71%	0		21	71%	0		7	71%	25	20%	71	58%	62	61%
		Met Target		Y		Y		N				N				Y		N		N		N
		2023		53%		65%		75%				90%				57%		**30%**		**68%**		74%
		2024		53%		70%		75%				90%				57%		30%		68%		74%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **35%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			36%	38%	40%	42%
Actual	43%	35%	21%	34%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Schmalz	3rd Grade Math At Meets or Above	2019 Actual	45	18%	98	34%	29	59%	1	0%	17	47%	0		5	40%	20	15%	130	30%	87	38%
		2021 Actual	42	12%	81	21%	21	52%	0		13	8%	0		11	18%	21	10%	108	19%	68	21%
		2022 Target		33%		39%		59%		0%		47%				40%		15%		35%		38%
		2022 Actual	68	25%	96	39%	24	33%	1	0%	7	43%	0		9	44%	26	12%	160	26%	73	38%
		Met Target		N		N		N				N				Y		N		N		Y
		2023		33%		44%		59%		0%		47%				40%		**22%**		**36%**		43%
		2024		33%		44%		64%		0%		47%				40%		22%		36%		43%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	81%	79%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Shafer — 3rd Grade Math At Meets or Above	2019 Actual	19	68%	37	73%	72	74%	1	100%	57	96%	0		9	67%	14	14%	21	76%	56	84%
	2021 Actual	16	63%	22	59%	64	84%	0		55	75%	1	0%	6	83%	15	40%	30	60%	54	65%
	2022 Target		68%		83%		84%		100%		96%				67%		14%		76%		84%
	2022 Actual	24	58%	22	73%	69	77%	0		68	94%	0		17	76%	29	59%	41	76%	52	81%
	Met Target		N		N		N				N				Y		Y		N		N
	2023		68%		88%		89%		100%		96%				67%		69%		86%		84%
	2024		68%		93%		89%		100%		96%				67%		69%		86%		89%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			85%	87%	89%	91%
Actual	83%	84%	75%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Stanley — 3rd Grade Math At Meets or Above	2019 Actual	5	80%	37	70%	58	81%	0		53	96%	0		4	100%	15	53%	10	70%	36	83%
	2021 Actual	5	40%	20	65%	64	80%	1	100%	52	79%	0		10	60%	20	40%	12	42%	36	72%
	2022 Target		80%		80%		86%				96%				100%		53%		70%		88%
	2022 Actual	5	60%	26	65%	48	67%	0		53	96%	0		5	60%	16	50%	16	50%	30	83%
	Met Target		N		N		N				Y				N		N		N		N
	2023		80%		75%		77%				96%				100%		53%		70%		88%
	2024		80%		75%		77%				96%				100%		53%		70%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			41%	43%	45%	47%
Actual	50%	40%	45%	43%		
Met Goal			Y	Y		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Stephens	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Target		15%		55%		45%		0%		75%				0%		21%		48%		52%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		15%		55%		45%		0%		75%				0%		30%		47%		57%
		2024		15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	44%	46%
Actual	43%	39%	17%	31%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Sundown	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Target		55%		40%		43%		0%		75%				0%		25%		41%		49%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		Met Target		N		N		Y				N						N		N		N
		2023		55%		38%		43%		0%		75%				0%		30%		41%		39%
		2024		55%		38%		43%		0%		75%				0%		35%		46%		39%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase from **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			59%	61%	63%	65%
Actual	38%	58%	18%	38%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
West Memorial	3rd Grade Math At Meets or Above	2019 Actual	25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
		2021 Actual	28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
		2022 Target		58%		60%		61%				89%				50%		23%		58%		64%
		2022 Actual	31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
		Met Target		N		N		N				N				N		N		N		N
		2023		**26%**		60%		61%				89%				50%		23%		**37%**		64%
		2024		26%		65%		66%				89%				50%		23%		37%		64%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	75%	63%	44%	54%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Williams	3rd Grade Math At Meets or Above	2019 Actual	7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
		2021 Actual	5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
		2022 Target		0%		57%		75%				93%				50%		27%		54%		55%
		2022 Actual	2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
		Met Target				N		N				N				Y		Y		N		N
		2023		0%		**47%**		75%				93%				50%		27%		**47%**		60%
		2024		0%		47%		75%				93%				50%		27%		47%		60%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	84%	80%	81%	84%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
	2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
	2022 Target		89%		94%		78%		100%		95%		0%		60%		40%		70%		95%
	2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
	Met Target		N		N		Y		Y		Y				N		Y		Y		N
	2023		89%		87%		83%		100%		95%		0%		60%		74%		70%		95%
	2024		89%		87%		88%		100%		95%		0%		60%		74%		70%		95%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **41%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			35%	37%	39%	41%
Actual	41%	34%	29%	37%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	13	31%	44	34%	43	30%	0		6	67%	0		12	33%	17	6%	55	33%	24	33%
	2021 Actual	14	14%	35	23%	28	39%	0		5	60%	0		3	33%	15	7%	43	14%	10	30%
	2022 Target		31%		39%		50%				67%				33%		6%		38%		33%
	2022 Actual	23	26%	45	33%	26	50%	1	0%	4	75%	0		6	33%	33	15%	70	24%	14	29%
	Met Target		N		N		N				Y				Y		Y		N		N
	2023		31%		44%		60%				67%				33%		6%		34%		33%
	2024		31%		44%		60%				67%				33%		6%		34%		33%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	35%	63%	28%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	15	40%	12	50%	15	93%	0		2	100%	0		2	50%	5	40%	20	30%	4	25%
	2021 Actual	16	13%	22	14%	20	55%	0		2	50%	0		0		11	18%	32	13%	12	25%
	2022 Target		40%		50%		93%				100%				50%		40%		30%		25%
	2022 Actual	11	18%	25	8%	15	73%	0		5	100%	0		3	100%	12	33%	37	22%	15	27%
	Met Target		N		N		N				Y				Y		N		N		Y
	2023		40%		18%		93%				100%				50%		40%		32%		25%
	2024		40%		18%		93%				100%				50%		40%		32%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	78%	80%	72%	79%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%
	2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%
	2022 Target		60%		85%		89%		100%		83%		100%		75%		60%		50%		85%
	2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%
	Met Target		Y		Y		N				N				Y		N		Y		N
	2023		60%		85%		87%		100%		83%		100%		75%		60%		50%		85%
	2024		60%		85%		87%		100%		83%		100%		75%		60%		50%		85%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above
in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	79%	73%	61%	73%		
Met Goal			N	N		

