

Katy Independent School District
Memorial Parkway Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Memorial Parkway strives to empower successful independent lifelong learners supported by a safe collaborative environment that respects and embraces diversity in a family friendly community. The BEST school in the Land!

Vision

The vision of Memorial Parkway Elementary is to create "life-ready" global citizens through comprehensive education and diverse experiences.

Value Statement

At MPE, we are PAWSitive Panthers because we are:

Kind

Safe

Respectful

Responsible

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2022

Demographics

Demographics Summary

Memorial Parkway Elementary is an early childhood through 5th grade Bilingual and Two-Way Immersion, Title I campus in Katy ISD. The campus currently houses one Early Childhood Special Education (ECSE), YCAP, and ASIP programs for children with disabilities. Memorial Parkway Elementary is also home to the West-10 Regional Day School Program for the Deaf. Our ethnic population consists of the following: African-American, 5.1%, American Indian, 0.1%, Asian, 3.7%, Hispanic, 70.7%, Two or More Races, 2.7%, White, 17.7%. The special populations consist of the following: Economically Disadvantaged, 63.1%, Special Ed, 15.2%, Bilingual/ESL, 65.9%, GT, 2.6 %. The campus enrollment has been slightly growing for the last four years: 2017-830, 2018-851, 2019-921, 2020 921 students; however, in 2021, our student population dropped to 850 students. In May 2022, enrollment was up to 983. Our bilingual and economically disadvantaged population have continued to increase slightly over the past five years.

During the 2021-2022 school year, the MPE Campus Advisory Team met on September 17th, October 29th, March 23th, and May 2nd to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The PTA Board then met with administrators on April 14th, 2022, to give input for the 2022-2023 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- September 19, 2022
- November 28, 2022
- March 27, 2023
- May 15, 2023

Demographics Strengths

Some of the most notable strengths at Memorial Parkway Elementary are as follows:

1. Families move to the area to attend the school due to the multiple programs offered on our campus (Bilingual, Two-Way Immersion, AI, ECSE)
2. MPE boasts an increasingly diverse population which requires our staff to become more reflective of our existing and ever-changing campus needs. MPE is known District-wide for its family-oriented culture and climate.
3. MPE has significantly increased the number of opportunities for students to participate in non-academic clubs and organizations. These opportunities have provided them with opportunities to meet students from different ethnicities and social-economic backgrounds.
4. The attendance rate at MPE has remained consistent over the span of the last three years, 96.5%, 96.7%, and 99.0%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 2 (Prioritized): In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3 (Prioritized): In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Student Learning Summary

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2021-2022 Memorial Parkway Elementary has received a B/87 Rating

The Texas Education Agency uses three Domains in determining a school's accountability rating:

- Domain I-Student Achievement
 - Student Performance-STAAR performance for all students across all grade levels.
- Domain II-School Progress
 - Academic Growth-Calculated for all students across reading and math.
 - Relative Performance-Calculated for all students across all grade levels and all subjects.
- Domain III-Closing the Gaps
 - Academic Achievement-% of test results in reading and math at the Meet Grade Level or Above.
 - Academic Growth-Academic growth score in reading and math.
 - STAAR Only-STAAR scores used in Domain I.
 - EL Proficiency-% of current EL students making progress toward achieving English language proficiency.

Student achievement consists of STAAR performance standards based on mastery of the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency has established four performance levels used to classify student achievement: Did not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. These levels are used to measure student achievement are applied to each STAAR test at each grade level. The 2022 overall STAAR Results (Accountability Students) are listed below for each test:

2022	% Approaches	% Meets	% Masters
Reading	82%	57%	37%
Math	78%	44%	21%
Science	65%	35%	26%

Student Learning Strengths

Memorial Parkway Elementary has continued to focus on improving STAAR achievement by focusing on constant and regular student data to determine gaps in student mastery of TEKS. We focus on the achievement of all students from low to high achieving to ensure they are getting the individualized learning they need to progress to the next performance level. As a result, we have been able to make gains in some areas. The STAAR overall longitudinal results over the last five years are listed below:

STAAR Tests	2017	2018	2019	2021	2022
Approaches					
Reading	80%	87%	84%	79%	82%

Math	84%	87%	81%	70%	78%
Science	69%	76%	79%	70%	65%
Meets					
Reading	54%	59%	53%	50%	57%
Math	44%	51%	44%	36%	44%
Science	32%	45%	54%	29%	22%
Masters					
Reading	28%	34%	28%	29%	37%
Math	23%	24%	23%	19%	21%
Science	8%	21%	18%	13%	26%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

Problem Statement 2 (Prioritized): MPE needs to increase technology integration within the classrooms. **Root Cause:** Teachers and staff need additional resources and professional development in planning technology-based activities in which students achieve success in learning, communication, and life skills

School Processes & Programs

School Processes & Programs Summary

Memorial Parkway Elementary School places a high priority on employing and retaining high-quality, talented staff.

Each new teacher will attend monthly new staff training days which are led by the building principal designee. During these training days, new teachers have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions and become familiarized with the campus. They also get in-depth information regarding grading practices, parent conferences, special education requirements, and end-of-the-year procedures. All teachers, including the new teachers, attended content-specific professional development with District selected presenters.

Additionally, all teachers work with the leadership team to analyze data for the purpose of planning effective instruction. Throughout the year, the staff members will attend meetings each month to receive professional development based on the needs identified in our campus improvement plan. These professional development meetings will be provided by teacher leaders, instructional coaches, and administration. At Memorial Parkway Elementary, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues' classrooms with a focus on a specific strategy they would like to implement. Teachers also attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coaches lead content collaborative meetings each week to train teachers on instructional strategies, assist with data analysis, discuss professional literature, and share ideas for effective instruction.

Building staff morale is recognized as a critical component in retaining high-quality staff at Memorial Parkway Elementary. The staff members receive special treats throughout the year that show how much they are appreciated by the administration team and/or the campus PTA. Throughout the year, will have team-building morale-boosting events such as Back to School Luncheon, Thanksgiving luncheon, Teacher and Staff Appreciation meals, and treats. Teachers and staff are rewarded with PBIS Rewards and can use points earned to purchase various items from the campus school store.

