

Katy Independent School District
District Improvement Plan
2023-2024 DIP with PO's



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life -- *to create the future.*

Vision

Be the legacy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy. In the 2022-2023 school year, student enrollment grew to more than 93,000 served across 70 schools - including nine four-year high schools. Katy ISD is a fast growth district with changing student and staff demographics. Given the highest possible rating by the Texas Education Agency, Katy ISD offers an outstanding instructional program with facilities, equipment, and materials that are among the best in the state. As a high growth school district, we plan based on projected enrollment numbers. PASA works with the district to provide a comprehensive data set that includes trends, forecasting, and individual plot level data. This data is used by school boundary committees to make decisions relative to enrollment growth. Katy ISD does not utilize poverty data in planning school boundaries.

Student Demographics

Katy ISD is experiencing a shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and Emergent Bilingual (EB) students are a few of the changes in the student population landscape in Katy ISD. To continue its legacy of providing unparalleled learning experiences, Katy ISD has to ensure district-wide equity in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

Staff Demographics

As demographics of the student population have changed in Katy ISD, the staff demographics have also changed. Specifically, Asian, Hispanic and African American populations have all increased as a percentage of overall staff for the past 5 years in both the student and teacher populations. In addition, Katy ISD has increased staffing percentages to address increased needs in special program populations such as special education, career and technical education and bilingual/ESL education.

KISD works diligently to recruit and hire highly qualified staff that is reflective of the student population. The Katy ISD Public Dashboard reflects the ever-changing demographics of our staff. This tool is used to assist and aid the HR department to ensure that our staff currently resembles our student demographics. The HR department, as well as campus principals, seek to recruit and hire a diverse staff population.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to actively recruit high quality teachers throughout the district including a focus on high-poverty and high-minority campuses.

Problem Statement 2 (Prioritized): There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

Problem Statement 3: There is a limited amount of Hispanic applicants statewide. This limits our ability to hire applicants to match our growing Hispanic population.

Student Learning

Student Learning Summary

All Students

Students in Katy ISD are exposed to an enriching and challenging curriculum that leads to student success. Katy ISD achieved an overall A rating in 2021-2022.

Data is disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and Emergent Bilingual (EB) student groups behind all other program areas. African American students also lag behind all other race/ethnicity groups in all tested areas. The same data trends that are seen with STAAR at the district level are seen with the District Learning Assessments. The District uses a variety of instructional methods to equip schools with meeting the needs of students not meeting their full potential including data team meetings, assessment council, curriculum advisories, principal collabs, ongoing support through instructional coaches, and additional professional development.

KISD STAAR Summary

When looking at the overall STAAR summary, including all students and all tests taken in the district, Katy ISD students showed a slight decrease in STAAR Performance when comparing the 2021 to 2022 school year. Digging further into the data indicates a wider gap in math than in reading; however, when compared to Texas as a whole, Katy ISD still performed significantly higher than the state averages in both Math and Reading.

Title I- To be updated in September 2023 after TEA release of data

According to STAAR data, Title I campuses continue to exhibit a gap in all tested subjects when compared to their Non-Title counterparts:

- Reading - Approaches grade level (11%), Meets grade level (25%), Masters (24%)
- Math - Approaches Grade Level (11%), Meets Grade Level (28%), Masters (28%)
- Science - Approaches Grade Level (11%), Meets Grade Level (21%), Masters (21%)
- Writing - Approaches Grade Level (19%), Meets Grade Level (26%), Masters Grade Level (17%)

According to Results Driven Accountability Data, Title I campuses scored above the state rate on Title I, Part A STAAR 3-8 Passing Rate and within acceptable cut points on Title I, Part A STAAR EOC Passing Rate in Mathematics, Science, Social Studies, and English Language Arts.

TELPAS 2022 Summary

- Katy ISD TELPAS Composite Rating showed that 9% of students are at the Beginning level, 23% at Intermediate, 38% Advanced and 30% at Advanced High.
- Elementary TELPAS Composite Rating showed that 12% of students are at the Beginning level, 23% at Intermediate, 36% Advanced and 30% at Advanced High.
- Junior High TELPAS Composite Rating showed that 4% of students are at the Beginning level, 20% at Intermediate, 43% Advanced and 33% at Advanced High.
- High School TELPAS Composite Rating showed that in KISD we have 5% of our students at the Beginning level, 27% at Intermediate, 43% Advanced and 26% at Advanced High.
- 44% of KISD Elementary TELPAS test takers made no yearly progress. 56% of KISD Elementary TELPAS test takers made one level yearly progress.
- 53% of KISD Junior High TELPAS test takers made no yearly progress. 47% of KISD Junior High TELPAS test takers made one level yearly progress.
- 60% of KISD Elementary TELPAS test takers made no yearly progress. 40% of KISD High School TELPAS test takers made one level yearly progress.

Public Communication of Testing Data

The District conducts a public hearing as required by TEC 11.252(e) and TEC 253(g) each January as part of a regular Board meeting.

Student Learning Strengths

RDA 2021-2022

2022 Performance Level Counts							
	0	1	2	3	4	Report Only	SD, SD RP
BE/ESL/EB	11		1			18	
OSP	9	1				2	
SPED	13	7	1	1		10	1

- BE/ESL/EB PL = 2 in EB STAAR EOC Passing Rate in English I and II
- OSP PL = 1 in OSP Annual Dropout (Grades 7-12)
- SPED PL = 1 in SPED STAAR 3-8 Passing Rate in Mathematics, Reading, Science, and Social Studies; SPED STAAR EOC Passing Rate in Algebra I and Biology; SPED Regular Class < 40% Rate (school-aged)

PL = 2 in SPED STAAR EOC Passing Rate in English I and II

PL = 3 in SPED Regular Early Childhood

Program Rate (preschool-aged)

- The district offers structured CTE Career Preparation, Practicum and internship opportunities to high school students.
- In the Advanced Academics program, Katy ISD has expanded participation in coursework while maintaining high-performance levels on AP examinations.
- There is consistency in the resources that are used for remediation purposes which are available in a variety of formats.
- Grade 8 math had increases over the past 3 years (5 point gain at Approaches Grade Level, 26 points at Meets Grade Level, and 23 point gain at Masters Grade level).
- Accelerated progress increased for elementary and JH reading for the past three years.
- STAAR results are consistently higher than the state and Region 4.
- There are increases in numbers of students taking AP coursework and increases in numbers of students achieving a 3 or higher.
- Percent of students showing progress increased from in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (L. Patton) There is a need to increase collaboration between and within departments and campuses to support the coordination of programs (including ESEA programs), reduce redundancy of services, and increase student achievement.

