

**Katy Independent School District**  
**Davidson Elementary**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

# **Mission Statement**

Together with our community, the Davidson staff will provide a nurturing environment committed to excellence in achievement for all. Students will be challenged and provided an educational foundation which enables them to become collaborative, creative, productive adults who thrive in an ever-changing global world.

# **Vision**

Davidson Elementary is a caring community that values diversity and prepares every child for the future in an ever-changing world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Davidson Elementary is entering our fourth school year. During our first two years, we experienced tremendous growth. We were the largest elementary school in Katy ISD during the 2015-2016 school year. After losing about 350 students to Jenks Elementary, we now have 1146 students. Davidson has a diverse population of students from all over the Houston area, Texas, the United States and many countries such as Mexico, India, China, Africa, Canada, Europe and South America. Due to our diverse population, we also have 23.7 English Language Learners on our campus. Davidson has a small population of Economically disadvantaged students. who are eager to work in Katy ISD and at Davidson. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Davidson due to continued support for growth and a supportive and encouraging community.

### Demographics Strengths

Keiko Davidson has many demographic strengths. Families move to Katy ISD and to the Pine Mill Ranch/Cardiff Ranch subdivisions for the schools. Most of our families are extremely supportive of our campus and staff. We have a diverse group of families which bring exciting new ideas and talents to our school.

Davidson staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high-quality assessments. Our mentor program encourages teachers to continue in the teaching professional. We recruit teachers from all over the Houston area, our state and out of state to create an environment which is diverse. This matches the community in which we live.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Davidson Elementary is a four-year-old campus of kindergarten fifth-grade students in Katy ISD. We are a diverse community of white, Asian, African American and Hispanic students. Approximately, one-fourth of our students are in the ESL program. We have an involved community which consistently supports student learning and achievement. The current needs at Davidson Elementary are to provide instruction to a very diverse population of students. A fourth of our students are in the ESL program. We are charged with assisting students to become proficient in English at a fast-pace. We have 33 different languages spoken and a large population of students from many different countries and different states in the United States. This provides unique opportunities to fill in learning gaps and teach children from very different academic backgrounds. In addition, we have many academically able students who require enrichment learning opportunities for their continued growth and success. We are continuously growing with a current enrollment of 1146 students in a thriving young neighborhood of families.

Students in 3-5 performed well on STAAR, and consistently score above the district and state average.

STAAR Reading: 93%

STAAR Math: 97%

STAAR Writing: 90%

STAAR Science: 92%

Our special education students struggled in reading and writing, and our ESL students struggled in science. In fact, our science scores for our ESL students fell below the district average.

### **Student Academic Achievement Strengths**

Davidson Elementary School Met STAAR Standard in Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. We scored a 40/40 System Safeguard Indicators for a total of 100%.

Index I 95- Target Score 60

Index 2 56- Target Score 32

Index 3 62- Target Score 28

Index 4 74- Target Score 12

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 50% of the 5th grade ELL students showed progress on the STAAR science assessment. **Root Cause:** Our ELL students are showing a weakness in academic and assessment language.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Davidson Elementary has high-quality staff members who are eager to work in Katy ISD and at Davidson. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Davidson due to continued support for growth and a supportive and encouraging community.

Parents, teachers, and students at Davidson Elementary take pride in their school and the school's reputation for success. The perception of Davidson is that it is already a school which offers a safe and positive environment with a strong focus on academic excellence. We have a high standard for best instructional practices as well as building social character. Davidson's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all of our decisions. As a result, learning is of paramount importance. When our students do not learn, we make adjustments within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are kept in the classroom as much as possible and are not removed for unnecessary reasons. Teachers value the planning time that they have with their teams and our instructional coaches. They prepare for their individual classroom instruction by using outstanding group plans. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

Davidson utilizes current technology through computers, laptops, i-pads and other communication devices students bring from home. Our community receives digital information weekly from our grade levels and school. In addition, we use the REMIND text system to communicate immediately with our families.