School Processes & Programs Strengths

The following initiatives strengthen our staff quality, recruitment, and retention at MPE:

- New Teacher Academy (As outlined by District for each campus)
- Mentors are assigned to every teacher new to campus
- Support for the first week in the classrooms for every PK, Kindergarten teacher and new staff to MPE is offered by our Instructional Support Staff
- Learning Walks supported every teacher, to visit and learn from professional colleagues at the campus and District level
- Professional development is provided at every staff meeting and supported financially through local, state, and national conferences
- Grade level PLCs strengthen instruction through weekly planning with our Instructional Coaches
- PDR-Professional Development Rotations provide teachers additional time every two weeks to meet as a grade-level team and receive professional development during the school day
- Administrative walk-throughs occur multiple times per semester for every teacher; feedback is ongoing
- Vertical academic teams strengthen the alignment of curricular objectives and instructional strategies
- The Sunshine committee sponsors monthly "treats for teachers", and the admin team provides frequent surprises to show employees they are valued
- Teachers can earn points for supporting school and campus procedures and exchange points with tangible rewards from the campus school store

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 2 (Prioritized): At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

Problem Statement 3 (Prioritized): At MPE, the parental involvement and PTA membership has continued to decrease over the years. **Root Cause:** Campus administrators and staff need to work with the PTA to increase membership, communication and parental involvement opportunities.

Perceptions

Perceptions Summary

One of the core beliefs at Memorial Parkway Elementary is that students, staff and community members thrive best in a safe and secure environment that is fully immersed in positivity and clear expectations for every procedure. Therefore, Memorial Parkway Elementary is in its seventh year of implementing School Wide Positive Behavioral Interventions and Supports.

Positive Behavioral Interventions and Supports or PBIS is a school-wide discipline program with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

Components of PBIS include:

- a purpose and approach to discipline
- a clear set of positive expectations and behaviors
- procedures for teaching expected behavior
- a continuum of procedures for encouraging expected behavior
- a continuum of procedures for discouraging inappropriate behavior
- procedures for on-going monitoring and evaluation

Through a partnership with parents, educators and our community, Memorial Parkway Elementary is committed to understanding and meeting the needs of diverse learners by creating a safe, kind, respectful and responsible learning experience for every student. Excellence is modeled and expected by all members of the Memorial Parkway Elementary family.

The PBIS committee at Memorial Parkway Elementary consists of a core set of teachers and support staff. The purpose of the PBIS committee is to collaborate with one another throughout the school year to ensure that PBIS is successfully implemented at Memorial Parkway. Each member is responsible for disseminating information from the meetings to their teams and other staff members. Committee members also serve as PBIS experts at Memorial Parkway Elementary. Positive progress has been made regarding the reduction in discipline referrals and the increase in students' knowledge of school wide expectations. Additionally, staff members have made a significant shift from focusing on reacting to negative student behaviors to focusing on teaching appropriate behaviors and rewarding positive behaviors.

Perceptions Strengths

Memorial Parkway Elementary School celebrates these strengths:

- Students can earn PBIS Rewards points to redeem for prizes as an incentive for meeting campus PBIS core values Safe, Kind, Responsible, and Respectful behavioral expectations.
- Teachers can earn points to be used towards prizes as incentives for supporting campus Safe, Kind, Responsible, and Respectful adult behavioral expectations.
- All classrooms, hallways, restrooms and common areas have MPE Behavioral posters with behavior expectations that are specific to each area.
- Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): MPE needs to continue to address the emotional and behavioral needs and development of all students. **Root Cause:** The delivery of programs

and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.

Priority Problem Statements

Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment

Root Cause 1: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 1 Areas: Demographics

Problem Statement 5: In 2022, MPE did not meet Distinction Designation for Mathematics.

Root Cause 5: Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

Problem Statement 5 Areas: Student Learning

Problem Statement 4: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities.

Root Cause 4: Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: MPE needs to continue to address the emotional and behavioral needs and development of all students.

Root Cause 6: The delivery of programs and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment

Root Cause 2: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 2 Areas: Demographics

Problem Statement 7: MPE needs to increase technology integration within the classrooms.

Root Cause 7: Teachers and staff need additional resources and professional development in planning technology-based activities in which students achieve success in learning, communication, and life skills

Problem Statement 7 Areas: Student Learning

Problem Statement 8: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades.

Root Cause 8: Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment

Root Cause 3: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3 Areas: Demographics

Problem Statement 9: At MPE, the parental involvement and PTA membership has continued to decrease over the years.

Root Cause 9: Campus administrators and staff need to work with the PTA to increase membership, communication and parental involvement opportunities.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- 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)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 26, 2022





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

Performance Objective 1: ESF: 85% of content teachers in K-5 will increase at least one level on the campus blueprint monitoring tool by May 2023.

Evaluation Data Sources: Classroom observations, instructional admin walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be provided training and staff development in classroom and instructional expectations by October 7, 2022.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Development - Employee Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21123 - \$2,000, Professional Development - Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21123 - \$2,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21123 - \$199.74</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional admin will communicate expectations/blueprint in weekly PDRs by October 7, 2022.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional admin will conduct instructional walkthroughs using the blueprint/rubric. Teachers will receive a minimum of 4 walkthroughs per semester.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and instructional admin will review their data at weekly meetings.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional admin will each conduct 5 instructional walkthroughs per week. Teachers will be provided with immediate feedback when conducting their instructional walkthroughs. Instructional admin will meet with teachers that need additional coaching.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment Root Cause: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.</p>
<p>Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment Root Cause: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.</p>

Demographics

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Problem Statement 1: In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

School Processes & Programs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

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





Performance Objective 2: HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Math will increase from 33% to 42% by July 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: SI: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in math, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the percent of our students who reach the math Meets/Masters level. Decrease the number of students with academic gaps. Increase student growth.</p> <p>Staff Responsible for Monitoring: Administration Math Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2 Funding Sources: Professional Development - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21123 - \$1,000, Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21123 - \$10,000, General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21123 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, Instructional Coaches, and Administrators will add structure in the area of leading PLCs and PDRs that create systems for effective collaborative planning, data analysis, and the development of reteach & enrichment plans. The team will hold regular and data-focused meetings to make strategic, decisions on how to manage leadership duties including, but not limited to, observation/feedback cycles.</p> <p>Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the number of students that achieve growth in the state accountability target areas. Decrease the number of students with academic gaps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of all students currently not meeting state expectations in Math and Science, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Results</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - 211-11-6117-800-xxx-30-804-21123 - \$203,526</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment Root Cause: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.</p>