Problem Statement 2 (Prioritized): (Shepard) The district met the federal progress rate of 36% on the TEA 2022 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: KJH/MRJH/CJH/MCHS/MRHS

Problem Statement 3 (Prioritized): (Shepard) RDA 2022 Indicators are not all PL = 0. *BE/ESL/EB - PL=2 in STAAR EOC Passing Rate in Eng. I & II *OSP - PL=1 in Annual Dropout (Grades 7-12) *SPED - PL=1 in STAAR 3-8 Passing Rate in Math, Read., Science, and Soc. St.; STAAR EOC Passing Rate in Alg. I & Bio; Regular Class < 40% (school-aged); PL=2 in STAAR EOC Passing Rate in Eng. I and II; PL=3 in Reg. EC Pgm. Rate (preschool)

Problem Statement 4 (Prioritized): (Peters) There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Problem Statement 5 (Prioritized): (Muller & Bates) Student test scores are below expectations, therefore there is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth. The goal is for a 5% increase in student achievement and growth. **Root Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Providing this will encourage teachers to use the curriculum as designed. Students lack of background knowledge is frequently due to lack of educational opportunity. Teacher must be trained in how to assess and scaffold students continuum of content understandings.

Problem Statement 6 (Prioritized): (J Knierim) 19% of CTE students earned an industry-based certification based on the TEA IBC List for Accountability. **Root Cause:** Some CTE programs of study do not have an industry-based certification aligned to the program of study. Due to lack of funding, students who scored below 85% on a pre-test were not eligible to take the industry-based certification.

Problem Statement 7 (Prioritized): (Muller & Bates) There is a need to have all educators follow District -Adopted resources with fidelity and integrity. The Curriculum Management System will indicate greater than 80% usage of curriculum. **Root Cause:** There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Providing this will encourage teachers to use the curriculum as designed. Coordinators, Specialists, Facilitators, and Lead Teachers will model and provide guidance to support this.

Problem Statement 8 (Prioritized): (Pulido) More engagement is needed from all stakeholders regarding the intervention of chronic absenteeism and recovery of all dropouts.

Problem Statement 9 (Prioritized): (Schl Lds) Increased need for District level and campus support/programs for over-age, off-cohort, and disengaged students.

Problem Statement 10 (Prioritized): (DeVries) Intervention teacher capacity to support students who are below grade level in reading and/or math could be improved through more professional learning.

Problem Statement 11 (Prioritized): TEA's Correction Action Plan and the renewed emphasis on Child Find has increased the overall number of students identified with special education services and needs. The district needs to continue to find efficient and effective means for meeting the staffing demands created by increased student numbers.

Problem Statement 12 (Prioritized): (Peters) There is a need to create CTE opportunities for special education students by increasing in-class support for the District's CTE Programs of Study.

Problem Statement 13 (Prioritized): (J Knierim & L. Patton) The number of students who select non-traditional areas in Katy ISD is lower than the state average. **Root Cause:** Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.

Problem Statement 14 (Prioritized): (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. **Root Cause:** Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.

Problem Statement 15 (Prioritized): (L. Patton) Implementation of counseling groups to support student well-being by identifying and selecting relevant yet beneficial topics to address campus needs across the district.

Problem Statement 16 (Prioritized): (L. Patton) There is a need to increase counselor and college and career facilitator awareness and knowledge of post-secondary opportunities to support student options.

District Processes & Programs

District Processes & Programs Summary

Professional Practices

Recruiting

To ensure all students are taught by state certified, highly effective teachers, the District works diligently to recruit and hire qualified teachers through various university and alternative certification program job fairs. Human Resource recruiters travel across Texas and to neighboring states to attract the best and most innovative teachers to work in Katy ISD. To address the growing need to hire a more diverse teaching staff, Human Resource recruiters received grant funding to attend the LSU and McNeese job fairs in the state of Louisiana. The District also holds an annual job fair to attract the best teachers and paraprofessionals interested in working in Katy. Our annual job fair is widely publicized and usually attracts around 1200 to 1300 candidates. Individuals from our Human Resource Department also attend virtual job fairs through Educational Weekly and Texas Teachers.

As applications come in and are vetted in Human Resources, the Certification Specialists ensure that all individuals hired to work in Katy ISD are certified for their area of content. Once hired, the District continuously provides competitive salaries, benefits, and incentives to reduce turnover which has helped us to maintain one of the lowest turnover averages in the area. Annually, Human Resources provides all new teachers the opportunity to share their thoughts through a District-wide survey.

Professional Learning

Curriculum and Instruction, along with ESL/BIL, SPED, Instructional Technology, and other central office departments collaborate on the delivery of professional development opportunities for campus staff. These teams also meet regularly to plan for the development of instructional coaches to support differentiated instruction.

Title II conducts an annual survey of multiple stakeholders. The latest survey revealed a need for more opportunities for professional development, especially in the areas of online skills. During a time when teachers have to quickly toggle between face-to-face and online, online skills will become an even more important topic of professional learning priority. Differentiating professional development for teachers to meet their varied needs of instruction in an online environment will be essential in providing relevant learning on such topics through choice sessions, instructional coach development, department chair learning, and leader supports. Professional development is coordinated with various programs in the district such as Title III, Special Education, and CTE. Community organizations with expertise in professional development are also consulted as needed.

ADD MENTOR PROGRAM

The mission of the program is to grow new teachers with support and guidance founded in trusting and fulfilling relationships with their mentors in order to retain high-quality educators for the benefit of all Katy ISD students. As part of the Katy ISD Strategic Design planning, it was determined that teachers new to the profession would benefit from mentor support for two years. Therefore, the Katy ISD New Teacher Mentor Program supports teachers with zero and one year of experience. The new teachers are supported by veteran teachers with 3 or more years of experience. The new teachers receive support monthly from their mentors as well as from the Professional Learning Department.

ESSA Federal Programs Needs Assessment, Goals and Evaluation Process

Katy ISD implements a process of completing a needs assessment, determine goals, monitoring progress and evaluating activities of all ESSA related programs. Program coordination amongst all ESSA areas is ensured. Funds are prioritized for Title I identified campuses and those campuses with high concentrations of economically disadvantaged students. The district ensures that all ESSA program activities are aligned with the challenging state academic standards and engages in meaningful two-way consultation with all required stakeholder groups to include administrators, teachers, other professional staff, paraprofessionals, community members and organizations, and parents and families. All ESSA programs are annually evaluated to ensure continuous improvement.

