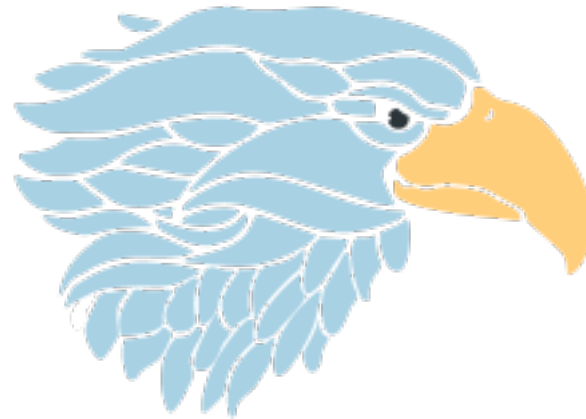


Summitt Elementary School

Campus Improvement Plan/Targeted Improvement Plan

2020/2021

Soaring to Excellence



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

Ariel Greco
12207 Brigadoon Lane Austin, TX 78727
(512) 414-4484
Ariel.Greco@austinisd.org

Date Reviewed:

DMAC Solutions ®

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Date Approved:

4/6/2021

Campus Mission

Our mission is to create a diverse, equitable, inclusive, and supportive learning community where everyone can SOAR TO EXCELLENCE!

Campus Vision

Proudly preparing Summitt Eagles to be life-long learners who will make the world a better place.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

La Kesha Drinks

Date

11/6/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Ariel Greco

Date

11/6/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

5.3 Data-driven instruction.

Rationale

Teachers will be able to identify individual student progress and target instruction that meets the needs of each student.

How will the campus build capacity in this area? Who will you partner with?

1. Admin team will meet regularly with grade level teams.
2. Implement data meeting protocols across campus
3. Grade level teams will partner in Professional Learning Communities through data meetings
4. Provide professional development and ongoing coaching in the area of how to analyze student data and then use the findings to inform planning and instruction
5. PTA (budgetary) interventionists, resources and grants
6. District Departments (MTSS/SEL/Academics/Accountability/School Leadership)

How will you communicate these priorities to your stakeholders? How will create buy-in?

Faculty Meetings, PLCs, Weekly staff newsletter Eagle's Eye, CAC meetings through presentations, developing job aids to help scaffold the new learning and protocols for staff, coaching conversations.

Desired Annual Outcome

On the TELL climate survey at least 90% of Summit teachers will respond that they discuss assessment data for independent students with 90% frequency.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

All grade level teachers will participate in an administrative led PLC, to examine individual student results on the BOY Map Growth assessment and create differentiated small groups by targeted student expectations.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

All grade level teachers will analyze their MOY benchmark data (Map Growth and District Benchmarks) and plan interventions that are aligned to student outcomes.

Desired 90-day Outcome: Cycle 3 (March-May)

All grade level teachers will participate in a teacher led PLC to adjust student interventions and small groups according to student achievement data.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

- Time to plan and meet
- Examining student data with teams is a new practice for PK-5 teachers at the campus level
- New administrative team implementing new systems, building relationships and expectations
- Not having Common planning time

Barriers to Address: Cycle 1 (Sept-Nov)

Transitioning from 100% virtual learning to face to face for some students, Not having common planning time and time to meet. Teachers trust of student data that was taken at home.

Barriers to Address: Cycle 2 (Dec-Feb)

Teacher classrooms potentially changing between learning models, results of testing at home and planning/discussion time.

Barriers to Address: Cycle 3 (March-May)

fidelity of small group instruction and progress monitoring, time, the make up of individual classrooms as a result of the pandemic impacts on school

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to

establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 3 (March-May)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Prioritized Focus Area #2

Prioritized Focus Area #2

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

To ensure that Parents, students and staff feel included and heard in our Summitt Community.

How will the campus build capacity in this area? Who will you partner with?

Partner With: campus PTA, campus committees, staff, teachers, students and VNDL team/community

Build Capacity:

1. Ongoing weekly/biweekly Principal Chats with parents/community
2. Staff Parent Engagement Committee-counselors
3. Teacher Focus Groups
4. Monthly CAC meetings and PTA General Meetings
5. Ongoing Parent Surveys
6. District Departments (MTSS/SEL/School Leadership/Counseling)
7. Phoung Palafox (parent/educator)

How will you communicate these priorities to your stakeholders? How will create buy-in?

PTA General Meetings and PTA board Meetings
faculty Meetings and weekly Eagle's Eye Newsletter
CAC meetings
VNDL team and community meetings/forums
Weekly Talon Talk Newsletter SMORE

Communicate opportunities for staff and parents to provide ongoing input and feedback.