Demographics

Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Problem Statement 1: In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

School Processes & Programs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

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





Performance Objective 3: HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Reading will increase from 53% to 60% by July 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in reading, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions. Provide materials and targeted intervention resources to ensure the mastery and student growth of required Reading TEKS of all students including those at risk of not meeting the state academic standards.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results. Decrease the number of students with academic gaps. Increase student growth.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1, 2 Funding Sources: Professional Development - Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21123 - \$1,000, Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21123 - \$5,000, Professional Development - Employee Room & Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21123 - \$1,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21123 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the Reading performance of all MPE students, including the EL, at-risk and Special Education sub-pop, by increasing the number and variety of books of high interest and appropriate levels in all classrooms, to take to student homes, and in the Literacy Library, as well as increase access to electronic materials through online subscriptions.</p> <p>Strategy's Expected Result/Impact: Increase in reading STAAR scores</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21123 - \$2,000, Reading Materials - 211 - Title I Part A - 211-11-6329-800-xxx-30-804-21123 - \$1,400</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of all students currently not meeting state expectations in Reading, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - 211-11-6117-800-xxx-30-804-21123 - \$90,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Problem Statement 1: In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

School Processes & Programs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.





Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

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

Performance Objective 4: The percent of Memorial Parkway Elementary students who achieve Meets and above in Science will increase from 43% to 47% by June 2023.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve Science performance for all students, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) and the opportunity to participate in Science-related field trips.</p> <p>Strategy's Expected Result/Impact: Increase in 2023 Science STAAR scores</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21123 - \$3,000, Student Transportation - 211 - Title I Part A - 211-11-6494-800-104-30-804-21123 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: To meet the needs of all students currently not meeting state expectations in science, we will utilize Title One funds and State Compensatory Education funds to purchase science consumables.</p> <p>Strategy's Expected Result/Impact: Increase in 2023 Science STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21123 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in science, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21123 - \$3,000, Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - 211-11-6299-800-xxx-30-804-21123 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

School Processes & Programs





Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

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

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 5 Problem Statements:

Perceptions

Problem Statement 1: MPE needs to continue to address the emotional and behavioral needs and development of all students. **Root Cause:** The delivery of programs and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.

Goal 2: Katy ISD will develop purposeful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: MPE teachers will utilize rigorous TEK based assessments to demonstrate student mastery of TEKS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data to develop TEK based checkpoints to assess mastery for all students of relevant TEKS every 3-4 weeks.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the Depth of Knowledge model to create assessments in alignment with the state's recommended Frequency Distribution of TEKS and higher level questions.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Problem Statement 1: In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

School Processes & Programs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.





Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

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

Performance Objective 1: MPE students will become well-rounded students that exhibit behaviors and attitudes that contribute to an engaging, caring learning environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of Positive Behavior Intervention and Supports year five through the use of an online platform that supports students and staff tracking of expectations. Clarify and amend school-wide expectations for common areas, reward structures, including tangible and non-tangible incentives.</p> <p>Strategy's Expected Result/Impact: Reduction of disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Administration PBIS Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21123 - \$3,000, General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21123 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MPE will implement the Purposefull People social-emotional learning program specifically designed to develop character and social-emotional skills in students, staff, and families.</p> <p>Strategy's Expected Result/Impact: Successfully meeting students and community social-emotional needs</p> <p>Staff Responsible for Monitoring: Counselors Purposefull People Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MPE counselors will attend training and professional staff development on strategies and tools to use to develop character and social-emotional skills in students, staff, and families.</p> <p>Strategy's Expected Result/Impact: successfully meeting students and community social-emotional needs</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional Development - Employee Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21123 - \$1,000, Professional Development - Employee Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21123 - \$1,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21123 - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: MPE needs to continue to address the emotional and behavioral needs and development of all students. Root Cause: The delivery of programs and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.</p>

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

Performance Objective 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the weekly staff bulletin and eNews, parents and teachers will receive information regarding violence and bullying prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in Behavior Threat Assessments and Bullying Incidents</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: MPE needs to continue to address the emotional and behavioral needs and development of all students. Root Cause: The delivery of programs and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.</p>

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

Performance Objective 1: Administration will attend leadership conferences to learn about recruiting, retaining, and supporting highly qualified and effective teachers. Administration will create a plan to support returning and supporting new teachers.

Evaluation Data Sources: conference agenda

Strategy 1 Details	Reviews			
<p>Strategy 1: The new teacher mentoring program will provide support to new teachers for the first two years of employment at MPE.</p> <p>Strategy's Expected Result/Impact: Increase the retention rates at MPE. Increase quality of instruction provided by new teachers.</p> <p>Staff Responsible for Monitoring: New Teacher Lead Mentor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The administrative team will attend leadership conferences designed to increase the teacher effectiveness in supporting well-rounded students.</p> <p>Strategy's Expected Result/Impact: Increase the quality of support for campus staff</p>	Formative			Summative
	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Professional Learning- Administrative Registration - 211 - Title I Part A -

211-23-6414-800-xxx-30-804-21123 - \$5,000, Professional Learning- Administrative Room and Board - 211 -

Title I Part A - 211-23-6415-800-xxx-30-804-21123 - \$5,000, Professional Learning- Administrative Mileage -

211 - Title I Part A - 211-23-6416-800-xxx-30-804-21123 - \$1,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Student Learning

Problem Statement 1: In 2022, MPE did not meet Distinction Designation for Mathematics. **Root Cause:** Teachers and staff need additional resources and professional development on how to help every student meet academic success in mathematics.

School Processes & Programs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with content-specific professional development leadership opportunities. **Root Cause:** Teachers need opportunities to grow their content knowledge and leadership skills by being able to participate in professional development and leadership programs.

Problem Statement 2: At MPE, campus leaders need to work on continuing to develop content knowledge and leadership skills in order to achieve growth in all subjects and all grades. **Root Cause:** Campus Administrators need opportunities to grow leadership skills by participating in leadership professional development.

Goal 5: 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: MPE will continue to expand the digital one-to-one initiative in order to increase student knowledge and skills in technology.

