

Katy Independent School District
Rylander Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Rylander Elementary is committed to providing an excellent academic program where every child will have his or her individual needs met in a supportive, nurturing and safe environment. Inherent in this mission is the belief that every child can learn, and that the dedicated teacher is the catalyst.

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

Vision

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2019

Demographics

Demographics Summary

Rylander Elementary is celebrating its 16th year in Katy Independent School District. Rylander serves PK through 5th grade students. During the 2015-2016 year, the campus underwent an attendance boundary modification. Since 2016, enrollment has decreased from 1,350 students to 1,150 students. There has also been a significant shift in the overall demographics of the campus. In 2016, 14% of Rylander's students qualified for free lunch. As of August 23, 2019, this has increased to 30% in grades PK-5. Rylander is seeing an upward trend in the enrollment of students served through ESL and special education programs. Rylander's current demographic make up includes: 24% Asian, 11% African American, 23% Hispanic, 37% White, and 5% Two or More Races. Rylander is predominantly a neighborhood school. Rylander's student groups include: 13% SPED, 30% At-Risk, 30% economically disadvantaged, 25% ESL, and 3% GT.

The driving force behind Rylander Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Their pride in their school is clearly evident as they walk down the halls, actively participate in class, and demonstrate the Rockin' Rhinos 3Rs of being Respectful, Responsible, and Ready to Learn.

In June 2018, Cheryl Glasser became the third principal to serve the Rylander community. To instruct and educate our eager students, the principal and teachers search for new teachers that not only are knowledgeable about curriculum and relevant instructional strategies, but also understand the developmental needs of students. Key qualities sought in candidates are flexibility, organization, a willingness to further their own learning, to continue growth, and to do whatever it takes to make students successful. Teachers who instruct with a “parent's heart” and with a commitment to the belief that all students can succeed, are selected to be part of the Rylander Elementary staff. In the summer of 2019, 34 new staff were hired to join the RRE family. 13 of those 34 were growth positions due to increased enrollment in our Special Ed. population as well as the implementation of full-day Pre-K.

Rylander Elementary is fortunate to have the support of parents, community, and local businesses. Our PTA actively works to support the school by sending teachers to professional development opportunities, providing additional classroom enrichment materials, working as volunteers, helping fund field trips, and beautifying our school and campus grounds. Volunteer parents and community members put in an incredible number of hours working in the building and preparing instructional materials to enrich students' academic experiences. A strong academic foundation is greatly supported through the efforts of volunteers and the PTA.

Demographics Strengths

Rylander Elementary has a multitude of demographic strengths including:

1. Katy ISD is known as a premier district in the state of Texas and families choose to relocate to the Katy area in order to attend the schools. Parents, students, and teachers are highly committed to success.
2. Despite the significant demographic shifts in our campus in the last 3 years, Rylander students continue to excel as evidenced by the TEA Accountability rating of "A" for 2019.
3. Rylander is a highly diverse campus with students speaking 43 different native languages as of August 2019.
4. Rylander staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
5. Rylander staff is collaborative in their teaching approach.
6. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Rylander's demographics continually shift each year including increased numbers of English Learners and families needing meal benefits. **Root Cause:** Our neighborhoods have increasing numbers of rental properties and we have homes with multiple families dwelling in them.

Problem Statement 2: Rylander has a large number of new staff members for the 19-20 school year. **Root Cause:** 13 new staff were hired to accommodate for growth in our Special Ed population as well as the implementation of full-day Pre-K. We also had a large number of staff retirements and staff transferring to open new schools in the district.

Student Academic Achievement

Student Academic Achievement Summary

On the STAAR 2019, Rylander had the following results:

	Approaches	Meets	Masters
Reading	94%	69%	41%
Math	94%	71%	46%
Writing	88%	64%	26%
Science	89%	69% (+14 from 2018)	42% (+17 from 2018)

On the TELPAS 2019, the following percentages of students made at least one year's growth in their EL proficiency:

- 1st Grade = 79%
- 2nd Grade = 30%
- 3rd Grade = 72%
- 4th Grade = 52%
- 5th Grade = 67%

On TELPAS, our progress rate was 51% as a campus which was 15 percentage points above the state target.

Based on our achievement data, our campus has identified the following key problem areas:

1. Need to grow % of student mastery on STAAR.
2. Need to grow % of students meeting or exceeding growth on STAAR.
3. Need to grow the % of students making growth in the following categories: Hispanic (math), Asian (reading), Not continuously enrolled (reading).
4. Need to grow the progress rate on TELPAS.