### **School Processes & Programs Strengths**

Davidson staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high-quality assessments. Our mentor program encourages teachers to continue in the teaching profession. We recruit teachers from all over the Houston area, our state and out of state to create an environment which is diverse. This matches the community in which we live.

Teachers consistently review data from lessons and assessments to provide instruction based on the students' needs. KDE utilizes the workshop model for instruction incorporating mini-lessons, independent work time, partner/small group work and teacher conferences.

Our technology strengths include i-pads, short throw projectors in each classroom and the front row sound systems.

Davidson is proud of the following strengths:

1. Teachers are aware of the urgency for using best instructional practices and the rigor of the TEKS.
2. Teachers accommodate special populations through IEP's, 504 Accommodations, and RTI accommodations.
3. RTI is utilized for academic and behavior concerns for students.
4. Our master schedule and calendar maximize the amount of time spent on instruction.
5. Safety drills are performed frequently and efficiently.



## Perceptions

### Perceptions Summary

The culture and climate at KDE is one of positive encouragement. We practice PBIS -Positive Behavior Support for our students. Teachers are trained in Love and Logic and Capturing Kids Hearts. We have a staff and community which values high academic achievement. We support service to others through our Staff Initiatives, Read, Deed, Run Program, Student Council and Core Essential service projects. Our themes include: All Dragons Deserve It and All Kids Deserve It.

Davidson Elementary has a wonderful group of volunteers who assist in the cafeteria, workroom, library, fundraisers, school store, and campus events. Our community is highly involved in after-school programs such as Read, Deed, Run, Choir, Robotics, Mad Science and Dragon Academy. Families attend our school events and support the campus initiatives. PTA sponsors a Spring Carnival, Fun Run, Spirit Nights, Parent Speaker Series and other family programs. Our staff works to create positive community interactions through newsletters, Meet the Teacher, Grad level orientation meetings, conferences, newsletters and social media (Twitter).

Davidson is working with the KATYISD behavior specialist to revisit PBIS implementation.

### Perceptions Strengths

Davidson has established a culture of academic success and commitment to service. Campus data indicates that PBIS is effective and used school-wide to make a difference in positive teacher and student interactions. Davidson implements many different opportunities for learning and incorporates fun activities for students both during and after the school day.

Davidson Elementary School has a high degree of parental involvement through a variety of different programs including: carnival, spirit nights, movie nights, watch dog dads, mother and son, father and daughter and many more events.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** PBIS has not been implemented with fidelity. **Root Cause:** Lack of teacher understanding and training.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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

### **Employee Data**

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals


## Goal 1: Student Growth and Success

**Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.**

**Performance Objective 1:** By June 2018, 95% of Davidson Elementary students will pass Reading, Writing, Math and Science STAAR tests at Performance Level II Phase-in standard II.

**Evaluation Data Source(s) 1:** Comparison of 2017 and 2018 Index 1 scores

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of reading, writing and math workshop models to provide engaging and meaningful learning opportunities for students: (a) create grade level team lesson plans which support the workshop model (b) assure teachers are provided with a variety of appropriate reading leveled books for their grade level (c) provide additional support and modeling for teachers needing additional assistance in the workshop model of instruction.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop model in reading, writing and math.				
	Funding Sources: 199 - General Fund - 25000.00					
2) Incorporate differentiation structures and strategies as the basis for decisions to increase overall performance and close gaps in learning.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop utilizing data to support small group instruction in math, reading, and writing.				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
						

### Performance Objective 1 Problem Statements:

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** A percent of students are not making a year or more growth in all grade levels and content areas. **Root Cause 1:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.


**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

**Performance Objective 2:** By June of 2018, 95% of Davidson Elementary special education students will pass Reading, Writing, Math, and Science STAAR.