Strategy 1 Details	Reviews			
<p>Strategy 1: MPE will continue to purchase additional technology to work towards the one-to-one technology initiative. Strategy's Expected Result/Impact: Increased number of technology devices on campus Staff Responsible for Monitoring: Administration Library Media Specialist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Trackable Technology - 211 - Title I Part A - 211-11-6387-800-xxx-30-804-21123 - \$16,235.26</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and staff will attend professional learning that increases knowledge of technology integration in the classroom. Strategy's Expected Result/Impact: Increased technology integration</p>	Formative			Summative
	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Administration
Classroom

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Improve low-performing schools


- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Funding Sources: Professional Learning - Employee Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21123 - \$1,000, Professional Learning - Employee Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21123 - \$2,500, Professional Learning - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21123 - \$100

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 2: MPE needs to increase technology integration within the classrooms. **Root Cause:** Teachers and staff need additional resources and professional development in planning technology-based activities in which students achieve success in learning, communication, and life skills

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: Increase parental involvement on campus and number of volunteers by 25% to support campus programs.

Evaluation Data Sources: Number of parents in attendance at events

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication between campus, parents, and community. Recruit new volunteers at campus events such as Meet the Teacher, Curriculum, Family Fitness, and STREAM Nights. Retain returning volunteers through various appreciation projects such as treats at the sign-in desk, thank you cards, and lanyards/pins for incremental numbers of volunteer hours.</p> <p>Strategy's Expected Result/Impact: Increase volunteers and parental involvement on campus Retain volunteers</p> <p>Staff Responsible for Monitoring: Administration PTA Board</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - 211-61-6399-800-xxx-30-804-21123 - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: At MPE, the parental involvement and PTA membership has continued to decrease over the years. Root Cause: Campus administrators and staff need to work with the PTA to increase membership, communication and parental involvement opportunities.</p>

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 2: Increase parental participation in school-wide events and parent-teacher conferences by 45%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct STREAM night which allows parents the opportunity to interact actively with students while learning the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Administration Instructional coaches</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Other Operating Expenses (snacks for parent meetings) - 211 - Title I Part A - 211-61-6499-800-xxx-30-804-21123 - \$3,000, General Supplies - 211 - Title I Part A - 211-61-6399-800-xxx-30-804-21123 - \$2,500, Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - 211-61-6299-800-xxx-30-804-21123 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide PK/K and 5th to 6th grade transition strategies including Kindergarten Orientation, Junior High orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual.</p> <p>Strategy's Expected Result/Impact: Increased number of parents attending the transition orientation.</p> <p>Staff Responsible for Monitoring: Kindergarten Team Leader 5th Grade Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3</p> <p>Funding Sources: Reading Materials (books for parental involvement) - 211 - Title I Part A - 211-61-6329-800-xxx-30-804-21123 - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Family Fun Fitness event and Run, Deed, and Read to promote parental involvement and health and fitness for our MPE families and include participation of our Partners in Education.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Specials Team Leader Run, Deed, and Read Sponsor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: In 2022, 34.9% of MPE students did not meet the approaches level on the STAAR science assessment Root Cause: Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.</p>

Demographics

Problem Statement 2: In 2022, 22.5% of MPE students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

Problem Statement 3: In 2022, 18.4% of MPE students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional resources and professional development on how to meet the individual needs of every student.

School Processes & Programs

Problem Statement 3: At MPE, the parental involvement and PTA membership has continued to decrease over the years. **Root Cause:** Campus administrators and staff need to work with the PTA to increase membership, communication and parental involvement opportunities.

Perceptions

Problem Statement 1: MPE needs to continue to address the emotional and behavioral needs and development of all students. **Root Cause:** The delivery of programs and behavior supports need to continually be revised and adapted to meet the changing needs of the student body.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	SI: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in math, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions, and manipulatives.
1	3	1	Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in reading, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions. Provide materials and targeted intervention resources to ensure the mastery and student growth of required Reading TEKS of all students including those at risk of not meeting the state academic standards.
1	3	2	Increase the Reading performance of all MPE students, including the EL, at-risk and Special Education sub-pop, by increasing the number and variety of books of high interest and appropriate levels in all classrooms, to take to student homes, and in the Literacy Library, as well as increase access to electronic materials through online subscriptions.
1	3	3	To meet the needs of all students currently not meeting state expectations in Reading, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and tutorials.
1	4	1	To improve Science performance for all students, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) and the opportunity to participate in Science-related field trips.
1	4	2	To meet the needs of all students currently not meeting state expectations in science, we will utilize Title One funds and State Compensatory Education funds to purchase science consumables.
1	4	3	Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in science, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.
2	1	1	Teachers will use data to develop TEK based checkpoints to assess mastery for all students of relevant TEKS every 3-4 weeks.
2	1	2	Teachers will utilize the Depth of Knowledge model to create assessments in alignment with the state's recommended Frequency Distribution of TEKS and higher level questions.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	SI: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in math, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions, and manipulatives.
1	3	2	Increase the Reading performance of all MPE students, including the EL, at-risk and Special Education sub-pop, by increasing the number and variety of books of high interest and appropriate levels in all classrooms, to take to student homes, and in the Literacy Library, as well as increase access to electronic materials through online subscriptions.
1	3	3	To meet the needs of all students currently not meeting state expectations in Reading, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and tutorials.
1	4	1	To improve Science performance for all students, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) and the opportunity to participate in Science-related field trips.
1	4	2	To meet the needs of all students currently not meeting state expectations in science, we will utilize Title One funds and State Compensatory Education funds to purchase science consumables.
1	4	3	Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in science, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.
2	1	1	Teachers will use data to develop TEK based checkpoints to assess mastery for all students of relevant TEKS every 3-4 weeks.
2	1	2	Teachers will utilize the Depth of Knowledge model to create assessments in alignment with the state's recommended Frequency Distribution of TEKS and higher level questions.

State Compensatory

Budget for Memorial Parkway Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Memorial Parkway Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Johana Montoya	Bilingual Academic Support	1
Loreley Salas	Bilingual Academic Support	1
Maria Araujo	Bilingual Academic Support	1
Maria Ungaro	Academic Support Teacher	1
Robbie Bronstein	Academic Support Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Memorial Parkway Elementary conducts a comprehensive needs assessment at the end of each school year during the last Campus Advisory Team (CAT) meeting. This meeting serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. Before the meeting on April 20, 2021, administrators and teachers collected data in collaboration with teacher leaders. The leadership team then wrote factual problem statements and identified the root causes. The CAT was given time to reflect on the data and ask clarifying questions. When the CAT team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The final plan was revised in June 2021, when state scores were reported.

