Katy Independent School District

Alexander Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Nurture, Challenge, Achieve

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a twenty-six year old EC-5th grade campus in Katy ISD. This improvement plan focuses on the 2024-2025 school year. Student enrollment was 1,040 at the end of the 2023-2024 school year.

Student Statistics

Total Enrollment	1,040
At-Risk	43.75%
Low Income	24.62%
Limited English Proficient	35.77%
Special Education	19.81%
Career Technology Education	0.00%
Bilingual	0.00%
ESL	1.73%
Gifted/Talented	11.35%
Title 1	0.29%
Attendance Rate	95.51%

Image Caption
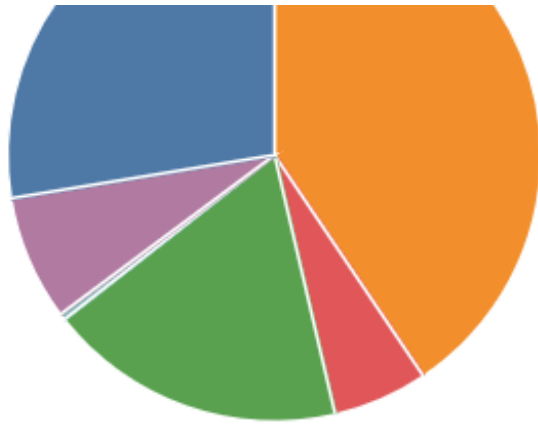
Race/Ethnicity		#	%
White	■	287	27.60%
Hispanic	■	188	18.08%
Asian	■	422	40.58%
Black/African American	■	60	5.77%
Two or More Races	■	79	7.60%
Native Hawaiian Pacific Is..	■	4	0.38%

Demographics Strengths

Diversity

High Parent Engagement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate dropped from 99.51% in the 2022-2023 school year to 95.51% in the 2023-2024 school year.   **Root Cause:** Parents are leaving the country for periods of time or taking vacations during less expensive times of the year.

Student Learning

Student Learning Summary

Preliminary Results

2024 STAAR 3-5 - Preliminary - Elementary Prior Year Comparison

All Students, No Alt

All

% Approaches Gr Lvl

2023	2024
91%	92%

% Meets Gr Lvl

2023	2024
75%	76%

% Masters Gr Lvl

2023	2024
47%	51%

AMM Avg

2023	2024
71	73

Change AMM Avg

+2

Student Learning Strengths

Alexander Elementary has a population of hard-working, high achieving students.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Third grade students are performing lower than the overall student population.   **Root Cause:** Students are taking a high stakes test for the first time.

School Processes & Programs

School Processes & Programs Summary

Alexander Elementary has a strong tradition of high quality instructional practice. The majority of our teachers have between 5-20 years of experience. Our teachers work in high performing collaborative teams. We have had hard-working Instructional Coaches and an Instructional Coordinator who served for three years in their positions and who provided ongoing professional development to teachers and staff. We have two assistant principals who are strong instructional leaders. The principal has leadership experience at all three levels of schooling: high school, junior high school, and elementary. The diversity in strengths of the administrative and instructional team has represented a wealth of experience to draw from when making decisions about teaching and learning. Specifically, we conduct weekly Admin Team (principal, assistant principals, instructional coordinator, counselor, secretary, librarian) and Admin/Instructional Coach (principal, assistant principals, instructional coordinator, two instructional coaches) meetings to make real-time decisions and address needs on a continuous basis.

This year, we will continue to use the Effective Schools Framework model to continue to improve/refine our current systems. However, we will need to make adjustments as we no longer have an Instructional Coordinator position and have decreased from two instructional coach positions to only one.

School Processes & Programs Strengths

Small group instruction is a focus for all teachers.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not responding to first teach.   **Root Cause:** Students are not setting and tracking their own goals.

Perceptions

Perceptions Summary

Alexander has a strong climate and culture. Administration provides a link weekly for teachers to celebrate accomplishments and request support where needed. Administrators react as appropriate according to responses throughout each week. As a school, we operate with a students first mindset grounded by 4 core values: 1. Be kind to children and to each other. 2. Always be willing to learn and grow. 3. Be open to others' perspectives. 4. Have a high level of commitment. Our entire campus uses our PBIS-based gRAEt Framework which is based on our Community Agreements, CHAMPS and PurposeFull People. Alexander has a strong tradition of community engagement encouraged and supported by a strong PTA. This year, we will continue implementing the house system (developed by the Ron Clark Academy) at RAE.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Satchel Pulse data shows a score lower than 7.5 in the pillar of Appreciation and Recognition.   **Root Cause:** The current system of appreciation and recognition is not meeting the needs of teachers.