**Evaluation Data Source(s) 2:** Comparison of 2017 and 2018 Index 1 scores.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of reading, writing and math workshop models to provide engaging and meaningful learning opportunities for students: (a) create grade level team lesson plans which support the workshop model (b) assure teachers are provided with a variety of appropriate reading leveled books for their grade level (c) provide additional support and modeling for teachers needing additional assistance in the workshop model of instruction.	Grade level teachers Instructional Coaches in ELA/SS and Math/Science Campus Administration	All grade level staff members will demonstrate proficiency in the workshop model in reading, writing and math.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
2) All science lessons will be deliver within the 5E structure with a focus on hands-on inquiry based science experiences.	Grade level teachers Instructional Coaches Campus Administration	Students will be successful on Science STAAR.				
	Problem Statements: Student Achievement 2					
						

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Special education students are under performing general education students on state assessments. <b>Root Cause 1:</b> Student data is not utilized to drive instruction for individual students.
<b>Problem Statement 2:</b> Fifth-grade science scores dropped from 2016. <b>Root Cause 2:</b> Students are not engaged in a consistent 5E approach to science K-5.
Curriculum, Instruction, and Assessment

**Problem Statement 1:** A percent of students are not making a year or more growth in all grade levels and content areas. **Root Cause 1:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.

**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

**Performance Objective 3:** The four focus areas (balanced assessment, leadership development, effective math instruction and positive behavior supports) will be included in campus improvement plans.

**Evaluation Data Source(s) 3:** Campus improvement plans will include strategies to address the four focus areas, as appropriate.

**Summative Evaluation 3:**

**Goal 1: Student Growth and Success**

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

**Performance Objective 4:** Staff will implement the district's curriculum, and utilize a variety of instructional models to create opportunities for students to improve learning and demonstrate the Instructional Cornerstones.

**Evaluation Data Source(s) 4:** Student performance reports.

**Summative Evaluation 4:**

**Goal 2: Safe and Orderly Learning and Working Environment: A safe, orderly, positive and quality learning and working environment will be provided for students and staff.**

**Performance Objective 1:** Campuses and departments will be provided professional learning to support their implementation of the comprehensive safety program.

**Evaluation Data Source(s) 1:** Safety and security audits.

**Summative Evaluation 1:**

**Goal 2: Safe and Orderly Learning and Working Environment:** A safe, orderly, positive and quality learning and working environment will be provided for students and staff.


**Performance Objective 2:** Support initiatives to increase staff and student engagement by addressing behavioral, social, health and emotional needs to



create a positive learning and working environment as evidenced by a decrease in discipline referrals and out of class placements.

**Evaluation Data Source(s) 2:** Comparison of PEIMS discipline data from previous years, and referrals for differentiated instruction and/or services.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBIS will be overhauled this school year with. A vertical PBIS team has been created and will be led by the school counselor and supported by KATYISD behavior specialist.	Campus Leadership Team Campus staff	Students will move from tangible rewards as primary source of motivation to internal sources for motivation.				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 0.00					
2) All homeroom classrooms will start the day with community circle.	Classroom teachers Campus Leadership	Students will grow as a community and work together to solve and prevent problems.				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund Other Donation - 500.00					
						

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> PBIS has not been implemented with fidelity. <b>Root Cause 1:</b> Lack of teacher understanding and training.

**Goal 2: Safe and Orderly Learning and Working Environment:** A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

**Performance Objective 3:** Implement prevention/intervention measures for bullying and harassment incidents and investigate and respond to allegations in a timely manner.

**Evaluation Data Source(s) 3:** Longitudinal bullying/harassment data collected and examined, including response time to allegations.


**Summative Evaluation 3:**

**Goal 3: Community Engagement: Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.**

**Performance Objective 1:** Identify and implement increased opportunities to share information and gather input from parents and community members which result in an increase in opportunities over 2017-18.