Memorial Parkway Elementary has created a school wide program to ensure that all students, particularly those who are low achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments. We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Set high expectations for students and staff Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff, parents and community
- Commit to continuous improvement for each student every year

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Memorial Parkway Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. We include parents, students, community members, district staff, principals, teachers, and business partners in the development of the Campus Improvement plan. Every year we review the data from the past year. The six steps that our campus follows include: 1) establishing and training a campus advisory team; 2) clarifying the vision for school reform; 3) sharing our campus vision/story; 4) identifying data sources and gathering the data; 5) analyzing the data to make plans for improvement; 6) reporting the data findings to the campus advisory team and collecting reflections and feedback throughout the schoolwide planning process. The data we use in decision-making are STAAR results, District Learning Assessments, TELPAS, Fountas and Pinnell, discipline, attendance and report card grades. In addition, we send out a yearly parent and student survey to collect additional information about the school culture and climate. We also have a MPE Student Advisory Board made up of students in grades 3-5. The students provide input on daily campus life and activities.

Administrators, teachers and paraprofessionals identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for all stake holders including parents, community members, teachers, administrators, support staff, paraprofessionals, technology staff and special populations personnel to think about current progress and the adjustments

or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

2.2: Regular monitoring and revision

During the 2021-2022 school year, the MPE Campus Advisory Team met on September 17th, October 29th, March 23th, and May 2nd to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The PTA Board then met with administrators on April 14th, 2022, to give input for the 2022-2023 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- September 19, 2022
- November 28, 2022
- March 27, 2023
- May 15, 2023

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

The campus needs assessment, campus improvement plan and parent family engagement policy & compact are on our campus website, Facebook, and Twitter. A curriculum night that encompasses our Title 1 orientation will be held in person on August 30, 2022 and the information/presentation will be sent out via campus enews on multiple occasions in August and September.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's approaches, meets, and masters levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan: 1) review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research. 2) identify how each activity in our school strengthens the core academic program; 3) identify scientifically-based research programs that increase the amount and quality of learning time; 4) review the master schedule to identify opportunities for extended learning time; 5) investigate how manipulatives are used in the various core areas; 6) identify programs within our school that address enriched and accelerated curriculum issues; 7) disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at Memorial Parkway Elementary to ensure that high quality instruction and support occurs include: 1) Using Math, Reading & Writing workshop in classrooms K-5; 2) using Reading and Math progressions; 3) providing an Extended Learning Time for grade-level and closing the gaps intervention; 4) providing time throughout the year for high-quality professional development including faculty, PLC and vertical meetings; 5) providing an effective mentoring system for new staff; 6) assigning teachers for a “best-fit” assignment of their strengths; 7) monitoring effectiveness of staff with frequent walk-throughs and observations; 8) providing training and opportunities for collaboration to analyze formative and summative student achievement data in PDR meetings; 9) implementing strategies to provide clear lines of communication between teachers and the instructional leadership team.

2.5: Increased learning time and well-rounded education

At the beginning of each nine-week grading period, each grade level identifies individual students who need additional learning time to meet standards. Students needing additional support receive intervention both by the homeroom teacher and the support staff intervention teachers during extended learning time as well as pushing into classrooms. The assistance and support look different at each grade level; however, it is always available to all students in the school who need it. Intervention teachers, coaches, LSSP, counselor, APs, and behavior support staff are utilized as resources for improving student performance. We regularly review data and provide additional small group instruction or tutoring for all students who need assistance.

During intervention time students are grouped together by knowledge. The Academic Support Teachers (ASTs) plan intervention for students who need additional support in closing

their learning gaps and mastering grade level TEKS. Classroom teachers plan extension activities for students that are above grade level. A gifted and talented program is on the campus and teachers refer students for GT testing along with parent consent. Staff sponsor before and after school clubs and opportunities that include STEM Club, Art Club, and Read, Deed, and Run.

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

Memorial Parkway Elementary addresses the needs of all students by constantly collecting data through teacher observations, running records, assessments, and student work. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

MTSS is a systematic process used to meet the individual needs of students. A committee utilizes the eSchool program to document data on our students who are struggling academically and/or behaviorally. This system allows teachers to continually monitor progress of our MTSS students as well as provide data to specialized teams in the event of additional assessments and evaluations. These interventions are ongoing and may change based on specific student needs. Identified students receive tutorials in the areas of reading and math.

In addition, in the January we collect input from parents, students, community members, district staff, principals, teachers, and business partners on our parental involvement policy. This input is collected and used to revise the parent compact and parent involvement policy

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

During the 2021-2022 school year, the MPE Campus Advisory Team met on September 17th, October 29th, March 23th, and May 2nd to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The PTA Board then met with administrators on April 14th, 2022, to give input for the 2022-2023 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- September 19, 2022
- November 28, 2022
- March 27, 2023
- May 15, 2023

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The policy will be distributed through eNews, which is available to be translated into dozens of languages. Copies of the policy will also be available on our campus website and Facebook page.

Memorial Parkway Elementary

Parent and Family Engagement Policy

Statement of Purpose:

At MPE, the faculty and staff work to provide an educational program which offers each child, within a caring and cooperative environment, the opportunity to develop individual, intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community. We believe that all students, regardless of individual differences can learn, and that teachers who are committed to this belief provide for the most successful learning experiences. The staff members at MPE strongly support community and parental involvement which promotes student learning and therefore, leads to student success.

The mission statement at MPE is “Memorial Parkway Elementary strives to empower successful, independent, lifelong learners supported by a safe, collaborative environment that respects and embraces diversity in a family-friendly community.” We are the BEST school in the land!

Developing the Policy:

The MPE Campus Advisory Team (CAT) consisting of teachers, administrators, parents, and community members work to develop and revise the Parental Involvement Policy. Each one of these team members participate in the CAT meetings to represent the diversity of the student population. This policy is reviewed and revised annually to continue encouraging and supporting parental involvement at MPE.