Programs and Opportunities for Students

Technology Integration

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to Canvas Module online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

Career and Technical Education

Career and Technical Education (CTE) is a specialty program area which prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Career and Technical Education teachers are required to possess specific certifications and credentials aligned with the industry in which they teach. Katy ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. The District provides professional learning to those individuals coming from industry to transition successfully into the classroom environment. CTE provides industry credentialing opportunities for students, which validate the students knowledge and skills for a specified area of study/industry. These third-party credentials are used as a measurement for student college, career and military readiness as reported to TEA for district accountability.

Intervention Programs

The District's SCE funds are used to fund Academic Support Teachers (ASTs) and Pregnancy Education and Parenting (PEP) teachers. There are 190 AST FTEs and 3 PEP FTEs. Additionally, the most educationally disadvantaged junior highs receive \$300,000 in SCE funds to support supplementary instructional resources for at-risk students. AST staffing units are allocated to campuses based on the number of free and reduced lunch students so that low-income campuses receive increased support. The AST job description gives preference to teachers who have Masters degrees, at least 4 years of teaching experience, and specialization in math or reading.

Pregnancy Education and Parenting (PEP) Program

The Pregnancy Education and Parenting (PEP) program supports students who are pregnant and/or parents. The program is staffed by 3 PEP teachers who are funded with State Compensatory Education funds. The teachers are housed on the District's most at-risk high school campuses. The goal of the PEP program is to prepare students to manage the responsibilities of pregnancy and parenting and to encourage school completion. Each year, the program supports parenting/pregnant students through individual and group counseling, a PEP parenting course, and financial support for daycare. In order to reduce daycare expenses, the District participates in a Workforce Daycare Collaborative that expedites access to daycare subsidies for low-income PEP students.

Early Childhood Education

Multiple District departments collaborate to coordinate early childhood programs. While the Office of Interventions oversees prekindergarten registration and compliance, Elementary Curriculum & Instruction writes pre-k curriculum and ensures that each pre-k teacher acquires 30 hours of professional development per year. The Office of Other Languages supports language testing to identify eligible students, and the Special Education Department operates the Early Childhood Special Education (ECSE) programs. The District has transitioned to a full-day Pre-K program in order to comply with requirements outlined in House Bill 3 and has added pre-k to all elementary campuses for the 20-21 school year. Additionally, the District is implemented the PreLAS language assessment in order to comply with TEA language assessment requirements.

Special Education Program

The Department of Special Education has a continuous process of identifying, locating, and evaluating students in need of special education and related services. Students that have a documented need for special education services are provided specially designed instruction that is

research and data-driven to meet their needs, and those needs are documented and reviewed frequently to ensure students are making progress. The Department of Special Education provides ongoing high-quality training for staff to allow for a seamless implementation of the student's agreed-upon Individualized Education Plan. The special education staff build strong, collaborative partnerships with parents and guardians so that needs are heard, and a plan is created in the best interest of every student.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 22-23 school year 18 schoolwide elementary campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Katy ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners.

There were 841 students identified as homeless for the 2021-2022 school year. The attendance rate for homeless students is 95.2% compared to the district attendance rate of 97.5%. There is ongoing implementation of support and intervention activities for identified secondary homeless students to ensure progress towards course completion, credit accrual, and graduation. District staff monitors attendance, grades, and meets with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is also provided to students so they can continue to attend their school of origin.

Well-Rounded Education

In elementary science, STEM lessons have been added to the unit plans and summer professional development has occurred this summer and last. We trained four coaches to be trainers for the district and have repeated the sessions 4 times already which trained over 300 teachers. STEMscopes offers STEM lessons throughout their curriculum and we are currently adding STEM lessons to every unit plan from K-5th for teachers to use in their classroom instruction and more specifically with mobile STEM carts.

In secondary science, STEM is embedded into instruction as students design, construct, calculate, test and communicate in order to create product based on predetermined objectives. Working in cooperative groups, students develop the skills that will enable them to be future ready. Teachers and students will continue to need access to materials that support these objectives. These materials include consumable building supplies as well as developing technologies.

The goal of the faculty and staff at the Robert R. Shaw Center for STEAM is to inspire students to pursue STEM courses and careers by providing highly engaging STEM experiences. These experiences are provided in four main ways. The first is robotics. Students visit the

center at night and weekends to build robots and prepare for FIRST Robotics competitions. The second is field trip experiences. Over 16,000 students visit each year on field trips. Field trips consist of hands on STEM activities directly related to the curriculum. The third is Family STEAM Nights. Students and their parents visit the center in what could be described as a science carnival atmosphere with interactive science displays and activities. The final activity is STEM Summer camps. Students spend time creating inventions, learning robotics and doing a host of other Science related activities. (Title IV)

In elementary social studies, materials and books are being added to support trainings regarding American History and in support of equity for all. Teachers and students will continue to need access to materials that support these objectives.

Counseling and Mental Health Services

All 6th-12th grade students meet individually with the school counselor each year to discuss course selection, career pathways, review credits and create personal graduation plan. Courses selections are tailored to help students maximize their preparedness to meet individual goals. Career assessments, interest inventories and other activities in Naviance are also used to guide students and provide information specific to their intended career goals. School counselors meet with students and parents to apprise them of financial aid opportunities including but not limited to grants that might be available to meet specific student needs.

Higher education admissions and financial aid information is made readily available through a variety of resources, including events such as College & Career Night, Military Academies Night and Financial Information Academy, as well as through college admissions representatives who visit campuses, financial information events at some campuses, and personalized information delivered to students and parents in individual counseling sessions. Parents are provided with a broad range of financial aid information, including grant information, at Financial Information Academy as well as at campus-based parent nights. The Advise TX College Advisor also provides information pertaining to student aid at some campuses.

Sources of information on higher education admissions and financial aid are made available through a variety of methods, including several informational events held throughout the year. All students in grades 6-12, as well as their parents, have access to Naviance, which houses extensive information on individual colleges' admissions requirements as well as information to access financial aid. Additionally, each junior high and high school campus' counseling office has a resource library and a list of websites for exploring postsecondary opportunities.

School counselors and LSSPs work with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. At all campus levels, additional supports for identified students who are paired with adult mentors and with high school aged PAALs at the elementary and junior high levels. Character education is an integral component in the elementary counseling program and is consistent among our elementary campuses

district-wide. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner.

