Katy Independent School District

Alexander Elementary School

2019-2020 Campus Improvement Plan
Mission Statement

In pursuit of excellence, the mission of the Roosevelt Alexander Elementary community is to create a positive, safe, nurturing environment where students are challenged, achievement is maximized, and full potential is realized.

Vision

Nurture, Challenge, Achieve
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a twenty-two year old, Pre-K through 5th grade campus in Katy ISD. Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from information available in May-August of 2019. Student enrollment was projected to be 940.

Alexander Elementary serves a diverse student population. September 2019 enrollment data show that 950 students attend Alexander Elementary with the following enrollment by Race/Ethnicity: Asian - 38.674; Black/African American - 4.84%; Hispanic -14.32%; Two or More Races - 3.58%; White - 38.00%; American Indian/Alaskan Native - .21%; and Native Hawaiian Pacific Islander - .32%.

Attendance rates have remained steady at above 98%, higher than both the district and state averages. The campus attributes this achievement to strong parental engagement and a focus on high-quality education. The campus is predominately a neighborhood school. However, we have missed attendance targets for Quartile 1, possibly impacted by flu and extended absences due to international travel and vacations during the school year.

Alexander Elementary's student groups include: At-Risk - 37.37%; Low Income - 16.95%; Limited English Proficient - 27.16%; GT - 12.53%; and, Special Education - 12.63%.

Demographics Strengths

Diversity

High Parental Engagement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is slightly missing the target for Quartile 1 to support the campus earning Distinction Designation. Root Cause: Flu, families who traveled for long periods of time, internationally as well as extended vacations during the school year.
Student Academic Achievement

Student Academic Achievement Summary

2019 Accountability Ratings Overall Summary

Alexander met and exceeded in all areas.

Overall: Scaled Score of 97 - Rating A

Student Achievement STAAR Performance: Scaled Score of 95 - Rating A

School Progress Academic Growth: Scaled Score of 904 - Rating A

School Progress Relative Performance (Eco Dis: 8.1%): Scaled Score of 85 - Rating B

Closing the Gaps: Scaled Score of 100 - Rating A

Distinction Designations

Alexander Elementary earned 5/6 Distinction Designations for 2018-2019 school year based on 2019 STAAR results:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

5th Grade Student Performance on 2018 STAAR Tests

5th Grade Reading: 98% "passed"
64% (110/171) of RAE fifth grade students mastered grade level expectations

19% (32/171) of RAE fifth grade students met grade level expectations

15% (25/171) of RAE fifth grade students approached grade level expectations

2% (4/171) of RAE fifth grade students did not meet grade level expectations

5th Grade Math: 99% "passed"

68% (116/171) of RAE fifth grade students mastered grade level expectations

14% (24/171) of RAE fifth grade students met grade level expectations

17% (29/171) of RAE fifth grade students approached grade level expectations

1% (2/171) of RAE fifth grade students did not meet grade level expectations

5th Grade Science: 95% "passed"

57% (97/171) of RAE fifth grade students mastered grade level expectations

24% (41/171) of RAE fifth grade students met grade level expectations

15% (25/171) of RAE fifth grade students approached grade level expectations

5% (8/174) of RAE fifth grade students did not meet grade level expectations
4th Grade Student Performance on 2018 STAAR Tests

4th Grade Reading: 95% "passed"

58% (88/153) of RAE fourth grade students mastered grade level expectations

23% (35/153) of RAE fourth grade students met grade level expectations

14% (22/153) of RAE fourth grade students approached grade level expectations

5% (8/153) of RAE fourth grade students did not meet grade level expectations

4th Grade Math: 97% "passed"

71% (109/153) of RAE fourth grade students mastered grade level expectations

16% (24/153) of RAE fourth grade students met grade level expectations

10% (16/153) of RAE fourth grade students approached grade level expectations

3% (4/153) of RAE fourth grade students did not meet grade level expectations

4th Grade Writing: 93% "passed"

39% (59/153) of RAE fourth grade students mastered grade level expectations

35% (53/153) of RAE fourth grade students met grade level expectations
20% (31/153) of RAE fourth grade students approached grade level expectations