Student Academic Achievement Strengths

We had many academic strengths in the 2019-2020 school year. As a campus, we are continually working to grow our students in all academic areas.

Last year, we demonstrated great growth by closing the achievement gap with a 12 point increase in Domain III on our accountability report. We also increased the percent of African American students making progress by 10 points in reading and 12 points in math.

Our percent of Asian students making progress increased by 9 points in math. These gains allowed our overall accountability score to increase 3 points and earn Rylander Elementary a grade of an A on the State Accountability Report Card.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 14% of students who previously scored Meets or Masters in reading dropped a level or more from 2018 to 2019. **Root Cause:** Teachers use ELT to primarily focus on students at risk of not passing the STAAR.

Problem Statement 2: 8% of students who previously scored Meets or Masters in math dropped a level or more from 2018 to 2019. **Root Cause:** Teachers use ELT to primarily focus on students at risk of not passing the STAAR.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Rylander is guided by the TEKS and Katy ISD expectations. Assessment is a critical component when it comes to decision making. Rylander uses the concept of balanced assessment to ensure we are adequately addressing student needs and measuring student outcomes. Weekly planning meetings are held to target lesson planning, data review, strategic planning and professional learning. Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a collaborative, extended planning time once per 9 weeks to address long range goals and assessment development. Extended learning time is built into the daily schedule to provide time for remediation and enrichment. In 2019, the master schedule was adjusted to provide two (2) ELTs for grades K-2 in order to support early intervention. Student progress is routinely monitored and instruction is adjusted accordingly. Professional development needs are determined based on demonstrated and observed needs. Professional development rotations are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing articles. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Teachers observe each other in a collaborative learning spirit.

Creating innovative learners who can actively find and solve problems is at the core of our mission and focus. We also believe all students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Rylander staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected and teachers and students are not pulled out of the classroom for unnecessary reasons.

School Processes & Programs Strengths

In 2018-2019, Rylander completed its 4th year at a PBIS school. Staff revised the PBIS matrix and made revisions to the campus discipline plan. As a result, disciplinary referrals dropped from 172 in 17-18 to 66 in 18-19.

Rylander's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction.
2. Relationship building between students, staff, and parents enhances our school community and instructional integrity.
3. Staff is growing in their ability to interpret and use common assessment data to drive instruction.
4. Innovative practices are welcomed among students, staff, and parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 14% of students who previously scored Meets or Masters in reading dropped a level or more from 2018 to 2019. **Root Cause:** Teachers use ELT to primarily focus on students at risk of not passing the STAAR.

Problem Statement 2: 8% of students who previously scored Meets or Masters in math dropped a level or more from 2018 to 2019. **Root Cause:** Teachers use ELT to primarily focus on students at risk of not passing the STAAR.

Perceptions

Perceptions Summary

Rylander Elementary works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. Rylander has an active PTA and a staff PTA/parent liaison to assist with strengthening the home to school connection. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, reporting procedures, contact links, etc. Rylander is an extremely diverse community with over 36 spoken languages and 46 native languages other than English. Rylander utilizes several social media outlets to help keep parents informed regarding the outstanding learning experiences occurring on our campus. Parent/community nights such as Meet the Teacher, Parent Info Nights, International Night, curriculum nights, and movie nights all serve to help bring parents and school staff together toward a common purpose.

Rylander's parents, teachers, and students take pride in our school and the school's reputation for success. Rylander is perceived to be a safe and positive environment with a strong focus on academic success and building character.

One of the core beliefs at Rylander Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Rylander operates under a PBIS matrix which addresses these beliefs known as Rockin' Rhinos 3Rs (Respectful, Responsible, Ready to Learn). Excellence is expected and students are taught that what you do you should do well and the easiest way to do it well is to do it well each and every time. Students are taught the expectations, they practice the expectations, and then the 3Rs are expected.

Teachers and other staff are trained to ensure that a healthy classroom climate is created and maintained. Training also encompasses instruction relative to classroom pace and how to ensure that academics are the primary focus. It is imperative that teachers utilize the least invasive form of intervention possible to encourage student self-reliance. Teachers are aware that time should be allotted to ensure students can successfully implement and engage in classroom routines and procedures. Teachers are expected to carefully reflect on the purpose, appropriateness and justness of their classroom procedures. This helps to ensure that students feel respected.

Campus discipline data reflects a downturn in disciplinary infractions since the implementation of PBIS.