Priority Problem Statements

Problem Statement 1: Attendance rate dropped from 99.51% in the 2022-2023 school year to 95.51% in the 2023-2024 school year.

Root Cause 1: Parents are leaving the country for periods of time or taking vacations during less expensive times of the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not responding to first teach.

Root Cause 2: Students are not setting and tracking their own goals.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: At least 90% of RAE teachers appraised on full evaluation within the T-TESS appraisal system will achieve at least Proficient in each of the three following T-TESS Dimensions: 1.2: Data and Assessment (The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.), 2.4: Differentiation (The teacher differentiates instruction, aligning methods and techniques to diverse student needs.), and 2.5: Monitor and Adjust (The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.) as measured by T-TESS observation data.

Evaluation Data Sources: Primary Data Sources:
T-TESS Walkthroughs
T-TESS Summative Evaluations (Full Observation)

Secondary Data Sources:
TX KEA
TPRI
Teacher Campus Based Assessments
District Content Checkpoints
Amira
HMH Literacy Module Assessments
Dreambox
Lesson Plans
Small Group Instruction
Progress Monitoring Notes
MTSS Collaboratives

Strategy 1 Details	Reviews			
Strategy 1: Review T-TESS observation summary reports to estabilsh progress on goal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Administrators willl provide affirmation and/or support for all teachers on full evaluation regarding achieving Proficient in the three focus T-TESS Dimensions: 1.2, 2.4, and 2.5.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All T-TESS Appraisers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Physical Education Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities and stations in physical education class.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Physical Education Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Math will increase to 72% by July of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Progress Monitoring Notes
Spring 2024 STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement a student goal-setting system to facilitate students tracking their progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance over time through documented student progress.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Instructional Coordinator Instructional Coaches Teachers ESL ISSTs Students **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Reading will increase to 78% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Student Progress Monitoring Notes
Spring 2024 STAAR Performance Data

Strategy 1 Details				Reviews			
Strategy 1: Teachers will implement a student goal-setting system to facilitate students tracking their progress.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance over time through documented student progress.				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Instructional Coordinator Instructional Coaches Teachers ESL ISSTs Students **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The Appreciation and Recognition Pillar will be rated at 8.0 or above by staff during feedback cycles as evaluated via the Satchel Pulse survey.

    Evaluation Data Sources: Satchel Pulse Survey

Strategy 1 Details		Reviews			
Strategy 1: RAE Admin Team will create a calendar of systematic appreciation and recognition activities with a focus on both individual and team recognitions throughout the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More teachers will feel appreciated and recognized for the positive difference they make at our school.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: RAE Admin Team Counselor Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: At least 50% of RAE Staff will respond to the Satchel Pulse surveys throughout the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: RAE Administration will have a better sample of feedback upon which to respond to in order to improve school culture and climate.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: RAE Admin Team Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: RAE administration, teachers, and staff will work collaboratively with PTA Leaders, community volunteers, parents, and students to plan, coordinate, and facilitate campus events to build awareness around the importance of campus-community engagement.

    Evaluation Data Sources: Calendars of Events
    RAE and PTA weekly communication
    Volunteer Hours

Strategy 1 Details	Reviews			
Strategy 1: RAE administration will communicate a calendar of events to the RAE staff and community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The staff and community will be informed in advance of events in order to attend and support various events throughout the year.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals Secretary				

Strategy 2 Details	Reviews			
Strategy 2: RAE administration will divide events to coordinate with teachers and volunteers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Events will be coordinated in an efficient and effective manner.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals				

Strategy 3 Details	Reviews			
Strategy 3: Advertise recorded presentations of the Title III Engagement series focus on parent, family, and community engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed of resources available to them to partner with schools to ensure their children are successful.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration ESL ISST Staff Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to students, parents, and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will respond to the end of year survey with a positive perception of their safety and sense of connectedness and belonging. **Staff Responsible for Monitoring:** Administration Teachers Staff	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Alexander Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Academic Support Teachers provide intensive intervention to students who have not passed the state assessments and who have been identified by teachers and administration as students in need of additional academic support.