7% (10/153) of RAE fourth grade students did not meet grade level expectations

3rd Grade Student Performance on 2018 STAAR Tests

3rd Grade Reading: 93% "passed"

59% (96/164) of RAE third grade students mastered grade level expectations

20% (32/164) of RAE third grade students met grade level expectations

15% (24/164) of RAE third grade students approached grade level expectations

7% (12/164) of RAE third grade students did not meet grade level expectations

3rd Grade Math: 93% "passed"

58% (95/164) of RAE third grade students mastered grade level expectations

21% (34/164) of RAE third grade students met grade level expectations

15% (24/164) of RAE third grade students approached grade level expectations

7% (11/164) of RAE third grade students did not meet grade level expectations
Student Academic Achievement Strengths

Alexander Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including earning five Distinction Designations in the following areas:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

Over 90% of all 3rd-5th grade Alexander Elementary students met minimum expectations on all STAAR tests.

Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: 100% of students are not making expected progress. **Root Cause**: Student progress monitoring efforts were not formalized.

**Problem Statement 2**: For the past three years, 3rd grade student performance has been lower than the upper grades on both the Math and Reading STAAR tests, overall. **Root Cause**: Students are not exposed to the rigor nor testing experience until the very end of 2nd grade.
School Processes & Programs

School Processes & Programs Summary

Alexander Elementary has a strong tradition of high quality instructional practice. The majority of our teachers have between 5-20 years of experience. Our teachers work in high performing collaborative teams. We have highly capable Instructional Coaches who provide ongoing professional development and support. Both Assistant Principals are strong instructional leaders. The principal has leadership experience at all three levels of schooling: high school, junior high school and elementary. The diversity in strengths of the administrative and instructional team represent a wealth of experience to draw from when making decisions about teaching and learning.

School Processes & Programs Strengths

The workshop model is strong.

Teachers and staff are always looking to learn and grow, lifelong learning is valued by all staff.

Teacher retention rate is high.

Perceptions

Perceptions Summary

Alexander has a strong tradition of community engagement encouraged and supported by a strong PTA.

Perceptions Strengths

Alexander Elementary School staff and the Alexander PTA work collaboratively to ensure students have multiple opportunities for academic and social-emotional development.
Priority Problem Statements

Problem Statement 1: 100% of students are not making expected progress.

Root Cause 1: Student progress monitoring efforts were not formalized.

Problem Statement 1 Areas: Student Academic Achievement
Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment 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
• Capacity and resources data
• Budgets/entitlements and expenditures data
• Study of best practices
• Other additional data
Goals

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

Performance Objective 1: 100% of RAE staff members will increase focus on T-TESS Dimension 2.4 (The teacher differentiates instruction, aligning methods and techniques to diverse student needs) by consistently monitoring student progress and adjusting instruction to ensure each student achieves a minimum of one year of academic growth.

Evaluation Data Source(s) 1: Planning Notes
Lesson Plans
Response to Intervention Collaboratives
Pre-Assessments
Teacher Common Formative Assessments
Small Group Instruction
Progress Monitoring Notes
Conferring Notes
Goal Setting and Professional Development (GSPD) Conference Notes
T-TESS Observation and Walkthrough Feedback
Learning Walk Feedback

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Analyze multiple sources of student data through Collaborative Data Review Meetings.</td>
<td>2.4</td>
<td>Administration Instructional Coaches Teachers</td>
<td>Continual review and discussion of student progress will guide differentiation for individual students.</td>
<td></td>
</tr>
<tr>
<td>Strategy Description</td>
<td>ELEMENTS</td>
<td>Monitor</td>
<td>Strategy's Expected Result/Impact</td>
<td>Reviews</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oct</td>
</tr>
<tr>
<td>2) Provide extensive, aligned professional learning to staff in all curricular areas, through workshops, conferences, speakers, as well through professional reading materials, books studies, PDR, staff meetings and Pineapple PD.</td>
<td>Principal Assistant Principals Instructional Coaches EST ISSTs</td>
<td>Staff will attend relevant, high-quality professional learning throughout the school year, transfer knowledge gained to fellow staff members and implement research-based strategies to positively impact student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td></td>
<td>Teachers will provide individualized instruction based on individual student need positively impacting student progress.</td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math 3) Execute plans of action using a variety of resources to increase student achievement.</td>
<td>Instructional Coaches ESL ISSTs AST's (Reading Intervention Teacher and Math Intervention Teacher) Teachers</td>
<td>Teachers will provide individualized instruction based on individual student need positively impacting student progress.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Sources:** 199 - State Comp Ed - 100000.00

