

Katy Independent School District
Golbow Elementary
2023-2024 Improvement Plan



Mission Statement

Golbow Elementary, together with family and community, provides authentic learning experiences in a student-centered environment that inspires lifelong learners to be honorable citizens who positively impact the world.

Vision

Create a legacy... every student, every day!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	16
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	22
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	23
Goal 4: 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.	24
Goal 5: Katy ISD will actively support the emotional well-being of all learners.	25
State Compensatory	28
Budget for Golbow Elementary	28
Personnel for Golbow Elementary	28
Title I	29
1.1: Comprehensive Needs Assessment	29
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Revised/Approved: May 18, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Golbow Elementary conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made to review multiple sources of data to review and reflect on progress. This year, we used student surveys, staff surveys, observation data, parent feedback, campus attendance event data, PBIS data, student discipline data, interim assessment data, campus-based assessment data, and attendance data to review and reflect in developing our teachers collected data in collaboration with teacher leaders, the Campus Action Team (CAT), and others. Various stakeholders such as teachers, para educators, parents and community members were part of the meetings held met to review data on April 24th, May 5th, and May 26th, 2023. The members Ms. Hale- Principal, Ms. Johnson- Assistant Principal, Ms. Smith- Assistant Principal, Ms. Data has been gathered and reviewed throughout the school year. Factual problem statements were written, and root causes were identified. The CNA was reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the 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. Golbow Elementary has an enrollment of 988 students in grades EC-5. The enrollment at Golbow Elementary has steadily increased over the past 3 years based upon construction of a new neighborhood. The Katy ISD board approved a boundary modification which will decrease the student enrollment. The members reviewed the upcoming enrollment projected for the 23-24 school year of 804 students. The campus have recieved 106.2 staffing units for the 2023-2024 school year.

Golbow 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 a review 3 times throughout the school year to determine 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 the community
- Commit to continuous improvement for each and every student every year
- Support students' academic and social/emotional needs

Root cause analysis

Demographics

Demographics Summary

Golbow Elementary was established in 1989 and serves approximately 985 students in grades Pre-Kindergarten - 5th grade. It is identified as a Title I campus in Katy ISD. The campus currently houses special education programs including two Early Childhood Special Education (ECSE) classes, two Life Skills classes, and one BEEs speech program.

Our campus projected enrollment for the 2023-24 school year is 804 students. Enrollment demographics for the 2022-23 school year reflect the following ethnicities 40.55 % Hispanic, 30.27% African American, 14.66% White, 10.41 % Asian, 3.56% two or more races.

Attendance rates have remained consistent over the past several years as 93.75%. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school. There are 4 bus routes serving the school. Golbow Elementary student groups include 2.4% Gifted and Talented, 30% English Learners, and 23% Special Education. Additionally, 70% are economically disadvantaged and 64% are identified as at-risk.

Golbow Elementary's total staffing is 106.2. This consists of the librarian, 1 Nurse, 3 administrators, 2 instructional coaches, 1 instructional coordinator, 2 SLPs, general education teachers, 5 specials teachers, 3 academic support teachers, 2.5 dyslexia teachers, 4 ESL teachers, 3 Title I teachers, 13 SPED teachers and 29 paraprofessionals. We place a high priority on hiring great teachers and actively pursue candidates through the Katy ISD Job Fair, through personal connections, and through recruiting trips to local universities. Golbow has a GT teacher that is on campus once a week.

We support every new teacher to GE with a mentor, whether or not they are new to teaching. New hires attend one day of district-level training in August, and we provide campus-based new teacher training with Instructional Coaches and Lead Mentor Teachers. All teachers who are new to GE participate in New Teacher Academy twice a month. These mentoring sessions are led by our Lead Mentor Teacher and our Instructional Coach. The mentor meetings cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, specifically targeted, job-embedded professional learning.