**Evaluation Data Source(s) 1:** Parent/community surveys and lists of new information-sharing activities.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will provide Lunch and Learn opportunities for parents to come in and learn more about the structures and strategies used in classrooms today.	Campus Leadership Instructional Coaches	Parents will feel more connected to the school and supportive of curriculum overall.				
Problem Statements: Family and Community Involvement 1						
2) The principal will begin a campus blog to highlight curriculum events happening in the classroom as well as start a book club for students and parents.	Campus Principal	Parents will feel more connected to the school and supportive of curriculum overall.				
Problem Statements: Student Achievement 1 - Family and Community Involvement 1						
						

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Special education students are under performing general education students on state assessments. <b>Root Cause 1:</b> Student data is not utilized to drive instruction for individual students.

## Family and Community Involvement

**Problem Statement 1:** Parents express frustration with many areas of our curriculum. **Root Cause 1:** Parents have not had the opportunity to learn many of the new research based methods used in classrooms today.

**Goal 4: Effective and Efficient Operations: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.**

**Performance Objective 1:** Service levels are identified and agreed upon within the resources that are allocated.

**Evaluation Data Source(s) 1:** Completion of service level standards

**Summative Evaluation 1:**

**Goal 4:** Effective and Efficient Operations: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

**Performance Objective 2:** Provide the best service possible within the resources available.

**Evaluation Data Source(s) 2:** Adopted budget


**Summative Evaluation 2:**

**Goal 4:** Effective and Efficient Operations: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

**Performance Objective 3:** Recruit, hire and retain high quality staff and embed quality professional learning to build individual capacity and effectiveness.

**Evaluation Data Source(s) 3:** Retention records, recruiting records and professional development records

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide in depth professional development opportunities throughout the year in order for teachers.	Campus Leadership	Teachers will feel more confident in implementing expected curriculum and classroom structures.				
Problem Statements: Curriculum, Instruction, and Assessment 1						
						

**Performance Objective 3 Problem Statements:**

## Curriculum, Instruction, and Assessment


**Problem Statement 1:** A percent of students are not making a year or more growth in all grade levels and content areas. **Root Cause 1:** Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.

**Goal 5: Organizational Improvement: Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.**

**Performance Objective 1:** Develop and implement data portals which allow users to easily access a variety of data sets to assist in the decision making process.

**Evaluation Data Source(s) 1:** Portals available, trainings offered/number of attendees, user surveys.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will participate in "kid chats" where they will disaggregate and analyze student assessments to plan for small group instruction and individual student goals.	Campus Leadership Campus Instructional Coordinator Campus Instructional Coaches	Targeted and purposeful small group instruction will take place which will improve student engagement and performance.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1						
						

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Special education students are under performing general education students on state assessments. <b>Root Cause 1:</b> Student data is not utilized to drive instruction for individual students.
<b>Problem Statement 2:</b> Fifth-grade science scores dropped from 2016. <b>Root Cause 2:</b> Students are not engaged in a consistent 5E approach to science K-5.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> A percent of students are not making a year or mores growth in all grade levels and content areas. <b>Root Cause 1:</b> Students are not receiving appropriate small group instruction and are engaged in "activities" instead of meaningful practice centered around goals.
Student Academic Achievement
<b>Problem Statement 1:</b> 50% of the 5th grade ELL students showed progress on the STAAR science assessment. <b>Root Cause 1:</b> Our ELL students are showing a weakness in academic and assessment language.

# State Compensatory

## Personnel for Davidson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Wheelis	Teacher	Academic Support	1
Rachel Justice	Teacher	Academic Support	1

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jessie Miller	Principal
Administrator	Clifford Reed	Assistant Principal
Administrator	Dee Ann Larsen	Assistant Principal
Classroom Teacher	Christina Alvarado	Classroom Teacher
District-level Professional	Lynette Cornell	Intervention Specialist
Community Representative	Keiko Davidson	Community Member
Classroom Teacher	Brandy Hernandez	Classroom Teacher
Non-classroom Professional	Crystal Matovich	Librarian
Parent	Cathleen Pittman	Parent
Non-classroom Professional	Brenda Rison	Dyslexia Teacher
Parent	Becky Grabill	Parent
Non-classroom Professional	Andrea Purcell	Instructional Coach
Non-classroom Professional	Wellyna Olivier	Instructional Coach
Non-classroom Professional	Debra Wheelis	Academic Support
Parent	Alba Villegas	Parent
Parent	Hugo Aguilar	Parent
Parent	Temitope Ayoola	Parent