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
WoodCreek		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	22	64%	37	65%	81	72%	2	100%	54	85%	0		7	71%	34	38%	22	32%	46	76%
		2021 Actual	20	45%	31	55%	54	63%	0		52	69%	0		15	60%	24	29%	26	23%	29	52%
		2022 Target		64%		75%		72%		100%		85%				71%		48%		32%		76%
		2022 Actual	24	71%	32	66%	78	67%	0		70	83%	0		17	76%	24	33%	41	59%	38	79%
		Met Target		Y		N		N				N				Y		N		Y		Y
		2023		64%		75%		**77%**		100%		**93%**				71%		53%		32%		76%
		2024		64%		80%		77%		100%		93%				71%		58%		32%		76%

High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase for **74%** to **81%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		75%	77%	79%	81%
Goal Scaled		94	94	95	95
Actual Component	74%	72%	76%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Katy ISD / CCMR	2019 Actual	591	56%	1,901	64%	2,121	78%	16	66%	706	92%	8	75%	171	74%	366	30%	1,540	57%	384	57%
	2021 Actual	725	54%	2,121	63%	1,981	76%	18	44%	837	90%	13	62%	159	74%	453	72%	1,884	55%	665	53%
	2022 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
	2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
	Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
	2023 Target		**63%**		64%		78%		66%		92%		75%		74%		45%		62%		**68%**
	2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase for **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Cinco Ranch / CCMR	2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
	2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
	2022 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
	2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
	Met Target		N		N		N		Y		N		N		Y		Y		N		N
	2023 Target		**69%**		81%		87%		50%		95%		50%		76%		45%		77%		**75%**
	2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase from **84%** to **94%** by July 2024.