All school staff members are trained in recognizing students who may be at risk of suicide. All school counselors, LSSPs, and the district social worker are trained in conducting a lethality assessment to identify the level of threat for students expressing suicidal ideation. Lethality assessments are briefly documented in a confidential critical incident report. (Title IV)

Bilingual and ESL Programs

The Office of Other Languages cultivates a practice of providing equitable educational opportunities for the advancement of all Emergent Bilingual (EB) students. Together with educators, parents and community members, the Office of Other Languages promotes an appreciation of the unique cultural and linguistic attributes EBs bring to enrich the learning environment. Students with a primary language other than English who are identified as EBs are provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program. Bilingual program services are offered at 19 elementary campuses and ESL program services are offered at all Katy ISD campuses. The ESL and Bilingual programs support EB students to attain English proficiency at high levels in academic subjects. Approximately 25% of the Katy ISD student population is identified as Emergent Bilingual. Katy ISD ended the 2022-2023 school year with 22,681 EB students.

Gifted and Talented Program

The demographics of the GT program do not mirror the demographics of the district. Black/African American and Hispanic/Latino students are underrepresented in the program. Every campus is served by a GT Facilitator that manages screening and monitors service. Facilitators receive training in screening processes and procedures and in the delivery of curriculum to GT students. We will continue to review and observe GT classrooms to advance rigor of instruction through differentiation.

Advanced Academics

Implement new process and procedures to access the new College Board resources. Assist students in the transition from on-level courses into PreAP and/or AP rigor.

Dual Credit

Update the Dual Credit website with new information and create a quarterly newsletter for teachers and staff.

Work with campus administration and human resources to recruit more embedded faculty for dual credit instruction.

Dropout Prevention and Recovery

Review of district dropout and completion rate data is ongoing by the Department of Student Support. All components are reviewed and plans made per [TEC 11.255] to address dropout recovery.

Migrant Program

In 20-21 there were three migrant identified students, 21-22 two students were identified. As a non-project district, Katy ISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment update for returning students. Katy ISD ensures that each campus has a completion rate of 90% or higher. Region IV verifies the identification of eligible students and provides any necessary services.

Coordinated Health Program

The district ensures all students in physical education classrooms are physically active (50% MVPA (Moderate/Vigorous Physical Activity) or greater on a daily basis) while maintaining a student to teacher ratio in each physical education class of no more than 45:1. If higher, Katy ISD provides a safety plan. The district also ensures, on an annual basis, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes (elementary)/credits (secondary) for physical education and requires all students to take one semester credit of health for graduation.

The district also supports Coordinated Approach to Child Health (CATCH) initiatives in elementary/junior high and complies with all requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board. Our district curriculum for physical education and health incorporates a Coordinated School Health approach in the unit plans for grades K-12. All students in grades 3-12 enrolled in a physical education course participates in the annual FitnessGram. A variety of physical education units of study options are available in the curriculum to allow for personalized learning experiences, based on student needs, in grades K-12.

Procedures

Discipline Management

Katy ISD has policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. Additionally, campuses use school-wide programs, such as PBIS (Elementary) and Safe and Civil Schools (Secondary), and other specific practices which prevent student misbehavior. Campus and district administrators can easily monitor disciplinary data which includes information on incidents, actions, frequency, student demographics, and historical trends, through a robust dashboard system. The district encourages campuses to use specific programs that meet their individual needs. Examples of these include Capturing Kids' Hearts, Character Strong, restorative practices, etc. (Title IV)

Bullying and Violence Prevention

Katy ISD believes that all students learn best in an environment free from bullying or harassment and have policies prohibiting such behavior. All campus administrators received training on the District's bullying and harassment investigation protocol and new documentation system. The technology department assisted the Coordinator for Bullying Prevention in creating an internal application for bullying and harassment investigations and a dashboard that pulls data from investigations entered into the system for real-time data. There were a total of 503 allegations of bullying or harassment investigated during the 2020-2021 school year; elementary accounted for 52% of all investigations, junior high 32%, and high school 16%. 58% of all allegations involved verbal or written comments. Through the investigation process, there were 108 confirmed incidents of bullying or harassment.

The District began implementing two new practices for bullying prevention and intervention. A Stay Away Agreement and Student Safety Plan are enacted in all confirmed cases of bullying or harassment. If upon completion of the investigation, the Administrator determines that the alleged incident does not rise to the level of bullying or harassment, but warrants intervention to prevent further incidents or ensure student safety, a Stay Away Agreement and Safety Plan may be enacted.

The Tip Line launched in 2018 was replaced with SpeakUP as the anonymous reporting platform. SpeakUP allows students, parents, and community members to report a variety of concerns, not just bullying like the previously used Tip Line. Users can submit anonymous tips about bullying, threats of violence, drug use, mental health concerns, as well as any other concerns related to student physical or psychological safety or health. SpeakUP is available for download in Apple or Android format and is available on all district websites, computers, and district devices. During the 2018-2019 school year, campus administration received over 650 reports of bullying or harassment through the Tip Line. The District received over 3400 tips via SpeakUP for the 2019-2020 school year; 712 of the tips were reports of bullying/cyberbullying and 68 for alleged harassment. It is important to note that these numbers include spam or bogus tips. In addition to SpeakUP, campus staff receives reports of bullying by students, parents, and staff that are also investigated by campus administration.

The District adopted CharacterStrong as the district-wide character traits program for the 2020-2021 school year. CharacterStrong focuses on character development and social-emotional learning, which improve peer relationships and promote a positive school climate, and both are key to preventing bullying.

Equity Plan

According to the last Equity Plan data report, teachers at our high economically disadvantaged campuses are slightly more experienced than those teaching at low economically disadvantaged campuses. There is a 1.73% gap between our high and low minority campuses in terms of inexperienced teachers. Students attending campuses that have a higher population of economically disadvantaged students have an attendance rate that is 1.43% less than students attending campuses with a low population of economically disadvantaged students. Students attending campuses that have a higher population of economically disadvantaged students have a promotion rate that is 1% less than students attending campuses with a low population of economically disadvantaged students. There were no out-of-field teachers at any campuses. Both first and fourth quartile percentages were below the state average for out-of-field and inexperienced teachers. There is a less than 1% gap between our high and low minority campuses in terms of both student learning (.18%) and student engagement (.52%). The biggest gaps exist in the area of Teacher Performance at both high minority and high poverty campuses. (2.33% difference between high/low minority campuses and 2.6% between high/low poverty campuses). The district will continue to provide professional development to increase teacher performance at all campuses.

District Processes & Programs Strengths

- Katy ISD offers a variety of trainings including face to face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the district and campus levels. The district's broad approach to student and family outreach is a major strength of the district. Strengths include active, frequent and predictable outreach and communication with stakeholder groups.
- The strengths of District professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support through Instructional Coordinators during the school year.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): (DeVries) There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources, for identified students, to assure accelerated instruction and student growth are tracked and monitored.

Problem Statement 2 (Prioritized): (Coy) There is a need to increase awareness and parent and family engagement opportunities to cultivate partnerships between schools, families, and the community.