As of June 2023, 61 of 68 classroom teachers have their ESL certification. We strive for a 100% rate of ESL certification among staff, as our EL student population is increasing. Golbow Elementary hired approximately 12 classroom teachers, 4 special education teachers, 1 ESL teacher, 2 Title I teachers, and 2 academic support teachers. Golbow Elementary is known for growing teachers for promotional positions, (instructional coaches, instructional coordinators, Assistant Principals, etc.). This year the campus administration will focus on supporting our new teachers as well as retaining our teachers. GE Administration will reflect on current practices, provide relevant PD, and assess staff workflow. We will continue to give staff leadership opportunities based on their interests and strengths. Also, as a campus, we will delve deeper into Strength Finders by Don Clifton to help teachers identify their strengths and those they work with.

Demographics Strengths

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

1. Many families move into our area to attend Katy ISD schools. Because our families value education, we have increasing numbers of parents (moms, dads, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, GE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We find that Golbow Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our student attendance rate is consistently higher than 93%. Families at Golbow value student success and understand that attendance is crucial to student achievement.
4. Students who are withdrawn from GE are typically moving within the district. A trend that we noted last year was that some families left GE to attend

a private school and a charter school within one mile of our campus. Interestingly, many of these students returned to GE for the second semester.

Some of the Golbow Elementary notable strengths for staff quality include:

New Teacher Academy (described above)

Mentors for every person new to campus

Support of the Instructional Support team for the first two weeks in the classrooms of every person new to GE

At least two Learning Walks provided for every teacher, to visit and learn from professional colleagues

Professional development provided at PLCs and supported financially through local, state, and national conferences

Grade level planning time strengthens instruction through weekly planning with our instructional coaches and support staff

Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions

Administrative walkthroughs occur at least one time per semester for every teacher

Vertical academic teams strengthen the alignment of curricular objectives and instructional strategies

Restructuring our PDR/PLC grade-level meetings to allow teams to meet two times monthly at a time other than their planning period

Structuring time to allow teams to have half-day uninterrupted planning sessions periodically throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Problem Statement 2 (Prioritized): Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. **Root Cause:** Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.

Student Learning

Student Learning Summary

This year due to COVID families were given an option for their students to attend face to face or virtually. Golbow Elementary had 375 students that participated in virtual instruction in at least one grading period and 490 students participated in face-to-face instruction for at least one marking period throughout the school year.

This school year the impact of COVID is reflected in our students meeting grade-level expectations on STAAR. Below is the comparative data from 2018, 2019, and 2021 school years. The STAAR data for 2020 is not reflected due to students not taking STAAR for the 2020 school year in the state of Texas due to COVID.

This year our 5th-grade students were only administered the STAAR one time. In the previous years of 2018 and 2019 5th grade students had 3 attempts to the STAAR. The data reflected below for the 2018 and 2019 school year for 5th-grade students reflects the total number of students after all 3 administrations of STAAR. The data for the 2021 school year for the 5th-grade students reflect only one administration of STAAR.

Math:

STAAR Math					STAAR Math				STAAR Math			
(Approaches)					(Meets)				(Masters)			
	2018	2019	2021		2018	2019	2021		2018	2019	2021	
3 rd Grade	85%	82%	57%		49%	51%	27%		23%	24%	9%	
4 th Grade	82%	77%	63%		51%	40%	39%		28%	23%	24.56%	
5 th Grade	99%	96%	77%		57%	61%	41%		31 %	36%	23.39%	

Reading:

STAAR Reading (Approaches)					STAAR Reading (Meets)				STAAR Reading (Masters)			
	2018	2019	2021		2018	2019	2021		2018	2019	2021	
3 rd Grade	82%	83%	74%		41%	54%	41%		25%	33%	21%	
4 th Grade	75%	82%	59%		55%	51%	28%		25%	19%	10%	
5 th Grade	91%	92%	77%		59%	68%	44%		33%	36%	33%	

Student Learning Strengths

In comparing Golbow's data from the school year to the 2022

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Problem Statement 2 (Prioritized): Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. **Root Cause:** Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.

School Processes & Programs

School Processes & Programs Summary

At Golbow Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus-based assessments, Math Workshop, and balanced literacy components including the Lucy Calkins Units of Study for Reading/Writing/Phonics. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments. Pre-Kindergarten is using Circle Progress Monitoring. Kindergarten through 5th-grade use I-station, Dreambox, running records, Fountas and Pinnell benchmark assessment system, DLAs, campus benchmarks, and STAAR (grades 3-5) are focus areas for Kindergarten through 5th grade to assess the student's reading and math level. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELs.