Personnel for Alexander Elementary School

Name	Position	FTE
Amy Davies	Academic Support Teacher	1
Jennifer Perez	Academic Support Teacher	1

Addendums

3RD GRADE

	May 2018 STAAR Mathematics, Grade 3				May 2019 STAAR Mathematics, Grade 3				May 2021 STAAR Mathematics, Grade 3			
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	159	80.37%	91.20%	72.96%	47.80%	164	83.06%	93.29%	78.66%	57.93%	142	74.84%	90.14%	60.56%	31.69%
Economic Disadvantage	14	67.14%	64.29%	42.86%	21.43%	11	79.27%	100%	72.73%	27.27%	27	59.89%	74.07%	33.33%	11.11%
Asian	64	87.83%	96.88%	89.06%	71.88%	71	89.92%	98.59%	91.55%	78.87%	50	85.34%	98%	80%	58%
Black/African American	7	74.29%	71.43%	57.14%	42.86%	7	66.29%	71.43%	57.14%	28.57%	8	62.25%	87.50%	50%	0%
Hispanic	24	77.46%	91.67%	66.67%	37.50%	17	78.71%	88.24%	70.59%	29.41%	17	62%	76.47%	23.53%	11.76%
Native Hawaiian/Pacific Islander	1	81%	100%	100%	0%	-	-	-	-	-	1	94%	100%	100%	100%
Two or More Races	7	70.43%	71.43%	71.43%	14.29%	6	79.33%	83.33%	66.67%	50%	6	73.83%	100%	66.67%	16.67%
White	56	75.09%	89.29%	58.93%	30.36%	63	78.73%	92.06%	69.84%	46.03%	60	71.18%	86.67%	55%	20%
First Year of Monitoring	2	73.50%	100%	50%	0%	8	86%	100%	87.50%	62.50%	14	88.29%	100%	85.71%	64.29%
Fourth Year of Monitoring	31	89.65%	100%	93.55%	70.97%	1	84%	100%	100%	0%	-	-	-	-	-
LEP	11	64.55%	63.64%	54.55%	27.27%	13	78.15%	84.62%	69.23%	38.46%	40	71.63%	85%	55%	32.50%
Second Year of Monitoring	5	73.80%	100%	60%	20%	7	94.86%	100%	100%	100%	-	-	-	-	-
Third Year of Monitoring	3	87.33%	100%	100%	33.33%	20	89.15%	95%	90%	90%	-	-	-	-	-
Special Ed Indicator	14	59.64%	57.14%	21.43%	14.29%	18	65.39%	66.67%	44.44%	27.78%	17	67.18%	82.35%	41.18%	17.65%

	May 2018 STAAR Reading, Grade 3				May 2019 STAAR Reading, Grade 3				May 2021 STAAR Reading, Grade 3			
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	159	78.25%	94.97%	63.52%	45.91%	164	81.71%	92.68%	78.05%	58.54%	142	75.14%	90.85%	61.97%	39.44%
Economic Disadvantage	14	72.71%	100%	42.86%	28.57%	11	76%	90.91%	45.45%	45.45%	27	66.96%	81.48%	40.74%	22.22%
Asian	64	82.45%	95.31%	82.81%	57.81%	71	86.96%	100%	90.14%	69.01%	50	79.48%	90%	76%	56%
Black/African American	7	75%	100%	28.57%	28.57%	7	67.14%	71.43%	57.14%	57.14%	8	70.13%	87.50%	62.50%	25%
Hispanic	24	75.50%	100%	50%	33.33%	17	80.65%	88.24%	76.47%	58.82%	17	66.47%	82.35%	29.41%	17.65%
Native Hawaiian/Pacific Islander	1	85%	100%	100%	100%	-	-	-	-	-	1	76%	100%	100%	0%
Two or More Races	7	73.86%	100%	57.14%	14.29%	6	79.33%	100%	66.67%	50%	6	70.33%	83.33%	66.67%	16.67%
White	56	75.46%	91.07%	51.79%	42.86%	63	77.94%	87.30%	68.25%	47.62%	60	75.12%	95%	58.33%	36.67%
First Year of Monitoring	2	61.50%	50%	50%	50%	8	81.75%	87.50%	87.50%	75%	14	84.71%	100%	85.71%	71.43%
Fourth Year of Monitoring	31	84.19%	100%	83.87%	51.61%	1	85%	100%	100%	100%	-	-	-	-	-
LEP	11	65.09%	63.64%	45.45%	36.36%	13	71.46%	84.62%	46.15%	30.77%	40	69.13%	80%	50%	27.50%
Second Year of Monitoring	5	71.20%	100%	40%	20%	7	89.29%	100%	100%	85.71%	-	-	-	-	-
Third Year of Monitoring	3	80.67%	100%	33.33%	33.33%	20	89.30%	100%	90%	80%	-	-	-	-	-
Special Ed Indicator	14	61.64%	85.71%	14.29%	7.14%	18	65.67%	66.67%	55.56%	38.89%	17	61.41%	76.47%	29.41%	17.65%