Problem Statement 3 (Prioritized): (Bates & Muller) The scope of providing personalized learning for a district staff of over 10,000 instructional employees continues to be a challenge. **Root Cause:** Scale and flexible solutions is necessary in a large and growing District. Coordinators, Specialists, Facilitators, Lead Teachers, and Instructional Coaches will provide personalized learning to meet all challenges.

Problem Statement 4 (Prioritized): (L. Patton) There is a need to increase the social and emotional support for all students, including gifted students.

Problem Statement 5 (Prioritized): (Coy) There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

Problem Statement 6 (Prioritized): (Joan) There is a disparity in the enrollment of GT students from one campus to another. Support is needed to assist campuses in finding and identifying these students.

Problem Statement 7 (Prioritized): (L. Patton) Implementation of counseling groups to support student well-being by identifying and selecting relevant yet beneficial topics to address campus needs across the district.

Problem Statement 8 (Prioritized): (Edie) Character education is not implemented with fidelity on every campus.

Problem Statement 9 (Prioritized): (Edie) Students, staff, and parents need more resources and education on violence prevention, bullying, suicide prevention, and topics related to well-being.

Problem Statement 10 (Prioritized): (Coy) is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Problem Statement 11 (Prioritized): (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. **Root Cause:** Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.

Problem Statement 12 (Prioritized): (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

Problem Statement 13 (Prioritized): (DeVries) There is a need to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior outcomes.

Problem Statement 14 (Prioritized): (L. Patton) There is a need to increase attendance, virtually and in-person, for opportunities that cultivate partnerships between schools, families, and the community. **Root Cause:** Students and families need to be present in order to gain the knowledge to support student success.

Perceptions

Perceptions Summary

Parent, Family and Community Engagement

Katy ISD has two major departments that address school and community engagement. These departments include Communications and Partners in Education. The primary aim of these departments is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through monthly leadership forums led by the superintendent. Each forum includes a representative group of students, staff, parents and community members. The District also establishes community bond advisory committees whenever major capital projects are needed, and/or are under consideration. Strategic planning committees comprised of community members are also in place to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, community and staff are also available to constituents to participate. For example, each campus facilitates a Campus Advisory Team (CAT) with staff and parent representation to collaborate with principals on school organization, budget and professional development. Representatives from each CAT serve on the District-level Katy Improvement Council (KIC) where the input is gathered on topics such as the instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Special Education Advisory Council, Career and Technical Education Advisory Group and the Student Health Advisory Council.

In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Survey topics have included attendance boundary modifications, multi-bell school start schedules, and transportation model options. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Katy Update (e-newsletter), social media and via the website. Many times this information is also translated into Spanish.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being at Katy ISD. Data shows the response rate for both internal (students and staff) and external (parents and community) to be in line with national survey response rates. This has enabled the district to use the data to inform decision making and improve in areas identified by survey participants. The

monthly meetings hosted by the superintendent and held with targeted stakeholders also allow the district to gather and measure "inside" perspective on issues affecting campuses and the district as a whole.

The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community to engage in the educational process at the campus and district level. Katy ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, Title I campuses place emphasis on parent and family engagement. 2020-2021 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel KISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Texas Behavior Support Initiative

Texas Behavior Support Initiative (TBSI) Instruction of Students with Disabilities-designed for educators who work primarily outside the areas of special education (TEC 21.451(D)(2) Board Policy DMA (Legal): Each campus is required to have a TBSI team and the members of the team are submitted each year to the central office to ensure that we have established teams at each campus. New team members are required to go through the state training modules and receive a certificate of completion.

Dropout Prevention and Recovery

In an effort to support at-risk students, avert potential dropouts, recover previous dropouts, and help address the personal and academic needs of students, the Dropout Prevention, Intervention and Recovery Coordinators serve all KISD high school campuses to assist in coordinating overall District efforts toward the common goal of increasing graduates and reducing dropouts.

Perceptions Strengths

- Business & Community Partnerships, managed by Partners in Education, encourages business and community organizations to build meaningful, long-term relationships with their chosen Katy ISD schools, creating opportunities to sincerely serve and benefit children.
- We're proud to point out that Katy ISD has the largest Junior Achievement program in the world.
- The KEYS Mentor Program matches a caring adult with a student on the brink of success once a week for thirty to forty-five minutes during the school day. Our primary focus is on relationship building rather than tutoring, although we've found that increased student academic success often occurs.
- Leadership Katy ISD is a highly interactive community group that gives members a deeper understanding of District functions and organizational structure via monthly behind-the-scenes looks at District operations. Sessions focus on specific areas of operations - from pre-kindergarten to graduation, the classroom to the bus barn, and buildings to balance sheets.
- A Sister Schools partnership encourages friendship, understanding, and cooperation between students, parents, and teachers. The partnership or "sisterhood" goal is to share campus strengths with each other whether it be resources, ideas or anything else that makes them great individually and even greater collectively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): (Tech/Schl Lds) There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

Problem Statement 2 (Prioritized): (Edie & L. Patton) There is a need to actively support the emotional well-being of students and staff.

Problem Statement 3 (Prioritized): (Edie) * There is a need for more consistency in applying procedures related to reports of bullying, harassment, threats of violence, and mental health concerns at the campus level.

Problem Statement 4 (Prioritized): (L. Patton) Implementation of counseling groups to support student well-being by identifying and selecting relevant yet beneficial topics to address campus needs across the district.

Problem Statement 5 (Prioritized): (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

Problem Statement 6 (Prioritized): (J Knierim) Students, parents, and community members have misconceptions about what CTE is and the types of students that should take CTE courses. **Root Cause:** Some people still view CTE as vocational or for students that can't go to college.

Problem Statement 7 (Prioritized): (Edie) There is a need to increase partnerships with outside agencies to support the growing number of students and staff who need emotional and mental health support.

Priority Problem Statements

Problem Statement 1: (L. Patton) There is a need to increase collaboration between and within departments and campuses to support the coordination of programs (including ESEA programs), reduce redundancy of services, and increase student achievement.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: (Shepard) RDA 2022 Indicators are not all PL = 0. *BE/ESL/EB - PL=2 in STAAR EOC Passing Rate in Eng. I & II *OSP - PL=1 in Annual Dropout (Grades 7-12) *SPED - PL=1 in STAAR 3-8 Passing Rate in Math, Read., Science, and Soc. St.; STAAR EOC Passing Rate in Alg. I & Bio; Regular Class < 40% (school-aged); PL=2 in STAAR EOC Passing Rate in Eng. I and II; PL=3 in Reg. EC Pgm. Rate (preschool)

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: (Muller & Bates) Student test scores are below expectations, therefore there is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth. The goal is for a 5% increase in student achievement and growth.