In Reading and Writing, the campus will implement the Lucy Calkins Workshop model, Guided Reading, Mentoring Minds and Buckle Down to STAAR (triumph learning) program, Fountas & Pinnell reading assessments, data tracking and technology to drive student achievement. The teachers have access to classroom libraries to support the implementation of Readers Workshop. In Math, the campus will implement Fluency and Automaticity through Systematic Teaching and Technology (FASTT) Math, Guided Math, Problem Solving model, Exemplars, data tracking, Dreambox, Reflex Math, Education Galaxy, Math Progressions, Interactive Word Walls, Interactive Student Notebook, and technology to drive student achievement. In Science, the campus will implement Stemsopes, Science Lab, 5E Model, Claim-Evidence-Reasoning, Picture Perfect Science, Interactive word walls, Interactive student notebooks, data tracking, and technology to drive student achievement. Opportunities will be provided for teachers to dialogue about best practices through book studies that will be led by members of the instructional leadership team and support staff.

Parents, teachers, and students at Golbow Elementary take pride in their school and the school's reputation of success. The perception of Golbow Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for implementing the best instructional practices as well as building social character. The focus of Golbow Elementary goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD system, Golbow Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Boards, Smart Panels, Chrome Books, document cameras, and laptops. Wireless access points have been installed all over the building. There is one computer lab with 30 computers. The lab is used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library that teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using multiple devices such as: Padlet, Educreations, Nearpod, PicCollage, Aurasma, Clips, Dreambox, and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating the use of Smartboard technology, including document cameras and Mirror 360 into their daily activities and lessons. All of our students have access to an iPad to use on a daily basis in each classroom. The students all have access to class sets of Chrome Books to use on a regular basis.

Using technology is a high priority at Golbow Elementary to enable students to have a voice and choice in the classroom. WAPs have been installed throughout the building, with one in each classroom. Golbow has 8 Apple Televisions available for teacher classroom use as well as Mirror 360. Each classroom has a document camera and an interactive Smart Board or Smart Panel. All Golbow teachers and 3rd - 5th grade students complete the Bright Bytes survey to determine progress towards the State's long-range plan for technology.

In regards to the KISD Mission Statement, technology will be used to facilitate unparalleled learning experiences in all Golbow classrooms.

School Processes & Programs Strengths

The Golbow staff has a strong congenial and collegial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Golbow campus. This has helped align our best practices, incorporate high yield strategies and focus on engaged learning.

Golbow Elementary has recognized the following strengths:

Teacher generated road maps that target specific TEKS for instruction

Teacher analyzed heat maps

Teacher created common based assessments

Weekly team planning

Teachers attending outside district professional development

Teachers conducting learning walks to observe peers

Used Title I, Title III and Special Projects to fund teacher tutoring

Providing differentiated instruction

Conducting professional development sessions

Goal setting by teachers and students

9 Week planning, long-range planning, professional learning communities and professional development rotations

Weekly content collaboratives between instructional coaches and the teachers

Weekly curriculum planning at each grade level was done with instructional coach presence and continual support

Highly structured student arrival and dismissal procedures in place with adequate adult supervision and student safety patrol to assist

The School Crisis committee ensured all drills were done appropriately. The school's emergency procedures are clearly written and understood by all GE staff members. Crisis team members are trained in Crisis Prevention Institute (CPI), Cardiopulmonary Resuscitation (CPR), and first aid.

Every student has access to an individual iPad to use in the classroom. Each teacher has access to an iPad for individual use of instructional material and school-related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with a computer, iPads, Smartboard, and document cameras in keeping with current technology. We also have Chrome Books available for students to use in all grade levels. Our campus is provided a Classroom Technology Designer as well as a Campus Technology Coordinator.