4TH GRADE

	May 2018 STAAR Mathematics, Grade 4				May 2019 STAAR Mathematics, Grade 4				May 2021 STAAR Mathematics, Grade 4			
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	163	84.41%	95.71%	80.98%	62.58%	153	85.61%	97.39%	86.93%	71.24%	143	83.39%	92.31%	84.62%	69.93%
Economic Disadvantage	20	77.80%	90%	65%	45%	14	70.64%	85.71%	57.14%	28.57%	18	77.67%	88.89%	77.78%	44.44%
Asian	63	92.08%	100%	93.65%	87.30%	62	91.79%	100%	93.55%	88.71%	64	89.84%	96.88%	95.31%	85.94%

	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
Black/African American	10	76.90%	90%	70%	30%	6	86.67%	100%	83.33%	83.33%	8	60%	62.50%	37.50%	25%
Hispanic	11	76.18%	81.82%	63.64%	54.55%	22	79.32%	95.45%	72.73%	54.55%	15	81.60%	93.33%	86.67%	53.33%
Native Hawaiian/Pacific Islander	-	-	-	-	-	1	100%	100%	100%	100%	-	-	-	-	-
Two or More Races	9	85.56%	100%	88.89%	66.67%	6	76.17%	83.33%	83.33%	66.67%	3	86%	100%	100%	66.67%
White	70	79.73%	94.29%	72.86%	45.71%	56	81.88%	96.43%	85.71%	57.14%	53	79.49%	90.57%	77.36%	62.26%
First Year of Monitoring	1	97%	100%	100%	100%	1	97%	100%	100%	100%	1	82%	100%	100%	100%
Fourth Year of Monitoring	6	80.33%	100%	66.67%	50%	30	92.13%	100%	96.67%	93.33%	-	-	-	-	-
LEP	4	69.75%	75%	50%	25%	9	65.22%	66.67%	44.44%	33.33%	17	78.82%	82.35%	82.35%	64.71%
Second Year of Monitoring	5	90.60%	100%	80%	80%	8	79.38%	100%	87.50%	37.50%	43	90.56%	100%	97.67%	81.40%
Third Year of Monitoring	-	-	-	-	-	3	90%	100%	100%	66.67%	-	-	-	-	-
Special Ed Indicator	23	63.61%	73.91%	39.13%	8.70%	12	68.08%	91.67%	50%	25%	17	68.88%	76.47%	52.94%	47.06%