Annual Meetings:

At the beginning of each school year, MPE will conduct a Title 1 orientation meeting to inform parents of the Title 1 program. Along with this orientation, the parents will have the opportunity to participate and explore in fun activities to help promote student learning. In May of each year, Katy Independent School District will hold a public Title 1 meeting for the administrators, teachers, parents, and community members to evaluate the Title 1 program. The information regarding this meeting will be provided in the campus newsletter, on the Katy ISD webpage and in the local newspaper.

Building Capacity:

Memorial Parkway Elementary values parental interaction in the school environment and at home to support the student’s education. Student achievement is the result of effective home-school-community partnerships. There are many ways parents can participate and contribute to student success both at home and at school. Some examples are providing a safe and positive learning environment, holding high expectations for all students, and consistent communication between the teachers and parents. Each student will have at least one parent conference in the fall.

Programs and the School Community:

MPE provides multiple opportunities for parents of Title I students to become equal partners in ensuring the educational advancement of their child(ren). Local area businesses are encouraged to become business partners called Partners in Education (PIE) and may contribute by volunteering their time, money and/or additional resources to benefit MPE.

Memorial Parkway will maximize the success of the students and will involve our parents by offering the following programs, events and meetings:

-Meet the Teacher (August 15, 2022) – Memorial Parkway hosts this night every school year before the first day of school. Students can locate their classroom, meet their teacher, greet previous teachers, and tour the building. This is also an excellent time where students can develop a positive and supportive relationship with their teachers and peers.

-Curriculum Night (August 30, 2022) – This is virtual presentation distributed within the first three weeks of school which parents are encouraged to review. Grade level teachers inform parents about grade level curriculum, policies, procedures, rules, and even how they can become involved within the school and how they can help their children at home. Other teams provide parents information about their program. A Title 1 orientation is included at the beginning of each team’s presentation.

-Grandparents Day (September 12, 2022) -One week during the school year we honor our MPE grandparents during our lunch times. Prior to the event, the grandparent lunch week committee decorates our cafeteria with posters, quotes and artwork from our students. During the specified week, grandparents are invited to join their student for lunch one

day where they can visit and be honored.

-Family Fitness Night (October 20, 2022)– Parents and students will participate in fun, engaging physical fitness activities in the gym and will also be able to explore health related/informational booths in the hallways. This is a fun event for the whole family!

-Starlight Dance (November 4, 2022) – This event, hosted by the PTA, is a new event this year. Parents will be able to spend some quality time with their daughters during this dance.

-Multicultural Night (November 17, 2022) - Students and their families will come together and celebrate the different cultures we have at MPE. Our focus is to become a cultural proficient campus that honors, respects, and embraces diversity.

-Breakfast with Santa (December 10, 2022)– This is a family event, hosted by PTA, that is held on a Saturday in December before school is let out for the holidays. Parents and students are encouraged to eat breakfast, visit with Santa, make arts and crafts, and participate in the silent auction.

-Music Program (December 16, 2022)- We will have musicals that allow our Panthers to show off their musical abilities! Be on the lookout for newsletters and reminders so that you don't miss this great event!

-S.T.R.E.A.M (February 23, 2023) – This fun family night will provide enriching instructional activities for math, reading, science, engineering, art, technology. Parents will also be able to learn how to use manipulatives and do hands-on math and reading activities at home.

-Carnival (April 1, 2023) – Once a year, the PTA organizes and hosts the MPE school carnival to help raise money for the school. The carnival involves many fun games and activities for the students and their families.

-Spirit Nights (various dates throughout the school year) – Parents, teachers, and students of Memorial Parkway Elementary unite for a night of family fun. These nights students to come together in fellowship. In addition, families can spend quality time together, and visit with some of the MPE staff in an informal setting.

-Junior Achievement (TBA)–This is a volunteer program that provides community members and parents the opportunity to get involved by helping kindergarten through 5th graders understand the importance and basics of business and economics.

-Parent Teacher Association (PTA)– The PTA holds board meetings throughout the year to address different school policies, procedures, and funding. The PTA also helps provide opportunities for parents to become involved in the school, either through helping in the classroom, volunteering their time in the work room, or fund raising.

-Watch D.O.G.S (Dads of Great Students) Program- This is a program, co-sponsored by PTA, which focuses on improving education by using the positive influence of fathers, grandfathers, uncles and other father-figures as they volunteer for at least one day out of the school year. During the day, Watch D.O.G.S may play at recess, eat lunch with students, watch the school entrances and hallways, and assist with traffic flow to maintain student safety, mentor students, and any other assigned activities where they actively engage with not only their own students, but other students as well. On the day of their participation, Watch D.O.G.S are given a brief review of their involvement and they wear an official WATCH D.O.G.S. t-shirt identifying them as Watch D.O.G.S.

-Grade Level Events (various dates) – There will be several events throughout the year in each grade level that parents are encouraged to attend or participate. Some of these events might include field trips, 1st grade Reading Restaurant, Character Parade, etc. Watch for upcoming newsletters for information on school wide and grade level events.

-C.A.T. team (Campus Advisory Team)– This team consists of teachers, administrators, community members, and parents who gather to discuss school concerns, assist in creating, revising, and editing the Campus Improvement Plan as well as the Title 1 Parent Involvement Policy and Parent-Teacher Compact.

Staff/Parent Communication:

At Memorial Parkway Elementary, parents are informed regularly about their child's progress, meetings, upcoming events, and programs. This information is provided through email, Smore, Remind, Canvas, electronic newsletters, and social media (Facebook, Twitter, and Instagram).

-Grade Level Communication: Each grade level provides a weekly update (hard copy or electronic) containing important information on events and dates that are coming up, as well as other specific grade level news.

-School Web Page – This is a complete look at the school in general. Information about the school and the Title 1 program, the school directory and even important news are just a few items found on the web page.

-Parent/Teacher Conferences – Each teacher is required to have at least one parent/teacher conference throughout the school year, usually in the fall semester. More conferences may be held throughout the year by parent and/or teacher request.

-Parent-Teacher Compact – The Parent-Teacher Compact is updated yearly by the C.A.T. team. It is a summary of how students, parents, and teachers can help advance student achievement.

-Progress Reports – Progress Reports notify parents of their students’ progress. They are available in HAC (Home Access Center) midway through the nine weeks and can be viewed by the parent at any time.