Building staff morale is recognized as a critical component in retaining high-quality staff at Golbow. Each month staff members will receive a special treat that shows how much they are appreciated. Throughout the year, we will have events such as "Twelve Days of Teaching" in which staff members receive appreciation gifts. Golbow teachers and staff will be allotted a certain amount of funds to purchase items and will be provided opportunities to attend professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are inconsistencies across campus with instruction and staff following schedules consistently. **Root Cause:** Effectively delegating and creating a streamlined process for following through with assigned duties and procedures.

Problem Statement 2 (Prioritized): Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Problem Statement 3 (Prioritized): Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. **Root Cause:** Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.

Perceptions

Perceptions Summary

Golbow Elementary works to create an environment where families feel they are entering a positive and productive school environment. We encourage open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Remind 101, the school website, Enews, and social media. Informational documents and graded work are sent home each week in a Wednesday folder. As a Title I campus, we are obligated to educate our community about the importance of parent involvement in local education. In addition, we offer several events and programs throughout the school year to encourage families to visit our school.

Golbow Elementary focuses on providing a safe and positive learning environment. We utilize CHAMPS to have a common language and set expectations. Staff recognizes students in different ways one way that staff positively reinforces desired student behaviors is by giving students points that allow the students to purchase items in our Bird Track Store. We promote social/emotional learning on the announcements, during classroom instruction, and through guidance lessons. Our school counselor and social worker have small group sessions with students throughout the year. This school year our counselor is offering 6 Love and Logic Sessions for parents that focus on character, compassion, and problem-solving.

This school year we have a committee of teachers focused on organizing events that support our staff and campus. One member of the committee is over GLEE they will work together with the administration to provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with a handwritten note. PBIS points will be given for staff to earn different incentives as well as professional development will be offered to continue to inspire staff in their career.

Perceptions Strengths

Golbow Strengths

- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- PTA Meetings
- Hosted Math/Reading Family Nights
- Purposeful People focused on student social and emotional learning
- Held Celebration of Learning EOY Assemblies
- Provided Chats to involve parents in various aspects of the school and to give them an opportunity to voice concerns and ideas
- Provided Title I information at orientation meetings for parents
- PBIS committee
- Met monthly to discuss PBIS strengths and areas to improve
- Promoted positive behavior with Bird Tracks and a monthly shopping cart for incentives
- Updated the campus website regularly
- Sent weekly ENews communications via email

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and

trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Priority Problem Statements

Problem Statement 1: There are inconsistencies across campus with instruction and staff following schedules consistently.

Root Cause 1: Effectively delegating and creating a streamlined process for following through with assigned duties and procedures.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR.

Root Cause 2: Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students.

Root Cause 3: Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

- Homeless 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Equity data
- T-P ESS data

Parent/Community Data

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

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
- Action research results

Goals

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





Performance Objective 1: HB3: The percentage of 3rd-grade students who achieve Meets and above on Reading STAAR will increase to 59% by July of 2024.

High Priority

HB3 Goal

Evaluation Data Sources: An increase in reading achievement reduced the disparity between subpopulations.

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers, Title I teachers, special education teachers, and classroom teachers, to ensure the mastery of required reading and writing TEKS for all subpopulations. Strategy's Expected Result/Impact: Increase in student achievement in all sub-populations. Staff Responsible for Monitoring: ELAR Instructional Coach Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3 Funding Sources: Reading and writing programs and resources - 211 - Title I Part A - \$8,000, Professional development - 211 - Title I Part A - \$600, Technology - 211 - Title I Part A - \$6,000, Staffing - 211 - Title I Part A - \$147,279.50	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.





Student Learning
Problem Statement 2: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional developoment to support the student's learning.
School Processes & Programs
Problem Statement 3: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional developoment to support the student's learning.

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

Performance Objective 2: HB3: The percentage of 3rd -grade students who achieve Meets or above on Math STAAR will increase to 56% by July 2024.

HB3 Goal

Evaluation Data Sources: Campus based assessments, DLAs, and informal assessments.