Root Cause 3: There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Providing this will encourage teachers to use the curriculum as designed. Students lack of background knowledge is frequently due to lack of educational opportunity. Teacher must be trained in how to assess and scaffold students continuum of content understandings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: (Shepard) The district met the federal progress rate of 36% on the TEA 2022 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: KJH/MRJH/CJH/MCHS/MRHS

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

Root Cause 5:

Problem Statement 5 Areas: Demographics

Problem Statement 6: (Tech/Schl Lds)There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Problem Statement 7: (Coy) There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

Root Cause 7:

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: (Edie & L. Patton) There is a need to actively support the emotional well-being of students and staff.

Root Cause 8:

Problem Statement 8 Areas: Perceptions

Problem Statement 9: (Peters) There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 9:

Problem Statement 9 Areas: Student Learning

Problem Statement 10: (J Knierim) 19% of CTE students earned an industry-based certification based on the TEA IBC List for Accountability.

Root Cause 10: Some CTE programs of study do not have an industry-based certification aligned to the program of study. Due to lack of funding, students who scored below 85% on a pre-test were not eligible to take the industry-based certification.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: (Muller & Bates) There is a need to have all educators follow District -Adopted resources with fidelity and integrity. The Curriculum Management System will indicate greater than 80% usage of curriculum.

Root Cause 11: There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Providing this will encourage teachers to use the curriculum as designed. Coordinators, Specialists, Facilitators, and Lead Teachers will model and provide guidance to support this.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: (Pulido) More engagement is needed from all stakeholders regarding the intervention of chronic absenteeism and recovery of all dropouts.

Root Cause 12:

Problem Statement 12 Areas: Student Learning

Problem Statement 13: (Schl Lds) Increased need for District level and campus support/programs for over-age, off-cohort, and disengaged students.

Root Cause 13:

Problem Statement 13 Areas: Student Learning

Problem Statement 14: (DeVries) Intervention teacher capacity to support students who are below grade level in reading and/or math could be improved through more professional learning.

Root Cause 14:

Problem Statement 14 Areas: Student Learning

Problem Statement 15: TEA's Correction Action Plan and the renewed emphasis on Child Find has increased the overall number of students identified with special education services and needs. The district needs to continue to find efficient and effective means for meeting the staffing demands created by increased student numbers.

Root Cause 15:

Problem Statement 15 Areas: Student Learning

Problem Statement 16: (Bates & Muller) The scope of providing personalized learning for a district staff of over 10,000 instructional employees continues to be a challenge.

Root Cause 16: Scale and flexible solutions is necessary in a large and growing District. Coordinators, Specialists, Facilitators, Lead Teachers, and Instructional Coaches will provide personalized learning to meet all challenges.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: (Joan) There is a disparity in the enrollment of GT students from one campus to another. Support is needed to assist campuses in finding and identifying these students.

Root Cause 17:

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 18: (Edie) Character education is not implemented with fidelity on every campus.

Root Cause 18:

Problem Statement 18 Areas: District Processes & Programs

Problem Statement 19: (Edie) Students, staff, and parents need more resources and education on violence prevention, bullying, suicide prevention, and topics related to well-being.

Root Cause 19:

Problem Statement 19 Areas: District Processes & Programs

Problem Statement 20: (L. Patton) Implementation of counseling groups to support student well-being by identifying and selecting relevant yet beneficial topics to address campus needs across the district.

Root Cause 20:

Problem Statement 20 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 21: (Coy) is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Root Cause 21:

Problem Statement 21 Areas: District Processes & Programs

Problem Statement 22: (Peters) There is a need to create CTE opportunities for special education students by increasing in-class support for the District's CTE Programs of Study.

Root Cause 22:

Problem Statement 22 Areas: Student Learning

Problem Statement 23: (J Knierim & L. Patton) The number of students who select non-traditional areas in Katy ISD is lower than the state average.

Root Cause 23: Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.

Problem Statement 23 Areas: Student Learning

Problem Statement 24: (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR.

Root Cause 24: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.

Problem Statement 24 Areas: Student Learning - District Processes & Programs

Problem Statement 25: (Coy)There is a need to increase awareness and parent and family engagement opportunities to cultivate partnerships between schools, families, and the community.

Root Cause 25:

Problem Statement 25 Areas: District Processes & Programs

Problem Statement 26: (Edie) * There is a need for more consistency in applying procedures related to reports of bullying, harassment, threats of violence, and mental health concerns at the campus level.

Root Cause 26:

Problem Statement 26 Areas: Perceptions

Problem Statement 27: (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

Root Cause 27:

Problem Statement 27 Areas: District Processes & Programs - Perceptions

Problem Statement 28: (L. Patton) There is a need to increase counselor and college and career facilitator awareness and knowledge of post-secondary opportunities to support student options.

Root Cause 28:

Problem Statement 28 Areas: Student Learning

Problem Statement 29: (DeVries)There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources, for identified students, to assure accelerated instruction and student growth are tracked and monitored.

Root Cause 29:

Problem Statement 29 Areas: District Processes & Programs

Problem Statement 30: (L. Patton) There is a need to increase the social and emotional support for all students, including gifted students.

Root Cause 30:

Problem Statement 30 Areas: District Processes & Programs

Problem Statement 31: (DeVries) There is a need to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior outcomes.

Root Cause 31:

Problem Statement 31 Areas: District Processes & Programs

Problem Statement 32: (L. Patton) There is a need to increase attendance, virtually and in-person, for opportunities that cultivate partnerships between schools, families, and the community.

Root Cause 32: Students and families need to be present in order to gain the knowledge to support student success.

Problem Statement 32 Areas: District Processes & Programs

Problem Statement 33: (J Knierim) Students, parents, and community members have misconceptions about what CTE is and the types of students that should take CTE courses.

Root Cause 33: Some people still view CTE as vocational or for students that can't go to college.

Problem Statement 33 Areas: Perceptions

Problem Statement 34: (Edie) There is a need to increase partnerships with outside agencies to support the growing number of students and staff who need emotional and mental health support.