	May 2018 STAAR Reading, Grade 4					May 2019 STAAR Reading, Grade 4					May 2021 STAAR Reading, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	163	82.77%	95.09%	78.53%	54.60%	153	81.47%	94.77%	80.39%	57.52%	143	82.40%	93.01%	80.42%	54.55%
Economic Disadvantage	20	79.75%	95%	80%	40%	14	68.79%	92.86%	42.86%	21.43%	18	77.78%	94.44%	66.67%	38.89%
Asian	63	87.44%	96.83%	92.06%	71.43%	62	83.37%	93.55%	85.48%	67.74%	64	86.67%	96.88%	92.19%	65.62%
Black/African American	10	80.40%	100%	70%	40%	6	83.33%	100%	83.33%	50%	8	78.75%	87.50%	62.50%	50%
Hispanic	11	78.45%	90.91%	63.64%	45.45%	22	78.27%	100%	63.64%	45.45%	15	81.33%	93.33%	66.67%	53.33%
Native Hawaiian/Pacific Islander	-	-	-	-	-	1	89%	100%	100%	100%	-	-	-	-	-
Two or More Races	9	83%	100%	66.67%	44.44%	6	81.17%	100%	83.33%	33.33%	3	87%	100%	100%	66.67%
White	70	79.56%	92.86%	71.43%	44.29%	56	80.32%	92.86%	80.36%	53.57%	53	77.83%	88.68%	71.70%	41.51%
First Year of Monitoring	1	92%	100%	100%	100%	1	36%	0%	0%	0%	1	83%	100%	100%	0%
Fourth Year of Monitoring	6	75.67%	100%	50%	16.67%	30	84.90%	96.67%	90%	70%	-	-	-	-	-
LEP	4	44.25%	25%	0%	0%	9	53.33%	55.56%	22.22%	22.22%	17	72.41%	82.35%	58.82%	23.53%
Second Year of Monitoring	5	90%	100%	100%	80%	8	72.88%	100%	50%	12.50%	43	88.09%	100%	90.70%	69.77%
Third Year of Monitoring	-	-	-	-	-	3	85.33%	100%	100%	66.67%	-	-	-	-	-
Special Ed Indicator	23	67.65%	78.26%	34.78%	17.39%	12	70.17%	100%	41.67%	8.33%	17	66.65%	70.59%	52.94%	23.53%

5TH GRADE

	April 2018 STAAR Mathematics, Grade 5					April 2019 STAAR Mathematics, Grade 5					April 2021 STAAR Mathematics, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	174	81.41%	98.28%	83.91%	54.02%	171	84.01%	97.08%	81.87%	67.84%	151	82.27%	96.69%	82.78%	62.91%
Economic Disadvantage	18	69.50%	88.89%	55.56%	27.78%	20	72.80%	90%	55%	45%	20	74.60%	95%	70%	40%
Asian	60	87.60%	100%	95%	75%	66	91.39%	100%	93.94%	87.88%	64	90.44%	100%	96.88%	82.81%
Black/African American	7	75.29%	100%	71.43%	42.86%	10	81.40%	90%	90%	60%	5	66.20%	100%	60%	0%
Hispanic	29	82.21%	96.55%	89.66%	58.62%	14	77.14%	85.71%	71.43%	50%	24	76.88%	100%	70.83%	50%
Two or More Races	4	66.75%	75%	75%	0%	9	82.67%	100%	66.67%	55.56%	6	75%	100%	66.67%	33.33%
White	74	77.46%	98.65%	74.32%	39.19%	72	79.10%	97.22%	73.61%	55.56%	52	77.10%	90.38%	75%	53.85%
First Year of Monitoring	2	83%	100%	100%	50%	1	94%	100%	100%	100%	8	94%	100%	100%	100%
Fourth Year of Monitoring	4	77%	100%	100%	25%	5	83.40%	100%	80%	80%	1	89%	100%	100%	100%
LEP	3	67.33%	100%	66.67%	0%	6	68.83%	100%	50%	16.67%	20	73.65%	95%	65%	35%
Second Year of Monitoring	8	84.38%	100%	87.50%	62.50%	5	93.80%	100%	100%	100%	6	92.50%	100%	100%	83.33%
Third Year of Monitoring	-	-	-	-	-	-	-	-	-	-	19	89.74%	100%	94.74%	84.21%