-Report Cards - Report cards are available in HAC (Home Access Center) at the end of every nine weeks. The report cards show the grades the student received in each academic area as well as a letter grade for conduct.

-Parent Surveys – A Title 1 parent survey will be created and sent out by the Title 1 representatives in KATY ISD, at the end of the school year, to provide an opportunity for honest and anonymous feedback on the Title I service provided to the students. The survey will be available online. Parents will be given the opportunity to comment on their level of involvement, the effectiveness of communication between the school and home, and the progress of their child after receiving the Title 1 services throughout the school year.

-Parent Update-Parent updates will be sent out on a weekly basis via SMORE, email or text to keep parents informed of all school events and activities going on that week and any changes that have come up.

-Social Media – Follow Memorial Parkway Elementary on Twitter (@MPElemSchool), Facebook (@MPEElementarySchool), and Instagram (@mpelementary) for additional school reminders and updates.

Funding:

Katy ISD is required to set aside 1% of its Title 1 funds for parental involvement. The campus principal will authorize the use of these funds as they are available. The remainder of the funds are used for Title 1 teacher salaries, materials/supplies, manipulatives, books, professional development and other effective instructional strategies that will increase student learning. Annually, we will work with parents and community members to improve our Title 1 program so that all students can be successful.

Evaluation:

The Memorial Parkway Elementary C.A.T. team, as well as additional parents, will collaborate to evaluate the successes of the Title 1 program and the Parental Involvement Policy. Information from needs assessment, classroom observations, test data, and other resources will be used for this evaluation. If needed, these programs will be revised to better meet the needs of our students and meet our community goals. In addition, the data from the annual parent and teacher surveys will help determine the program effectiveness and guide any revisions that need to be made.

Memorial Parkway Elementary

Parent Compact

School Responsibilities:

Memorial Parkway Elementary will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children participating in the Title 1 program to meet the State’s student academic achievement standards by utilizing:

Instructional Programs and Resources:

During the Day Reading, Math, and Bilingual intervention and Panther Learning Academy (after school tutorials in math, science, reading, and writing) and Title III tutorials

Math and Reading intervention with a highly qualified professional

Technology (Imagination Station, Learning A-Z, RAZ Kids, Pebbles Go, Education Galaxy, Envision, Epic, Dream Box, Generation Genius, and My On) Response to Intervention

School Assessments

STAAR, I.S.I.P., SLP (Spanish Language Proficiency) TELPAS, LAS, Pre-LAS, Dream Box, Fountas and Pinnell, Texas Kindergarten Entry Assessment-TX KEA, TPRI/Tejas Lee) CBA's and DLA’s. (The results from the assessments are shared with parents through teacher conferences, letters, or phone calls. Please contact your child’s teacher if you would like to schedule a conference to discuss your child’s progress.)

Staff Development

Guided Reading, Fountas and Pinnell training (level reading assessment), Readers and Writer’s Workshop, Guided Math, Sheltered Instruction, Technology, Classroom Instruction that Works (CITW), Lead4ward, Professional Learning Communities, Differentiated Instruction, Planning with Instructional Coaches along with modeling best practices in all classrooms

- Hold parent-teacher conferences; provide parents with frequent reports on their child’s progress; provide a parent-school connection to promote shared responsibility in the education of our students.

Parent Surveys, Conferences, and Compacts

- A Parent Survey will be accessible online near the end of the school year.
- Conferences with parents of struggling students will be held on an as-needed basis. Parents may request a conference at any time. Please call your child’s teacher to set up a meeting.
- Parent Compacts will be distributed through different media outlets to promote shared responsibility in the education of our students.
- Progress Reports, report cards, and grades will be accessible through HAC (Home Access Center) at www.katyisd.org throughout the school year.
- Provide parents with opportunities to volunteer and participate in school activities.

Parent Involvement Opportunities

<ul style="list-style-type: none"> • Title 1 Parent meetings • Curriculum Night • Meet the Teacher Night • Volunteering in workroom • Book Fair • Spirit Nights • PTA Activities and Events <ul style="list-style-type: none"> ◦ Starlight Dance ◦ PTA Mother and Son Event ◦ Junior Achievement ◦ Class Parties ◦ Family Nights ◦ Watch D.O.G.S. ◦ Grandparents Day ◦ Carnival 	<ul style="list-style-type: none"> • Parent Teacher Conferences • Meet the Teacher • Book Fair • Family Nights • S.T.R.E.A.M. Night (Science, Technology, Reading, Engineering, Art, and Mathematics)
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4.2: Offer flexible number of parent involvement meetings

Memorial Parkway Elementary provides different dates and times for parents to attend activities and opportunities. Information is distributed through the campus eNews and is available at any time via our campus website.

We offer parents multiple opportunities to be involved in their child's education:

<ul style="list-style-type: none"> • Title 1 Parent meetings • Curriculum Night • Meet the Teacher Night • Volunteering in workroom • Book Fair • Spirit Nights • PTA Activities and Events <ul style="list-style-type: none"> ◦ Starlight Dance ◦ PTA Mother and Son Event ◦ Junior Achievement ◦ Class Parties ◦ Family Nights ◦ Watch D.O.G.S. ◦ Grandparents Day ◦ Carnival 	<ul style="list-style-type: none"> • Parent Teacher Conferences • Meet the Teacher • Book Fair • Family Nights • S.T.R.E.A.M. Night (Science, Technology, Reading, Engineering, Art, and Mathematics)
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5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2021-2022 Memorial Parkway Elementary has received a B/87 Rating

The Texas Education Agency uses three Domains in determining a school's accountability rating:

- Domain I-Student Achievement
 - Student Performance-STAAR performance for all students across all grade levels.
- Domain II-School Progress
 - Academic Growth-Calculated for all students across reading and math.
 - Relative Performance-Calculated for all students across all grade levels and all subjects.
- Domain III-Closing the Gaps
 - Academic Achievement-% of test results in reading and math at the Meet Grade Level or Above.
 - Academic Growth-Academic growth score in reading and math.
 - STAAR Only-STAAR scores used in Domain I.
 - EL Proficiency-% of current EL students making progress toward achieving English language proficiency.