	2022	2023	2024
Goal Component		92%	94%
Goal Scaled		98	99
Actual Component	84%		
Actual Scaled	96		

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Jordan		Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		**74%**		73%		**69%**
		2024 Target																				

* Data source Domain 3

The percent of **Katy** High School students who achieve the CCMR target will increase from **69%** to **83%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		70%	72%	82%	83%
Goal Scaled		93	93	96	96
Actual Component	69%	72%	81%		
Actual Scaled	92	93	95		
Met Goal		Y	Y		

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Katy		Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	74	53%	279	63%	395	72%	2	100%	33	79%			29	71%	83	36%	213	58%	28	45%
		2021 Actual	64	53%	277	63%	390	77%	5	40%	38	84%	2	100%	31	68%	79	84%	246	59%	70	56%
		2022 Target		53%		63%		72%		100%		79%				71%		46%		58%		55%
		2022 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
		Met Target		Y		Y		Y		Y		Y				N		Y		Y		Y
		2023 Target		**75%**		63%		72%		100%		79%		100%		71%		51%		58%		**72%**
		2024 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase for **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Mayde Creek / CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
	2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
	2022 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
	2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
	Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
	2023 Target		48%		53%		**72%**		67%		**82%**		100%		56%		31%		53%		53%
	2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase fror **58%** to **65%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		59%	61%	63%	65%
Goal Scaled		89	90	91	91
Actual Component	58%	51%	51%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Morton Ranch / CCMR	2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
	2021 Actual	124	41%	363	48%	101	53%			39	74%	2	50%	10	60%	71	79%	391	48%	107	35%
	2022 Target		52%		57%		58%				81%		100%		57%		38%		54%		55%
	2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
	Met Target		N		N		N				N				N		Y		N		N
	2023 Target		57%		57%		**62%**		100%		**70%**		100%		57%		43%		54%		55%
	2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%

* Data source Domain 3

The percent of **Paetow** High School students who achieve the CCMR target will increase from **55%** to **64%** by July 2024.

	2021	2022	2023	2024
Goal Component		56%	63%	64%
Goal Scaled		87	91	91
Actual Component	55%	62%		
Actual Scaled	86	91		
Met Goal		Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Paetow	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
	2022 Target		54%		53%		59%		50%		79%		100%		50%		85%		57%		55%
	2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
	Met Target		N		Y		Y				Y				N		N		N		Y
	2023 Target		**60%**		58%		59%		50%		**89%**		100%		50%		85%		57%		55%
	2024 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%

* Data source Domain 3

The percent of **Seven Lakes** High School students who achieve the CCMR target will increase from **89%** to **95%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		90%	92%	94%	95%
Goal Scaled		98	98	99	99
Actual Component	89%	89%	91%		
Actual Scaled	97	97	98		
Met Goal		N	N		

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Seven Lakes		Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
		2019 Actual	57	89%	205	84%	336	87%	3	100%	221	96%			20	95%	36	47%	93	74%	50	73%
		2021 Actual	71	75%	220	87%	305	88%	3	100%	220	95%			23	96%	59	92%	100	74%	76	75%
	CCMR	2022 Target		89%		84%		87%		100%		96%				95%		57%		79%		78%
		2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
		Met Target		N		Y		Y		Y		N				N		Y		N		Y
		2023 Target		**81%**		84%		87%		100%		96%		100%		95%		62%		**83%**		83%
		2024 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase for **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Taylor / CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
	2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
	2022 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
	2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
	Met Target		N		Y		N				N		Y		Y		Y		N		N
	2023 Target		**57%**		69%		83%		33%		92%		100%		76%		44%		**68%**		68%
	2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase fror **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Tompkins / CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
	2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
	2022 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
	Met Target		Y		N		N		N		Y		Y		N		Y		N		N
	2023 Target		75%		84%		86%		100%		94%		100%		90%		**74%**		73%		**69%**
	2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%

* Data source Domain 3