Root Cause 34:

Problem Statement 34 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Male / Female performance, progress, 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

- Other additional data

Goals

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

Performance Objective 1: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress. (District Needs Assessment)

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: (L. Patton) There is a need to increase collaboration between and within departments and campuses to support the coordination of programs (including ESEA programs), reduce redundancy of services, and increase student achievement.</p>
<p>Problem Statement 2: (Shepard) The district met the federal progress rate of 36% on the TEA 2022 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: KJH/MRJH/CJH/MCHS/MRHS</p>
<p>Problem Statement 3: (Shepard) RDA 2022 Indicators are not all PL = 0. *BE/ESL/EB - PL=2 in STAAR EOC Passing Rate in Eng. I & II *OSP - PL=1 in Annual Dropout (Grades 7-12) *SPED - PL=1 in STAAR 3-8 Passing Rate in Math, Read., Science, and Soc. St.; STAAR EOC Passing Rate in Alg. I & Bio; Regular Class < 40% (school-aged); PL=2 in STAAR EOC Passing Rate in Eng. I and II; PL=3 in Reg. EC Pgm. Rate (preschool)</p>
<p>Problem Statement 5: (Muller & Bates) Student test scores are below expectations, therefore there is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth. The goal is for a 5% increase in student achievement and growth. Root Cause: There is a lack of success models of fidelity and integrity to the curriculum for educators to emulate. Providing this will encourage teachers to use the curriculum as designed. Students lack of background knowledge is frequently due to lack of educational opportunity. Teacher must be trained in how to assess and scaffold students continuum of content understandings.</p>
<p>Problem Statement 10: (DeVries) Intervention teacher capacity to support students who are below grade level in reading and/or math could be improved through more professional learning.</p>

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

Performance Objective 2: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year. (District Needs Assessment)

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: (Shepard) The district met the federal progress rate of 36% on the TEA 2022 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: KJH/MRJH/CJH/MCHS/MRHS

Problem Statement 3: (Shepard) RDA 2022 Indicators are not all PL = 0. *BE/ESL/EB - PL=2 in STAAR EOC Passing Rate in Eng. I & II *OSP - PL=1 in Annual Dropout (Grades 7-12) *SPED - PL=1 in STAAR 3-8 Passing Rate in Math, Read., Science, and Soc. St.; STAAR EOC Passing Rate in Alg. I & Bio; Regular Class < 40% (school-aged); PL=2 in STAAR EOC Passing Rate in Eng. I and II; PL=3 in Reg. EC Pgm. Rate (preschool)

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

Performance Objective 3: The percent of Katy ISD High School students who achieve the CCMR target will increase to 81% by July 2024. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2021 Accountability data

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 6: (J Knierim) 19% of CTE students earned an industry-based certification based on the TEA IBC List for Accountability. **Root Cause:** Some CTE programs of study do not have an industry-based certification aligned to the program of study. Due to lack of funding, students who scored below 85% on a pre-test were not eligible to take the industry-based certification.

Problem Statement 14: (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. **Root Cause:** Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.

District Processes & Programs

Problem Statement 11: (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. **Root Cause:** Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.

Problem Statement 12: (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

Perceptions

Problem Statement 5: (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

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

Performance Objective 4: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 68% by July 2024. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2023 Accountability data

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

Performance Objective 5: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 67% by July 2024. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2023 Accountability data

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

Performance Objective 6: KISD will expand CTE and dual credit opportunities for students. (Strategic Design)

Evaluation Data Sources: Course completion and AP Exam success

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 13: (J Knierim & L. Patton) The number of students who select non-traditional areas in Katy ISD is lower than the state average. Root Cause: Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.</p>
<p>Problem Statement 14: (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. Root Cause: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.</p>
District Processes & Programs
<p>Problem Statement 11: (J Knierim & L. Patton) Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. Root Cause: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 5-12.</p>
<p>Problem Statement 12: (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.</p>

Perceptions

Problem Statement 5: (J Knierim, J Otten, & L Patton) Not all students are aware of the opportunities and advantages of taking advanced courses including AP, KAP, Dual Credit and CTE in elementary and junior high grades.

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

Performance Objective 7: Maximize systems of support to personalize instruction in order to address learning loss. (Strategic Design)

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

Performance Objective 8: The District will implement strategies to increase opportunities for students in Title I campuses to be referred and identified for Gifted and Talented services. (District Needs Assessment)

High Priority

Evaluation Data Sources: Review of GT testing data and campus enrollment

Performance Objective 8 Problem Statements:

District Processes & Programs

Problem Statement 6: (Joan) There is a disparity in the enrollment of GT students from one campus to another. Support is needed to assist campuses in finding and identifying these students.

Goal 2: Katy ISD will develop operational systems and resources that will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources. High campuses will be prioritized in funding in all ESSA programs. (District Needs Assessment)

Evaluation Data Sources: Adopted budget

Goal 2: Katy ISD will develop operational systems and resources that will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Develop a replacement cycle for facilities, equipment and assets throughout the District that is a component of the District asset replacement plan. (Strategic Design)

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction. (District Needs Assessment)

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders

Performance Objective 1: The district will continuously provide secure, sustainable, and adaptable technology infrastructure through the use of advanced cloud-based technology. (Strategic Design)

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders

Performance Objective 2: The district will align the availability and capacity of computing resources on campuses to support personalized instruction and assessment. (Strategic Design)

Goal 5: 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: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel. (Legal Requirement)

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Goal 5: 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: The district will implement the teacher mentoring program to address the needs of teachers with less than two years of experience and to increase teacher retention. (Strategic Design)

Goal 5: 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 3: The District will develop an internal alternative certification program to attract and develop highly qualified teachers. (Strategic Design)

Evaluation Data Sources: Internal Alternative Certification program

Goal 5: 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 4: Evaluate the impact of existing employee communication channels and determine if there is a need to streamline staff communication. (Strategic Design)

Goal 6: Katy ISD will address challenges in the school finance system.

Performance Objective 1: KISD will build awareness in all stakeholders around the current state finance system and its limitations for local control. (Strategic Design)

Evaluation Data Sources: Community and stakeholder knowledge

Goal 7: 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: The District will identify existing parent and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates. (District Needs Assessment/Legal Requirement)

High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: (Shepard) The district met the federal progress rate of 36% on the TEA 2022 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: KJH/MRJH/CJH/MCHS/MRHS
Problem Statement 3: (Shepard) RDA 2022 Indicators are not all PL = 0. *BE/ESL/EB - PL=2 in STAAR EOC Passing Rate in Eng. I & II *OSP - PL=1 in Annual Dropout (Grades 7-12) *SPED - PL=1 in STAAR 3-8 Passing Rate in Math, Read., Science, and Soc. St.; STAAR EOC Passing Rate in Alg. I & Bio; Regular Class < 40% (school-aged); PL=2 in STAAR EOC Passing Rate in Eng. I and II; PL=3 in Reg. EC Pgm. Rate (preschool)

Goal 7: 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 2: The District will advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs. (Strategic Design)

Evaluation Data Sources: Clear understanding of community engagement programs

Goal 7: 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 3: The District will build awareness around the importance of campus community engagement. (Strategic Design)

Goal 7: 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 4: The District will mobilize the Board and Superintendent to advocate for Katy ISD education priorities and build community capacity for advancing public education priorities. (Strategic Design)

Goal 8: Katy ISD will actively support the well-being of all learners.