100% = Accomplished  
0% = No Progress  
= Discontinue

Alexander Elementary School
Generated by Plan4Learning.com  
October 3, 2019 3:24 pm
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: RAE will achieve a Distinction Designation for Top 25% in Comparative Closing the Gaps through continuous monitoring and adjusting of instruction as documented in Student Learning Objectives (SLO) student tracking forms, team planning notes, student progress monitoring systems, and appraiser-staff conferences.

Evaluation Data Source(s) 2: SLO Student Tracking Forms
Planning Notes
Student Progress Monitoring Notes
Spring 2020 STAAR Performance Data

Summative Evaluation 2:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Based on pre-assessment data, teachers will develop and implement student action plans using small group instruction.</td>
<td>Principal Assistant Principals Instructional Coaches Teachers</td>
<td>Teachers will continuously adjust instruction based on individual student needs to positively impact student progress along a continuum.</td>
<td></td>
</tr>
</tbody>
</table>

Funding Sources: 199 - General Fund - 0.00

= Accomplished
= Continue/Modify
= No Progress
= Discontinue
Goal 2: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: RAE administration, teachers and staff will work collaboratively with PTA Leaders community volunteers and students to plan, coordinate and facilitate events to support the academic and social emotional needs of RAE students.

Evaluation Data Source(s) 1: Calendars of Events
- Event Chairperson Document
- Parent Engagement Survey
- Volunteer Hours
- Other Surveys, i.e., Playground Enhancement Survey sent 9/9/19
- Action Plan

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) RAE administration will communicate a calendar of events to the RAE staff and community.</td>
<td>Principal</td>
<td>Principal Assistant</td>
<td>The staff and community will be informed in advance of events in order to attend and support various events throughout the year.</td>
<td>FORMATIVE / SUMMATIVE</td>
</tr>
<tr>
<td>2) RAE administration will divide events to coordinate with teachers and volunteers.</td>
<td>Principal</td>
<td>Principal Assistant</td>
<td>Events will be coordinated in an efficient and effective manner.</td>
<td>FORMATIVE / SUMMATIVE</td>
</tr>
<tr>
<td>3) Develop a plan with the Campus Advisory Team and Instructional Leadership Team to transition from a focus on parent involvement to a focus on parent engagement.</td>
<td>Principal</td>
<td>Principal Assistant</td>
<td>Capitalizing on strengths and interests of stakeholders to find their purposeFULL place of engagement in our school community will ultimately contribute to an increase in student achievement and improve emotional well-being for all school community members.</td>
<td>FORMATIVE / SUMMATIVE</td>
</tr>
</tbody>
</table>

100% = Accomplished  → = Continue/Modify  0% = No Progress  × = Discontinue
Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: RAE Administration will monitor and respond to 100% of student reports on the Katy ISD SpeakUP as well as incidents reported on campus in person.

Evaluation Data Source(s) 1: Katy ISD SpeakUP Reports
Reports from students, teachers and/or parents.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review and respond to reports submitted within 24 hours.</td>
<td>Principal Assistant Principals</td>
<td>Timely review and response will contribute to a timely solution, providing students with support needed.</td>
<td>Oct</td>
<td>Jan</td>
</tr>
</tbody>
</table>

= Accomplished
= Continue/Modify
= No Progress
= Discontinue
**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** RAE Principal will promote student voice and leadership for 100% of fifth grade students through implementation of the RAE Kindness Crew lunch meetings and challenges.