Perceptions Strengths

Rylander has a multitude of family and community involvement strengths.

- Active volunteer program which enhances parental commitment to our school
- Family events which focus on the importance of a positive relationship between home and school - spirit nights, Dads' Night Out, Grandparents' Day Lunches, Jump Rope for Heart, Family Art Night, Rumble, Grade Level Musicals, Field Days, etc.
- Junior Achievement program taught by volunteers
- Mentoring programs (KEYS, Cinco PALS) to help address the social and emotional needs of at-risk students
- Variety of communication methods used to contact parents and keep them informed (weekly eNews, website, social media, School Messenger/Parent Link, Remind)
- Utilization of parent volunteers to support special event (choir, musicals, field days, fitness testing, science labs)
- Maintaining and expanding relationships with business partners
- Use of the Watch DOGS program to encourage volunteerism of fathers
- Campus Improvement Team
- Continuation of PBIS to help with student behavior and making good decision making.
- Safe and Drug Free Schools program emphasizing good character traits and making good decisions
- Counseling program which includes guidance lessons, reinforcement of core essentials and character, and new student lunches emphasizing good character traits and making good decisions.
- Use of Raptor to ensure the safety of our staff and students
- Safety programs presented by the school nurse and counselors which focus on safety rules (school/playground, first aid, Stranger Danger and Alone at Home)
- Use of 4th and 5th grade students as members of the Safety Patrol
- Use of Core Essential character Education Program

Priority Problem Statements

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Rylander Elementary teachers and staff will promote social-emotional learning in all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

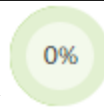
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All students in PreK-5th grade will participate in daily Morning Meetings from 8:00-8:15 am.	Principal Counselor					
Funding Sources: 199 - General Fund - 750.00						
2) Rylander staff and parents will increase the number of student enrichment activities such as after-school clubs.	Principal APs					
3) Rylander will provide training and resources for teachers so they can teach children coping strategies to address disappointment and negative emotions as well as strategies to learn to read non-verbal cues.	Counselor APs Principal					
4) Rylander students will participate in a cross-grade level buddy program and teachers will develop a program for GenEd students to mentor SpEd students.	Counselor SpEd Team Leader					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 1: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Rylander Elementary will promote social-emotional learning and support for all teachers and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide monthly stress-relieving activities such as Coloring Day, yoga class, Walk in the Park, etc.	You Matter Team Staff Support Committee					
2) Provide mentors and monthly mentoring seminars for all new to teaching and new to Katy ISD teachers.	Lead Mentors					
3) Provide professional development for teachers on time management, stress reduction, etc.	You Matter Team					

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Rylander Elementary teachers will create and administer assessments aligned with instruction to determine student mastery and learning needs.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will use pre-assessments, formative assessments, and end of unit assessments to determine student mastery of the TEKS and use the data for formation and curricular focus of small groups.	Instructional Coaches					
2) Provide professional development on assessment tools in instructional technology such as Quizzez, Kahoot, Plickers, etc.	Instructional Coaches Tech Designer					
3) Provide professional development on interpreting and utilizing Dream Box reports.	Math Instructional Coach					




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 3: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Rylander Elementary will use campus and district resources to reduce the student to device ratio for technology and increase availability of targeted instructional resources such as Literacy Library books.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Rylander will utilize Donors Choose, Foundation grants , and campus budget to replace aging technology equipment and to increase overall inventory.	Librarian Tech Coach					
	Funding Sources: 199 - General Fund Other Donation - 10000.00					
2) Rylander will continue expansion of the campus Literacy Library so that teachers have ready-access to appropriately leveled materials.	ELA Coach					
	Funding Sources: 199 - General Fund - 5000.00					
3) Promote available on-line resources for parents through Lunch and Learns, eNews, Parent Info Night, etc.	Principal APs Team Leaders					
						


Goal 4: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Rylander Elementary teachers will provide targeted and personalized learning experiences for all students.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

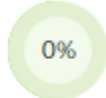
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Each grade level PreK-5th will collaborate with the Instructional Coaches to implement weekly small group lesson planning.	Instructional Coaches					
2) ASTs and ESL ISSTs will collaborate with classroom teachers to address student needs for RTI and ESL students.	ASTs ISSTs Instructional Coaches					




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue


Goal 4: All learning environments will foster engagement by integrating personalized learning experiences.