	April 2018 STAAR Reading, Grade 5					April 2019 STAAR Reading, Grade 5					April 2021 STAAR Reading, Grade 5				
Special Ed Indicator	9	63.22%	77.78%	44.44%	11.11%	22	64.36%	86.36%	31.82%	18.18%	12	50%	66.67%	16.67%	16.67%
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	174	85.49%	98.28%	82.18%	60.92%	170	84.91%	94.71%	81.76%	64.71%	151	84.69%	96.03%	83.44%	62.91%
Economic Disadvantage	18	80.61%	94.44%	77.78%	44.44%	20	78.75%	85%	65%	55%	20	79.65%	95%	65%	35%
Asian	60	88.02%	98.33%	88.33%	70%	66	87.76%	95.45%	87.88%	75.76%	64	87.95%	96.88%	90.62%	79.69%
Black/African American	7	81.57%	100%	71.43%	57.14%	10	85.20%	100%	90%	60%	5	80.80%	100%	80%	20%
Hispanic	29	84.10%	100%	79.31%	55.17%	14	85.86%	100%	85.71%	71.43%	24	84.46%	100%	75%	54.17%
Two or More Races	4	69%	75%	25%	25%	9	86.22%	100%	77.78%	55.56%	6	81.50%	83.33%	66.67%	66.67%
White	74	85.26%	98.65%	82.43%	58.11%	71	81.87%	91.55%	74.65%	54.93%	52	81.52%	94.23%	80.77%	50%
First Year of Monitoring	2	76.50%	100%	50%	50%	1	95%	100%	100%	100%	8	85.75%	100%	75%	75%
Fourth Year of Monitoring	4	81.50%	100%	75%	25%	5	76.20%	80%	40%	40%	1	95%	100%	100%	100%
LEP	3	52.67%	66.67%	0%	0%	6	56%	33.33%	33.33%	0%	20	72%	85%	50%	25%
Second Year of Monitoring	8	84.75%	100%	75%	62.50%	5	91%	100%	80%	80%	6	88%	100%	83.33%	83.33%
Third Year of Monitoring	-	-	-	-	-	-	-	-	-	-	19	91.26%	100%	100%	94.74%
Special Ed Indicator	9	73.44%	77.78%	44.44%	33.33%	21	68.24%	80.95%	42.86%	19.05%	12	62.58%	75%	41.67%	16.67%

	May 2018 STAAR Science, Grade 5					May 2019 STAAR Science, Grade 5					May 2021 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
RAE	174	84.74%	94.25%	79.31%	51.15%	171	85.99%	95.32%	80.70%	56.73%	150	82.81%	94%	78.67%	44.67%
Economic Disadvantage	18	77.33%	94.44%	50%	27.78%	20	78.70%	90%	65%	35%	20	76.10%	80%	65%	25%
Asian	60	87.98%	95%	86.67%	68.33%	66	89.61%	98.48%	84.85%	72.73%	64	86.39%	96.88%	90.62%	56.25%
Black/African American	7	81.57%	100%	71.43%	14.29%	10	79.70%	90%	70%	30%	5	75%	100%	40%	0%
Hispanic	29	85.34%	96.55%	79.31%	51.72%	14	86.14%	100%	85.71%	35.71%	24	77.50%	83.33%	58.33%	33.33%
Two or More Races	4	69.25%	75%	50%	0%	9	90.78%	100%	100%	66.67%	6	80.17%	83.33%	83.33%	50%
White	74	83%	93.24%	75.68%	43.24%	72	82.93%	91.67%	75%	48.61%	51	81.90%	96.08%	76.47%	39.22%
First Year of Monitoring	2	84.50%	100%	50%	50%	1	94%	100%	100%	100%	8	86.88%	100%	75%	75%
Fourth Year of Monitoring	4	71.75%	75%	50%	0%	5	89.40%	100%	80%	60%	1	83%	100%	100%	0%
LEP	3	64%	66.67%	33.33%	0%	6	76.33%	83.33%	50%	33.33%	20	71.60%	70%	50%	25%
Second Year of Monitoring	8	83.75%	87.50%	75%	75%	5	94.80%	100%	100%	100%	6	91%	100%	100%	66.67%
Third Year of Monitoring	-	-	-	-	-	-	-	-	-	-	19	86.58%	94.74%	89.47%	57.89%
Special Ed Indicator	9	72.78%	77.78%	44.44%	22.22%	22	72.45%	68.18%	45.45%	13.64%	11	65.36%	63.64%	45.45%	0%

The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above
in Reading will increase from 78% to 80% by July 2029.

Alexander: Goals

3rd Grade Reading Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	78%					
State Rate	46%					
Met State Rate	Yes					
Internal Goal	-	78%	79%	79%	80%	80%
Met Internal Goal	-					

Alexander: Targets — 3rd Grade Reading Meets or Above

			# 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	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	9	67%	35	66%	48	73%	0		69	90%	0		16	75%	39	49%	38	61%	59	73%
		2025 Target																59%		71%		

The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above
in Math will increase from 72% to 74% by July 2029.

Alexander: Goals

3rd Grade Math Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	72%					
State Rate	40%					
Met State Rate	Yes					
Internal Goal	-	72%	73%	73%	74%	74%
Met Internal Goal	-					

Alexander: Targets — 3rd Grade Math Meets or Above

			# 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	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	9	44%	35	51%	48	69%	0		69	88%	0		17	71%	39	31%	39	51%	59	73%
		2025 Target										95%						41%				