Performance Objective 1: All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements. (Legal Requirement)

Evaluation Data Sources: Safety and security audits and safety documentation (fire drill logs).

Goal 8: Katy ISD will actively support the well-being of all learners.

Performance Objective 2: The District will expand and strengthen internal systems and connect targeted resources to proactively support the well-being of the students, staff, and parents of the Katy ISD school community. (District Needs Assessment)

Evaluation Data Sources: Outline and definition of system

State Compensatory

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Plan Notes

District Funding Summary

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the DIP with PO's:

Title	Person Responsible	Review Date	Addressed By	Addressed On
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Policy Documents & Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

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%	65%	
Met Goal			N	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	
Katy ISD	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	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 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%
		2023 Target		49%		48%		64%		60%		94%		50%		63%		44%		50%		53%
		2023 Actual	934	53%	2,296	54%	1,928	73%	17	53%	1,148	83%	12	67%	294	69%	1,280	31%	2,807	50%	1,978	57%
		Met Target		Y		Y		Y		N		N		Y		Y		N		N		Y
2024 Target		49%		48%		64%		60%		93%		50%		63%		41%		50%		53%		

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
Goals			61%	63%	65%	67%
Actual	62%	60%	48%	56%	56%	
Met Goal			N	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	
Katy ISD	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	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 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%
		2023 Target		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%
		2023 Actual	935	38%	2,299	43%	1,929	66%	17	35%	1,146	82%	12	58%	296	59%	1,280	26%	2,808	38%	1,982	51%
		Met Target		N		N		N		N		N		Y		N		N		N		N
2024 Target		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%		

The percent of **Katy ISD** High School students who achieve the CCMR target will increase from **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%	77%	
Actual Scaled	94	93	94	94	
Met Goal		N	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	
Katy ISD	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		2023 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%
		2023 Actual	830	57%	2408	69%	1996	83%	16	63%	1018	90%	9	89%	200	74%	618	76%	2374	63%	730	63%
		Met Target		N		Y		Y		N		N		Y		Y		Y		Y		N
		2024 Target		67%		64%		78%		66%		92%		75%		74%		45%		73%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase from **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%	84%	
Actual Scaled	96	96	96	96	
Met Goal		N	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	
Cinco Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2023 Actual	66	71%	289	75%	326	87%	1	0%	129	92%	1	100%	26	85%	63	76%	254	70%	111	75%
		Met Target		Y		N		Y		N		N		Y		Y		Y		N		Y
		2024 Target		81%		81%		87%		50%		95%		50%		76%		45%		80%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase from **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%	88%	
Actual Scaled	97	96	96	97	
Met Goal		N	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
Jordan	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	*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 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%
	*2023 Actual	102	75%	273	83%	381	86%	1	100%	301	94%	2	100%	33	82%	98	74%	167	76%	73	75%
	Met Target		Y		N		Y		Y		Y		Y		N		Y		Y		Y
	2024 Target		85%		84%		86%		100%		94%		100%		90%		84%		73%		69%

*Data mirrors Tompkins High School
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%	81%	
Actual Scaled	92	93	95	95	
Met Goal		Y	Y	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
Katy	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	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 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
	2023 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%
	2023 Actual	89	56%	308	76%	367	85%	1	100%	37	89%			29	83%	86	81%	284	73%	70	70%
	Met Target		N		Y		Y		Y		Y				Y		Y		Y		N
	2024 Target		66%		63%		72%		100%		79%		100%		71%		51%		58%		80%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase from **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%	58%	
Actual Scaled	87	83	89	88	
Met Goal		N	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	
Mayde Creek	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
		2023 Actual	157	45%	368	55%	81	64%	2	0%	38	82%	1	100%	14	57%	93	67%	467	52%	103	47%
		Met Target		N		Y		N		N		Y		Y		Y		Y		N		N
		2024 Target		48%		53%		74%		67%		92%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase from **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%	60%	
Actual Scaled	88	82	82	90	
Met Goal		N	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	
Morton Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
		2023 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%
		2023 Actual	102	49%	353	59%	85	66%	2	50%	37	68%	1	100%	13	54%	70	74%	380	56%	83	49%
		Met Target		N		Y		Y		N		N		Y		N		Y		Y		N
		2024 Target		57%		57%		76%		100%		78%		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.

	*2019	2021	2022	2023	2024
Goal Component			56%	63%	64%
Goal Scaled			87	91	91
Actual Component	58%	55%	62%	60%	
Actual Scaled	88	86	91	90	
Met Goal			Y	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	
Paetow	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	*2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
		2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
		2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
		2023 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%
		2023 Actual	178	52%	361	59%	104	68%	4	50%	61	67%	1	0%	22	41%	73	88%	392	55%	115	53%
		Met Target		N		Y		Y		Y		N		N		N		Y		N		N
		2024 Target		62%		58%		59%		50%		77%		100%		50%		85%		57%		55%

*Data prior to 2021 mirrors Morton Ranch High School data.

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%	90%	
Actual Scaled	97	97	98	98	
Met Goal		N	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%	
	CCMR	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%
		2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
		2023 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%
		2023 Actual	73	78%	240	83%	351	88%	3	100%	281	96%	2	100%	28	89%	74	81%	192	85%	87	75%
		Met Target		N		N		Y		Y		Y		Y		N		Y		Y		N
		2024 Target		88%		84%		87%		100%		96%		100%		95%		62%		83%		85%

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase from **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%	78%	
Actual Scaled	96	93	94	95	
Met Goal		N	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	
Taylor	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
		2023 Actual	63	43%	216	71%	300	82%	2	100%	134	84%	1	100%	35	74%	61	69%	237	66%	88	68%
		Met Target		N		Y		N		Y		N		Y		N		Y		N		Y
		2024 Target		53%		69%		83%		33%		94%		100%		76%		44%		68%		68%

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase from **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%	88%	
Actual Scaled	97	96	96	97	
Met Goal		N	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	
Tompkins	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	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 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%
		2023 Actual	102	75%	273	83%	381	86%	1	100%	301	94%	2	100%	33	82%	98	74%	167	76%	73	75%
		Met Target		Y		N		Y		Y		Y		Y		N		Y		Y		Y
		2024 Target		85%		84%		86%		100%		94%		100%		90%		84%		73%		69%

* Data source Domain 3