Performance Objective 2: Rylander Elementary will increase the number of students scoring "meets" or "masters" on STAAR from 67% to 75% "meets" and 41% to 45% "masters".


Evaluation Data Source(s) 2:


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will increase the number of AWARE data entries to at least 2 per 9-weeks per subject and participate in data reviews at least once per 9-weeks.	Instructional Coaches					
2) Teachers will use Extended Learning Time (CRASH) to provide both remedial and enrichment support to all students.	Instructional Coaches					
3) Decrease number of unexcused absences through school-wide and classroom incentives as well as utilizing AIPs with parents.	Asst. Principals					

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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: Rylander Elementary will actively recruit a diverse faculty that more closely reflects the diverse student population.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Campus leadership will recruit new staff with diverse backgrounds.	Principal					
2) Increase staff retention effort through team building activities, staff socials, staff incentives, etc.	Principal Asst. Principals Staff Support Committee					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Rylander Elementary will actively support new teachers and provide increased campus leadership opportunities for staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All certified staff will participate in Collaborative Wednesdays including campus committees, vertical teams, and professional development activities.	Principal APs Instructional Coaches Counselor					
2) All certified staff will serve on at least one campus committee and all committees/teams will be teacher-led and facilitated.	Principal APs ICs Counselor					
3) All new to the profession teachers and all new to KISD teachers will participate in mentoring sessions and specialized training.	Lead Mentors Principal					

Goal 6: 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: Rylander Elementary will seek out new business and community partnerships and expand existing ones to build relationships which will enhance our students' experiences through community engagement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Families will have the opportunity to participate in school events such as Dino Night, Grandparents' Day, International Night, Daddy/Daughter Dance, Mommy/Son Game Night, Art Night, etc.	Committees ICs Counselor APs Principal					
Funding Sources: 199 - General Fund - 500.00, 199 - General Fund PTA Donation - 1000.00						
2) Rylander will create and utilize a Community Support Committee to recruit new partnerships and facilitate community events.	PIE and VIPS Liaisons Community Support Committee					

Campus Advisory Team

Committee Role	Name	Position
Administrator	Cheryl Glasser	Principal
Administrator	Cheryl Mallant	Asst. Principal
Administrator	Scott Thoen	Asst. Principal
Classroom Teacher	Angelique Shoebroek	Teacher
Classroom Teacher	Karen Cooper	Teacher
Classroom Teacher	Jason Maggitti	Teacher
Classroom Teacher	Neelam Bajaj	Teacher
District-level Professional	Nancy Bradley	District Rep
Parent	Hilary Smith	Parent
Parent	Brandelyn Pitcher	Parent
Parent	Cheryl Drew	Parent
Business Representative	Lisa McGarity	Business Rep
Parent	Annie VanZyl	Parent
Parent	Amy Whitlow	Parent
Community Representative	John Bastawrous	Community Rep

Campus Leadership Team

Committee Role	Name	Position
Administrator	Cheryl Glasser	Principal
Administrator	Cheryl Mallant	Asst. Principal
Administrator	Scott Thoen	Asst. Principal
Counselor	Melissa LeBlanc	Counselor
Non-classroom Professional	Rebecca McCormick	Instructional Coach
Non-classroom Professional	Lindsay De Coteau	Instructional Coach
Classroom Teacher	Maya Gigante	Kinder Team Leader
Classroom Teacher	Brittany Saul	1st Grade Team Leader
Classroom Teacher	Angie Loverde	2nd Grade Team Leader
Classroom Teacher	Michelle Fishbeck	3rd Grade Team Leader
Classroom Teacher	Michelle Gargotta	4th Grade Team Leader
Classroom Teacher	Tara Steubing	5th Grade Team Leader
Classroom Teacher	Ana Vetluzhskikh	PreK Team Leader
Non-classroom Professional	Tim Wade	Specials Team Leader
Non-classroom Professional	Melanie Carrington	Support Team Leader
Non-classroom Professional	Kim Olvera	Special Ed Team Leader
Non-classroom Professional	Debbie Davis	Librarian

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Responsive Classroom training resources		\$750.00
3	1	2			\$5,000.00
6	1	1			\$500.00
Sub-Total					\$6,250.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$1,000.00
Sub-Total					\$1,000.00
199 - General Fund Other Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$17,250.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
ROBERTA WRIGHT RYLANDER EL (101914123) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		92	A
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	B
Academic Growth	74	79	C
Relative Performance (Eco Dis: 22.6%)	67	82	B
Closing the Gaps	95	90	A

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

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