Katy Independent School District

Alexander Elementary School

2023-2024 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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a twenty-five year old EC-5th grade campus in Katy ISD. This improvement plan focuses on the 2023-2024 school year. Student enrollment is 1,018 at the start of the 2023-2024 school year.

Total Enrollment	1,016
At-Risk	39.27%
Low Income	27.66%
Limited English Proficient	35.43%
Special Education	16.73%
Career Technology Education	0.00%
Bilingual	0.00%
ESL	11.81%
Gifted/Talented	10.14%
Title 1	0.20%
Attendance Rate	99.51%

Race/Ethnicity
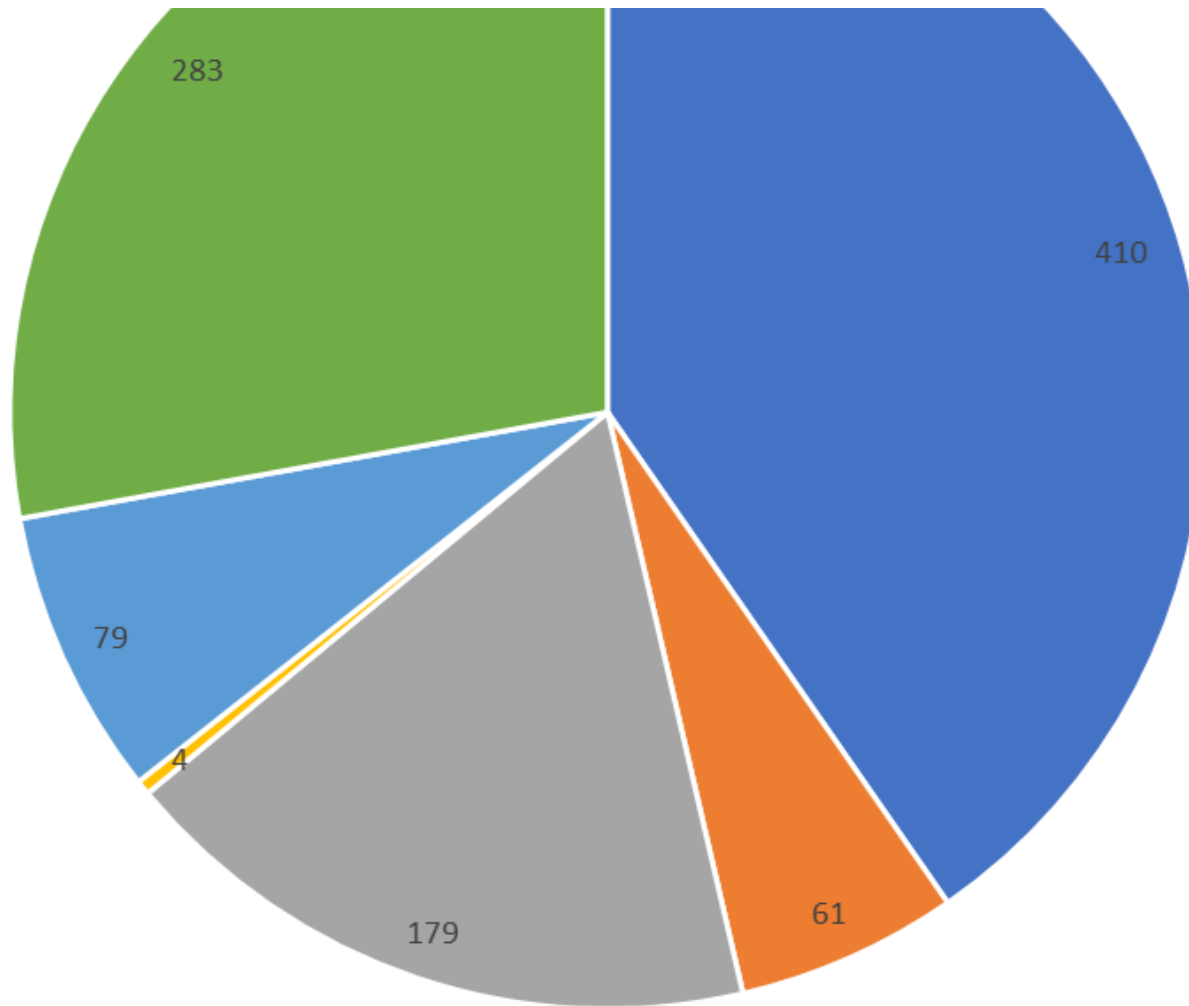
Demographics Strengths

Diversity

High Parent Engagement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Percentage of students identified as Special Education students receiving discipline referrals is higher than the percentage of students in other sub population categories.   **Root Cause:** Campus-wide implementation of student behavior expectations is not consistent.

Student Learning

Student Learning Summary

* Awaiting STAAR Results for Spring 2023.