The staff at Memorial Parkway Elementary will focus on student achievement in reading and math in all grade levels. EL students will also be prioritized to make sure students are making adequate growth in achieving their EL proficiency.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Ingvoldstad	Academic Support Teacher	Title I	1
Kellie Isola	Academic Support Teacher	Title 1	1
Kendra Mathis	Academic Support Teacher	Title I	1
Vianney Santiago	Academic Support Teacher	Title 1	1

2022-2023 Campus Advisory Council

Committee Role	Name	Position
District-level Professional	Jessica Pierluissi	Bilingual Education Program Facilitator
Paraprofessional	Tess Hall	Campus Secretary
Administrator	Norma Veguilla-Martinez	Principal
Non-classroom Professional	Julie Johnson	Counselor
Classroom Teacher	Reeca McCrory	Classroom Teacher
Non-classroom Professional	Kellie Isola	Title 1 Teacher
Classroom Teacher	Riley Hargrove	Classroom Teacher
Administrator	Steven Kowalski	Assistant Principal
Parent	Melissa Larios	PTA President
Business Representative	Bill Fisher	Business Representative
Community Representative	Marietta Alexander	HOA Member
Parent	Elizabeth Salaiz	PTA VP
District-level Professional	Ashley Muzny	District Title 1 Specialist
District-level Professional	Tiffany White	Coordinator of Grant Compliance
Parent	Paola Blanco	PK Parent

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development - Room and Board	211-13-6415-800-xxx-30-804-21123	\$2,000.00
1	1	1	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21123	\$199.74
1	1	1	Professional Development - Employee Registration	211-13-6414-800-xxx-30-804-21123	\$2,000.00
1	2	1	Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21123	\$10,000.00
1	2	1	Professional Development	211-13-6414-800-xxx-30-804-21123	\$1,000.00
1	2	1	General Supplies	211-11-6399-800-xxx-30-804-21123	\$5,000.00
1	2	3	Extra Duty Pay Professional (supplemental positions)	211-11-6117-800-xxx-30-804-21123	\$203,526.00
1	3	1	Professional Development - Employee Room & Board	211-13-6415-800-xxx-30-804-21123	\$1,000.00
1	3	1	Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21123	\$5,000.00
1	3	1	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21123	\$500.00
1	3	1	Professional Development - Registration	211-13-6414-800-xxx-30-804-21123	\$1,000.00
1	3	2	Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21123	\$2,000.00
1	3	2	Reading Materials	211-11-6329-800-xxx-30-804-21123	\$1,400.00
1	3	3	Extra Duty Pay Professional (supplemental positions)	211-11-6117-800-xxx-30-804-21123	\$90,000.00
1	4	1	Student Transportation	211-11-6494-800-104-30-804-21123	\$1,000.00
1	4	1	General Supplies	211-11-6399-800-xxx-30-804-21123	\$3,000.00
1	4	2	General Supplies	211-11-6399-800-xxx-30-804-21123	\$2,000.00
1	4	3	Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21123	\$3,000.00
1	4	3	Other Contracted Services (contracts, non-licensed professionals)	211-11-6299-800-xxx-30-804-21123	\$5,000.00
3	1	1	Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21123	\$3,000.00
3	1	1	General Supplies	211-11-6399-800-xxx-30-804-21123	\$1,000.00
3	1	3	Professional Development - Employee Registration	211-13-6414-800-xxx-30-804-21123	\$1,000.00
3	1	3	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21123	\$200.00
3	1	3	Professional Development - Employee Room and Board	211-13-6415-800-xxx-30-804-21123	\$1,000.00
4	1	2	Professional Learning- Administrative Registration	211-23-6414-800-xxx-30-804-21123	\$5,000.00
4	1	2	Professional Learning- Administrative Room and Board	211-23-6415-800-xxx-30-804-21123	\$5,000.00
4	1	2	Professional Learning- Administrative Mileage	211-23-6416-800-xxx-30-804-21123	\$1,000.00

211 - Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Trackable Technology	211-11-6387-800-xxx-30-804-21123	\$16,235.26
5	1	2	Professional Learning - Employee Room and Board	211-13-6415-800-xxx-30-804-21123	\$2,500.00
5	1	2	Professional Learning - Employee Registration	211-13-6414-800-xxx-30-804-21123	\$1,000.00
5	1	2	Professional Learning - Employee Mileage	211-13-6416-800-xxx-30-804-21123	\$100.00
6	1	1	General Supplies	211-61-6399-800-xxx-30-804-21123	\$2,500.00
6	2	1	Other Operating Expenses (snacks for parent meetings)	211-61-6499-800-xxx-30-804-21123	\$3,000.00
6	2	1	General Supplies	211-61-6399-800-xxx-30-804-21123	\$2,500.00
6	2	1	Other Contracted Services (contracts, non-licensed professionals)	211-61-6299-800-xxx-30-804-21123	\$5,000.00
6	2	2	Reading Materials (books for parental involvement)	211-61-6329-800-xxx-30-804-21123	\$2,500.00
Sub-Total					\$391,161.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MEMORIAL PARKWAY EL (101914104) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		77	C
STAAR Performance	50	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 54.2%)	50	79	C
Closing the Gaps	87	82	B

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



House Bill 3

Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency
Reading Meets and Masters Performance

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		44%		61%		53%
	2024		49%		53%		64%		60%		80%		50%		63%		44%		61%		53%	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		# 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		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
	At Meets or Above	2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		53%		54%		52%		0%		43%				33%		26%		38%		42%
		2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

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

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

		# 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	
McElwain	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
	At Meets or Above	2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		64%		55%		63%				40%				100%		18%		57%		43%
2024		64%		60%		63%				40%				100%		18%		57%		43%		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Elementary Grade 3 Proficiency
Mathematics Meets and Masters Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
		2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
		2023 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%
		2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		Met Target		N		N		N		Y		N		N		Y		Y		N		N
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

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

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

* Data source Domain 1

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

* Data source Domain 3

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

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

* Data source Domain 1

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

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
		2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
		2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
		2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		52%		57%		58%				81%		100%		57%		38%		54%		55%
		2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
		Met Target		N		N		N				N				N		Y		N		N
		2023 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%
		2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%

* Data source Domain 3

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

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

* Data source Domain 1

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

* Data source Domain 3

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

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

* Data source Domain 1

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

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		Met Target		N		Y		N				N		Y		Y		Y		N		N
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
		2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase 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%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		Met Target		Y		N		N		N		Y		Y		N		Y		N		N
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%

* Data source Domain 3