**Evaluation Data Source(s) 2:** Meeting attendance for all 5th grade students for the 2019-2020 school year
Meeting agendas and notes
Student participation in challenges, initiatives, and events

**Summative Evaluation 2:**

<table>
<thead>
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<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Engage all students in creating a positive school culture.</td>
<td>Principal Counselor</td>
<td>More positive leaves less room for negative.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Jan</td>
<td>Apr</td>
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100% = Accomplished  
0% = No Progress  
= Continue/Modify  
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**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** 100% of RAE staff will promote Positive Behavior Intervention and Supports (PBIS).

**Evaluation Data Source(s) 3:** Discipline Report Data

**Summative Evaluation 3:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implement the gRAEt framework by setting expectations, providing students with StingRAE bucks as positive reinforcement for good behavior, and working with a continuum of consequences to address needs in partnership with parents.</td>
<td>Principals Assistant Principals Teachers</td>
<td>Students will achieve success in academics and behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Jan</td>
<td>Apr</td>
</tr>
</tbody>
</table>

100% = Accomplished  
0% = No Progress  
X = Discontinue
**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 4:** 100% of RAE Staff will participate in Rebuild Texas project

**Evaluation Data Source(s) 4:** Attendance sheets  
Pre- and Post Survey Completion

**Summative Evaluation 4:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Counselor will provide and facilitate the use of resources and training as a result of participation in the Rebuild Texas grant. PurposeFULL People, Kognito Webinar Emotional Backpack</td>
<td>Counselor Principal Assistant Principals</td>
<td>Administrators, teachers and staff will be better equipped to support students and families through period of trauma and stress.</td>
<td>Formative</td>
<td>Summative</td>
</tr>
</tbody>
</table>

100% = Accomplished  
= Continue/Modify  
0% = No Progress  
= Discontinue
# State Compensatory

## Personnel for Alexander Elementary School:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Davies</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
</tr>
<tr>
<td>Elizabeth Franklin</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
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## Campus Advisory Team

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Charmaine Hobin</td>
<td>Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Victoria Nunez</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Samantha Bastian</td>
<td>Teacher Rep. - 1st Grade</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Indu Jhawer</td>
<td>Teacher Rep. - ESL</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Mary Rice</td>
<td>Teacher Rep. - 3rd. Grade</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Chrisitana Roberts</td>
<td>Teacher Rep. - Special Education</td>
</tr>
<tr>
<td>Business Representative</td>
<td>Amein Alsuezi</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Business Representative</td>
<td>Diana Vigil</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Community Representative</td>
<td>William Shutt</td>
<td>Community Representative</td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Marlene Portier</td>
<td>District-Level Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Vicky Constantinides</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Elizabeth Demaree</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Kevin Green</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Suman Katanguri</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Parent</td>
<td>Krishna Pallavi</td>
<td>Parent Representative</td>
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# District Funding Summary

### 199 - State Comp Ed

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Academic Support Teachers</td>
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<td>$100,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $100,000.00

### 199 - General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>STEM Boxes, Professional Development, Books, Manipulatives</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total** $0.00

**Grand Total** $100,000.00
Addendums
Texas Education Agency
2019 Accountability Ratings Overall Summary
ROOSEVELT ALEXANDER EL (101914117) - KATY ISD

### Accountability Rating Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Scaled Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>97</td>
<td>97</td>
<td>A</td>
</tr>
<tr>
<td>Student Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Performance</td>
<td>79</td>
<td>95</td>
<td>A</td>
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<tr>
<td>College, Career and Military Readiness</td>
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<tr>
<td>Graduation Rate</td>
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<tr>
<td>School Progress</td>
<td></td>
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<tr>
<td>Academic Growth</td>
<td>89</td>
<td>94</td>
<td>A</td>
</tr>
<tr>
<td>Relative Performance (Eco Dis: 8.1%)</td>
<td>79</td>
<td>85</td>
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<tr>
<td>Closing the Gaps</td>
<td>100</td>
<td>100</td>
<td>A</td>
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### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

<p>| | |</p>
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<tr>
<td>ELA/Reading</td>
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<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>Earned</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Not Eligible</td>
</tr>
<tr>
<td>Comparative Academic Growth</td>
<td>Earned</td>
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<tr>
<td>Postsecondary Readiness</td>
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<tr>
<td>Comparative Closing the Gaps</td>
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