STAAR Results for Spring 2022
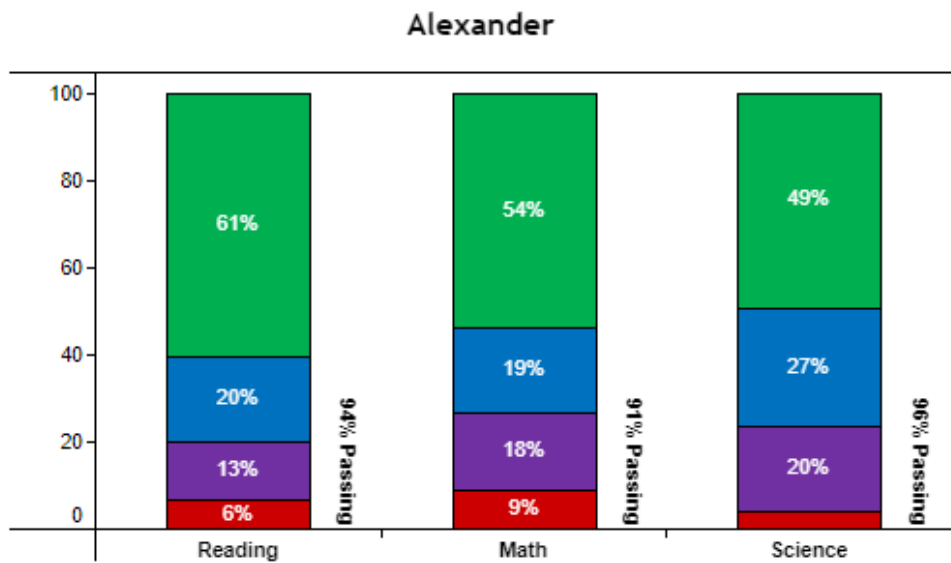
Alexander

Alexander met and exceeded in all areas.

Overall: Scaled Score of 97 - Rating A

Student Achievement STAAR Performance: Scaled Score of 95 - Rating A

School Progress Academic Growth: Scaled Score of 904- Rating A

School Progress Relative Performance (Eco Dis: 8.1%): Scaled Score of 85 - Rating B

Closing the Gaps: Scaled Score of 100 - Rating A

Distinction Designations

Alexander Elementary earned 5/6 Distinction Designations for 2018-2019 school year based on 2019 STAAR results:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

Student Learning Strengths

Alexander Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including earning five Distinction Designations in the following areas:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

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 who are in the sub population of Economically Disadvantaged are performing lower than the overall student population. **Root Cause:** Many of these students begin their schooling at RAE at a different level of academic readiness, earlier in their thinking on the continuum of learning.

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 hard-working Instructional Coaches and an Instructional Coordinator who will be starting their third years in their positions and who provide 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. Our current focus is small group planning/instruction and maximizing instructional time to address our district and campus goal of personalized learning and progress for every student.

This year, we will continue to use the Effective Schools Framework model to continue to improve/refine our current systems.

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.

Perceptions

Perceptions Summary

Alexander has a strong tradition of community engagement encouraged and supported by a strong PTA. 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. This year, we will continue implementing the house system (developed by the Ron Clark Academy) at RAE. We will also continue with our ESSER funded SEL Coordinator position which focuses on the well-being of students through consistent connections with adults on campus.

Perceptions Strengths

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- 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

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
- 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
- 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

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

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

Performance Objective 1: 100% of RAE staff members will focus on 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.)

    Evaluation Data Sources: Planning Notes
Lesson Plans
Response to Intervention Collaboratives
Pre-Assessments
TX KEA
TPRI
Teacher Campus Based Assessments
District Content Checkpoints
Small Group Instruction
Progress Monitoring Notes
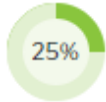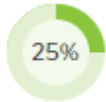Amira
HMH Literacy Module Assessments
Dreambox
SLO Goals
Goal Setting and Professional Development (GSPD) Conference Notes
T-TESS Observation and Walkthrough Feedback
RAE Small Group Instruction Rubric Results from Learning Walks
RAE Maximizing Instructional Time Rubric Results from Learning Walks

Strategy 1 Details		Reviews			
Strategy 1: Analyze multiple sources of student data through Collaborative Data Review Meetings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Continual review and discussion of student progress will guide differentiation for individual students. Data will drive lesson planning and small group instruction. **Staff Responsible for Monitoring:** Administration Instructional Coordinator Instructional Coaches Teachers **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Apr**	**June**
		25%			

Strategy 2 Details		Reviews			
Strategy 2: Provide extensive, aligned professional learning to staff in all curricular areas, through workshops, conferences, speakers, as well as through professional reading materials, books studies, PDR, staff meetings and pop-up PD sessions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will attend relevant, high-quality professional learning throughout the school year, transfer knowledge gained to fellow staff members, and implement research-based strategies to positively impact student learning. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coordinator Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Apr**	**June**
		25%			

Strategy 3 Details		Reviews			
Strategy 3: Utilize rubrics to assess teacher implementation of small group instruction and maximizing instructional time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will provide effect small group instruction as defined by the RAE small group instruction rubric. Teachers will maximize instructional time according to the RAE maximizing instructional time rubric. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coordinator Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Apr**	**June**
		20%			

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

Goal 1: 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. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers	**Oct**	**Jan**	**Apr**	**June**

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. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers	**Oct**	**Jan**	**Apr**	**June**
	N/A	✗	✗	

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

Goal 1: 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 86% by July of 2024.