Strategy 1 Details		Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required math TEKS for all subpopulations. Strategy's Expected Result/Impact: Increase in students meeting expectations on the math STAAR. Staff Responsible for Monitoring: Ms. Ferraro and Ms. Brewer Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3 Funding Sources: Professional development - 211 - Title I Part A - \$15,360, Online Programs - 211 - Title I Part A - \$13,600, Staff - 211 - Title I Part A - \$147,279.50, Technology devices - 211 - Title I Part A - \$4,000		Formative			Summative
		Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.
Student Learning
Problem Statement 2: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.
School Processes & Programs
Problem Statement 3: Students in specific subpopulations are not achieving Meets and Masters on Reading, Math, and Science STAAR. Root Cause: Students and staff need adequate access to resources. Staff needs adequate professional development to support the student's learning.

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

Performance Objective 3: ESF- By May of 2024, 80% of Golbow Elementary teachers will be able to design and implement quality first teach lessons utilizing the campus lesson plan template, understanding the TEKS to understand expected outcomes, and knowing the student misconceptions.

High Priority

Evaluation Data Sources: CBA comparison scores, from the previous school year for 3rd, 4th, and 5th grade and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be given feedback on lesson plans. Teachers will be provided ongoing professional development on Math Workshop or RLA block. Specifically: warm up, explicit teach of new TEKS I do, We do (gradual release) & You do (checks for understanding- small group anecdotal notes) will be aligned. Strategy's Expected Result/Impact: Ensure students have access to grade level curriculum. Staff Responsible for Monitoring: Principal Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will be planning twice a week with instructional coaches and district facilitators to ensure that the teachers having an understanding of the content and variety of instructional strategies to support student success. The teachers will be modeling to each other and providing feedback on the instructional strategies they will use to teach the lesson. Strategy's Expected Result/Impact: There will be a noticeable alignment within grade levels when conducting walkthroughs, assessments, anchor charts and vocabulary focus walls, and sounds walls. Vertical alignment will be evident when conducting learning walks, reviewing anchor charts, reviewing data, and vocabulary walls. Staff Responsible for Monitoring: Principal and Instructional Coaches Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Each month we will have a leadership meeting to review the data that was collected from our Rubric WalkThrough form to evaluate how teachers are unwrapping the TEKS & using instructional strategies to support student learning. Strategy's Expected Result/Impact: We should see an increase in the DLA scores from the previous years Staff Responsible for Monitoring: Principal, APs, and ICs Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The administrators and instructional coaches will conduct 3 to 5 walks each week using the rubric. The teachers will receive and e-mail with feedback from the teachers within 48 hours. Strategy's Expected Result/Impact: We should see an increase in the DLA scores from the previous year's DLA scores in Reading & Math. There should also be an increase in the end of the reading levels and math progressions levels from the start to end of the year. Staff Responsible for Monitoring: Administrators & instructional coaches Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: ICs will complete coaching cycle with 3 teachers a month. Strategy's Expected Result/Impact: We should see an increase in the interim scores from the previous year's interim scores in Reading & Math. Student data will reflect growth on reading module assessments and math checkpoints. Staff Responsible for Monitoring: Principal and ICs Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 4: The percentage of students who meet grade level on the 5th grade science STAAR will increase from 36% to 50 % by May of 2024.

Evaluation Data Sources: CBA comparison scores, Interim scores, and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide hands on engaging labs and learning experiences with an emphasis on writing. Strategy's Expected Result/Impact: Support students in developing higher-order thinking skills and ability to artiuclcate their thinking as they engage science. Staff Responsible for Monitoring: Science teacher, math and science instructional coach Title I: 2.4 - TEA Priorities: Improve low-performing schools Funding Sources: Transportation - 211 - Title I Part A - \$400, Learning event - 211 - Title I Part A - \$1,700, Science lab resources - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





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

Goal 3: 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: Golbow Elementary will reduce teacher turnover to 15-25 percent by the end of the year.

High Priority





Evaluation Data Sources: Retention rates will increase.