## Campus Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	On-going training in the areas of workshop and assessment.		\$25,000.00
2	2	1	Subs for vertical meetings		\$0.00
<b>Sub-Total</b>					\$25,000.00
<b>199 - General Fund Other Donation</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2	Items purchased for community circle		\$500.00
<b>Sub-Total</b>					\$500.00
<b>Grand Total</b>					\$25,500.00

# Addendums

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

KEIKO DAVIDSON EL (101914138) - KATY ISD

### Accountability Rating

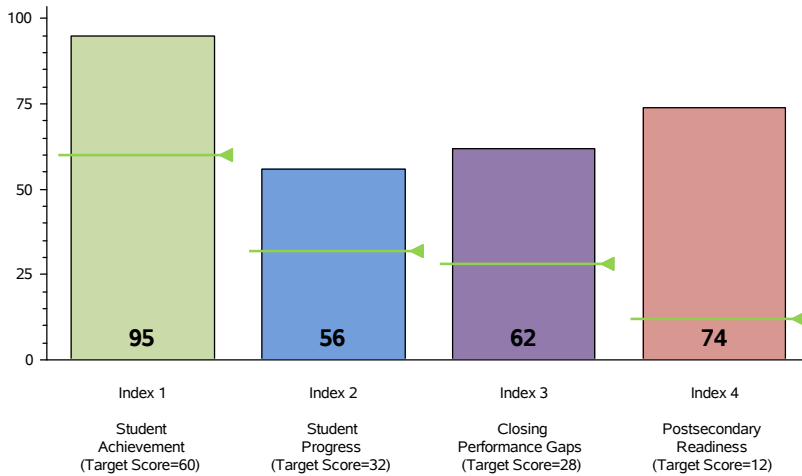
**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

### Distinction Designation

Academic Achievement in ELA/Reading	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

### Performance Index Report



### Campus Demographics

Campus Type	Elementary
Campus Size	1,096 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	5.7
Percent English Language Learners	23.1
Mobility Rate	7.1
Percent Served by Special Education	7.2
Percent Enrolled in an Early College High School Program	0.0

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,284	1,353	95
2 - Student Progress	789	1,400	56
3 - Closing Performance Gaps	1,237	2,000	62
4 - Postsecondary Readiness			
STAAR Score	74.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		74

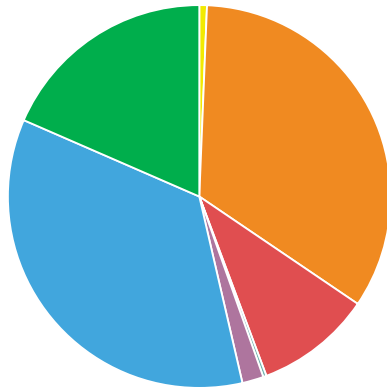
### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	24 out of 24 = 100%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>40 out of 40 = 100%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

# 138 - Davidson Elementary

Student Profile



Student Statistics

Total Enrollment	1,099
At-Risk	36.58%
Low Income	5.73%
Limited English Proficient	22.93%
Special Education	7.46%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	21.29%
Gifted/Talented	9.28%
Title I	0.09%
Attendance Rate	96.83%

Race/Ethnicity	#	%
White	386	35.12%
Hispanic	203	18.47%
Asian	372	33.85%
Black/African American	108	9.83%
Two or More Races	20	1.82%
Am Indian/Alaskan Native	7	0.64%
Native Hawaiian Pacific Islander	3	0.27%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.