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 progress monitoring system to track student 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				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: 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 85% by July 2024.

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 progress monitoring system to track student progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance over time through documented student progress. **Staff Responsible for Monitoring:** Administration Instructional Coordinator Instructional Coaches Teachers ESL ISSTs	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: 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: RAE administration, teachers, and staff will work collaboratively with PTA Leaders, community volunteers, and students to plan, coordinate, and facilitate campus events to build awareness around the importance of campus-community engagement.
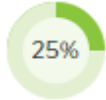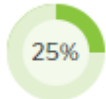
Evaluation Data Sources: Calendars of Events
RAE and PTA weekly communication
Volunteer Hours

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. **Staff Responsible for Monitoring:** Principal Assistant Principals Secretary	**Oct**	**Jan**	**Apr**	**June**
	50%	✗	✗	
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. **Staff Responsible for Monitoring:** Principal Assistant Principals	**Oct**	**Jan**	**Apr**	**June**
	50%			

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

Goal 2: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: RAE Administration will work with various departments in the district to provide multiple opportunities for teachers to participate in training to earn certification to meet the needs of all learners.

Evaluation Data Sources: ESL Certification
SPED Certification
Reading Academies for PK-3rd grade teachers, including ESL and Special Education Teachers

Strategy 1 Details	Reviews			
Strategy 1: RAE Administration and ESL ISSTs will work with OOL to keep track of percentage of teachers at RAE who possess/need ESL certification.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of teachers with ESL certification at RAE. **Staff Responsible for Monitoring:** RAE Admin ESL ISSTs	Oct	Jan	Apr	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: RAE Administration will work with the Special Education Department to provide behavior training opportunities to staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will learn strategies to increase skill set on addressing behaviors. **Staff Responsible for Monitoring:** RAE Admin	Oct	Jan	Apr	June
	25%			

Strategy 3 Details	Reviews			
Strategy 3: RAE Administration and Instructional Coaches will work with teachers to keep track of Reading Academies Module completion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will learn foundational pieces of the science of teaching reading. **Staff Responsible for Monitoring:** RAE Admin Team Instructional Coaches	Oct	Jan	Apr	June
	25%			

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

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

Performance Objective 1: RAE Principal will promote student voice and leadership for 100% of fifth grade students through implementation of the RAE Kindness Crew lunch meetings and activities.

Evaluation Data Sources: Meeting attendance for all 5th grade students for the 2023-2024 school year

Strategy 1 Details			Reviews			
Strategy 1: Engage all students in creating a positive school culture.			**Formative**			**Summative**
Strategy's Expected Result/Impact: More positive leaves less room for negative.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Counselor			20%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

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

Performance Objective 2: 100% of RAE staff will promote Positive Behavior Intervention and Supports (PBIS) and PurposeFull People program.

    Evaluation Data Sources: Discipline Report Data

Strategy 1 Details		Reviews			
Strategy 1: Implement the gRAEt framework by setting expectations, providing students with RCA House points and PurposeFull People character trait certificates as positive reinforcement for good behavior, and working with a continuum of consequences to address needs in partnership with parents.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will achieve success in academics and behavior. **Staff Responsible for Monitoring:** Principals Assistant Principals Teachers		40%			

Strategy 2 Details		Reviews			
Strategy 2: Use MTSS-Behavior system to address student behavior needs.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease the percentage of students identified as Special Education students who receive discipline referrals. **Staff Responsible for Monitoring:** Admin MTSS-Behavior Team		40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 3: RAE will ensure a safe and secure learning environment.

Evaluation Data Sources: Mandatory Training certificates

Strategy 1 Details		Reviews			
Strategy 1: 100% of Staff will complete mandatory training to include bullying, harassment, and violence prevention.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be informed of expectations, routines, procedures, and effective strategies therefore leading to a safe and secure learning environment for all.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator Counselor SEL Coordinator		100%	100%	100%	
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%

	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%

	April 2018 STAAR Reading, Grade 5					April 2019 STAAR Reading, Grade 5					April 2021 STAAR Reading, 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	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 **78%** to **85%** by July 2024.

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Alexander	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 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%
		2023 Target		57%		76%		77%				93%				67%		50%		25%		94%
		2023 Actual	12	75%	25	64%	59	83%	0		69	86%	2	100%	9	89%	23	43%	41	63%	52	81%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2024 Target		57%		**74%**		77%				93%				67%		50%		**73%**		94%

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

	2018	2019	2021	2022	2023	2024
Goals			80%	82%	84%	86%
Actual	73%	79%	61%	75%	81%	
Met Goal			N	N	N	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Alexander	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021 Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		2023 Target		57%		71%		79%				95%				67%		44%		38%		95%
		2023 Actual	12	58%	25	56%	59	80%	0		69	94%	2	100%	10	90%	23	39%	41	59%	52	85%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2024 Target		57%		**66%**		79%				95%				67%		44%		**69%**		95%