Strategy 1 Details	Reviews			
Strategy 1: Use the district culture and climate survey, campus survey, and face to face mid-year retention meetings with staff to identify needs. Administrators and team leaders will attend professional development or participate in professional learning based upon needs identified in the surveys. Strategy's Expected Result/Impact: To allow administration to identify specific needs that are actionable to support retention of staff. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Professional development for administrators - 211 - Title I Part A - \$2,500, Professional learning - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a robust new teacher mentor program to support the needs of new staff. Strategy's Expected Result/Impact: New teachers will demonstrate how to access resources for lessons and procedural expectations. Increase in new teacher survey responses that they know how to access campus resources and district resources. Staff Responsible for Monitoring: Mentor Leads TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: 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: Golbow Elementary will assist families' ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.

Evaluation Data Sources: Guardians who attend the engagement events will leave with 2 strategies and knowing how to use those 2 strategies to support their student at home aligned with the learning the standards.

Strategy 1 Details	Reviews			
Strategy 1: Golbow Elementary will provide at least 3 seperate after school parent engagement events to support all students and their families. One in the area of reading, one in the area of math/ science, and one in the area of social emotional learning to give the student guardians strategies on how to support their child academically and developmentally at home. Strategy's Expected Result/Impact: To inform and support parents on how they can support thier child's learning at home. Staff Responsible for Monitoring: Title I teachers Title I: 2.6, 4.1 Funding Sources: Math and Science Night- Children's Museum of Houston - 211 - Title I Part A - \$2,850, Literacy Night- Book marks with teaching strategies - 211 - Title I Part A - \$300, Copies of flyers to communicate events - 211 - Title I Part A - \$450, Books - 211 - Title I Part A - \$863	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Transition events will be provided to support students in Pre-Kindergarten transitioning into Kindergarten and 5th grade students transitioning to 6th grade at the junior high. Strategy's Expected Result/Impact: Support student	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Discipline referrals will decrease by 10 percent and check-ins will increase by 10 percent.

High Priority

Evaluation Data Sources: Discipline and check- in data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Utilize program, guidance lessons, and SEL curriculum to support teaching and monitoring students social and emotional learning, violence prevention, and bullying prevention. Strategy's Expected Result/Impact: Decrease in discipline data and an increase in student check-ins. Staff Responsible for Monitoring: Grade level APs Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Online program - 211 - Title I Part A - \$3,000				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. Root Cause: Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.
Student Learning
Problem Statement 1: Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. Root Cause: Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

School Processes & Programs

Problem Statement 2: Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Perceptions

Problem Statement 1: Discipline data and data of students requiring social and emotional support reflects a continuous need of providing strategies, programs, and trainings to support all students. **Root Cause:** Students need opportunities, support, and learning experiences to develop socially and emotionally. Staff needs continuous professional development to learn best practices for supporting students with their social and emotional needs as well as classroom management.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
Strategy 1: PE teachers will collaborate with the school nurse to promote student wellness. Strategy's Expected Result/Impact: Increase in student fitness skills assessment data Staff Responsible for Monitoring: PE Coaches	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

State Compensatory

Budget for Golbow Elementary

Total SCE Funds: \$0.00
Total FTEs Funded by SCE: 0.15
Brief Description of SCE Services and/or Programs

Personnel for Golbow Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Emily Ferraro	Title I Teacher	0.05
Kristen Goldman	Title I Teacher	0.05
Teresa Murray	Title I Teacher	0.05

Title I

1.1: Comprehensive Needs Assessment

Golbow Elementary conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made to review multiple sources of data to review and reflect on progress. This year, we used student surveys, staff surveys, observation data, parent feedback, campus attendance event data, PBIS data, student discipline data, interim assessment data, campus-based assessment data, and attendance data to review and reflect in developing our teachers collected data in collaboration with teacher leaders, the Campus Action Team (CAT), and others. Various stakeholders such as teachers, para educators, parents and community members were part of the meetings held met to review data on April 24th, May 5th, and May 26th, 2023. The members Ms. Hale- Principal, Ms. Johnson- Assistant Principal, Ms. Smith- Assistant Principal, Ms. Data has been gathered and reviewed throughout the school year. Factual problem statements were written, and root causes were identified. The CNA was reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the 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. Golbow Elementary has an enrollment of 988 students in grades EC-5. The enrollment at Golbow Elementary has steadily increased over the past 3 years based upon construction of a new neighborhood. The Katy ISD board approved a boundary modification which will decrease the student enrollment. The members reviewed the upcoming enrollment projected for the 23-24 school year of 804 students. The campus have recieved 106.2 staffing units for the 2023-2024 school year.

Golbow 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 a review 3 times throughout the school year to determine 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 the community
- Commit to continuous improvement for each and every student every year
- Support students' academic and social/emotional needs

Root cause analysis

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Rocha	Instructional Coordinator		

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$147,279.50
1	1	1	Reading and writing programs and resources		\$8,000.00
1	1	1	Technology		\$6,000.00
1	1	1	Professional development		\$600.00
1	2	1	Professional development		\$15,360.00
1	2	1	Staff		\$147,279.50
1	2	1	Technology devices		\$4,000.00
1	2	1	Online Programs		\$13,600.00
1	4	1	Science lab resources		\$1,000.00
1	4	1	Transportation		\$400.00
1	4	1	Learning event		\$1,700.00
3	1	1	Professional development for administrators		\$2,500.00
3	1	1	Professional learning		\$0.00
4	1	1	Math and Science Night- Children's Museum of Houston		\$2,850.00
4	1	1	Literacy Night- Book marks with teaching strategies		\$300.00
4	1	1	Books		\$863.00
4	1	1	Copies of flyers to communicate events		\$450.00
5	1	1	Online program		\$3,000.00
Sub-Total					\$355,182.00

Addendums



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 At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N			Y		Y		N		Y	
		2023		67%		68%		70%				88%				50%		43%		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

			# 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 At Meets or Above	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
		2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
		2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
		2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
		Met Target		N		N		Y				N					N		N		N	
		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
Golbow	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
		2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		57%		57%		63%				50%				50%		25%		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

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

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

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

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
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%		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
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 At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
		2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
		2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%
		2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
		Met Target		N		Y		N						Y		Y		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 At Meets or Above	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
		2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
		2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
		2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
		Met Target		Y		N		N				N				N		Y		Y		N
		2023		67%		94%		85%				92%				100%		73%		81%		89%
		2024		67%		94%		90%				92%				100%		73%		81%		94%

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

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

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

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

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

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

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

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

			# 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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
		2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
		2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
		2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
		Met Target		Y		Y		Y				Y			N		Y		Y		Y	
		2023		33%		82%		85%				76%				83%		25%		76%		73%
		2024		33%		82%		85%				76%				83%		25%		76%		78%

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

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

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

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

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

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

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

	2023	2024
Goals	69%	70%

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

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

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

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

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

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

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



Elementary Grade 3 Proficiency
Mathematics Meets and Masters Performance

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 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	
Alexander	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N				N				Y		N		Y		N
		2023		57%		71%		85%				95%				67%		43%		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

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

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

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

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Creech	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0	20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
		2021 Actual	19	32%	36	47%	51	73%	0	14	79%	0		5	40%	17	29%	43	51%	39	59%
		2022 Target		53%		69%		72%			85%		0%		80%		36%		72%		70%
		2022 Actual	23	48%	44	59%	60	63%	1	100%	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%		40%
	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%		40%
	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%	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	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
		2022 Target		42%		45%		46%			86%				100%		5%		44%		49%
		2022 Actual	29	34%	83	34%	9	89%	0	5	40%	0		3	0%	21	14%	107	36%	67	45%
		Met Target		N		N		Y			N				N		Y		N		N
		2023		47%		44%		46%			86%				100%		5%		46%		49%
		2024		52%		44%		46%			86%				100%		5%		46%		49%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
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%		40%
	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%		40%	
	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%		40%
	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%		40%
	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	3	0%	0		3	67%	27	4%	97	25%	52	37%
		Met Target		N		N		Y			N				N		N		N		N
		2023		30%		47%		47%			44%		0%		100%		14%		35%		44%
		2024		30%		47%		47%			44%		0%		100%		14%		35%		49%

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

	2023	2024
Goal	60%	61%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



High School
College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target
will increase 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%
	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%
	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%
	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%
	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%
	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%
	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