Desired Annual Outcome

50% of number enrolled students at the time of the Parent Survey, will respond to the Family Survey for the 20-21 school year.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

At least 50 Parents and 100% of teaching staff will complete the Teacher Satisfaction and Parent Pulse survey in the beginning of November..

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

At least 60 Parents and 100% of teaching staff will complete the Teacher Satisfaction and Parent Pulse survey at the end of January.

Desired 90-day Outcome: Cycle 3 (March-May)

100% of staff will respond to the TELL Survey and 50% of number enrolled students at the time of the Parent Survey, will respond to the Family Survey for the 20-21 school year.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Barriers to Address During the Year

Being Virtual and non face to face to engage in community.

Barriers to Address: Cycle 1 (Sept-Nov)

Reopening school procedures and protocols that have to mandated and disementated limiting parent and teacher community building. Meeting times are taken up by reopening protocols. Teachers teaching both remote and face to face.

Barriers to Address: Cycle 2 (Dec-Feb)

Continuing to remain both remote and in person without being together as an entire community since March. Teachers teaching both remote and face to face.

Barriers to Address: Cycle 3 (March-May)

Continuing to remain both remote and in person without being together as an entire community since March. Teachers teaching both remote and face to face.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative

assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges. Professional learning opportunities are available through the district's Office of Talent Acquisition and Development and the technology design coaches.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges. Professional learning opportunities are available through the district's Office of Talent Acquisition and Development and the technology design coaches.

District Actions: Cycle 3 (March-May)

The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges. Professional learning opportunities are available through the district's Office of Talent Acquisition and Development and the technology design coaches.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes, 100% of teaching staff completed the Teacher Satisfaction, and 50% of parents completed the Parent Pulse survey. 100% of instructional staff participated in the BoY data analysis data.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

N/A

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Next steps are included in the monitoring of activities/strategies.

What new action steps do you need to add to the next cycle?

New action steps are included in the status check of activities/strategies.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

Comprehensive Needs Assessment

Demographics

Demographics Strengths

At Summitt our percentage of students identified as GT is 12% which is equal to our percentage of identified SPED students at 12%. The number of males and females is 50/50, so students are represented equally. At Summitt we do have a diverse population in terms of having an equal number of Hispanic and Asian student populations at 25% each. Half of our student population is represented by these two groups.

Demographics Weaknesses

Due to the pandemic or overall enrollment is down by 100 students. At Summitt only 5% of our student enrollment is African American. I want to ensure that we are serving this student group equitably. Our Economically Disadvantaged percentage has increased to 48% this school year.

Demographics Needs

With our Eco Dis student numbers increasing, we need to ensure that we are servicing our students socially, emotionally and academically. We also need to ensure that we have a strong African American plan to ensure our 5% of students are thriving and soaring to excellence. Our Asian student population has also been underperforming in the area of Reading and ensuring that we are targeting our Asian students' academic needs with data driven decision making will be critical.

Demographics Summary

Summitt Elementary is a diverse campus that services a wide range of student groups and special education needs. As the home to the Vietnamese Dual Language Campus it is critical that our students are performing at high levels of excellence and that our programming is ensuring students learn to be bicultural, biliterate and bilingual.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

According to the 2019-2020 TELL Survey data, 95% of teachers feel that overall, my school is a good place to work and learn. 87% of teachers feel that all campus staff exhibit pride in their affiliation with the school.

According to the 2020 Spring Student Survey data, 92% of our students feel that teachers at this school care about their students.

School Culture and Climate Weaknesses

According to the 2019-2020 TELL Survey data, only 63% of staff members feel that all campus staff accomplish their jobs with enthusiasm. 63% of staff feel as if all campus staff are friendly to each other. 66% of staff members feel all campus staff are willing to go out of their way to help.

According to the Spring 2020, Student Survey Data, only 76% of our students like coming to school.

School Culture and Climate Needs

When the TELL survey was administered in early 2020, 88% of the staff felt that the school leadership makes a sustained effort to address teacher concerns about the general climate of the campus. Since then, COVID has occurred and the requirements of teachers facilitating both virtual and face to face classrooms has placed a lot of stress on teachers. Staffing constraints has also placed a lot of stress on the organization. Where there has been a lot of autonomy and collaborative decision making, the safety precautions and circumstances have led to a much different approach and outcome to most of the traditional practices that have been possible in the past that have not been as feasible this school year.

According to the Student Survey Data from the spring of 2020, only 62% of students feel that it is easy for them to talk about their problems with the adults at my school.

School Culture and Climate Summary

Summitt Elementary has been through a lot of changes since December of 2019. The campus has an entire new leadership team. In addition, the overall school climate has changed due to the implications of the pandemic.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

Much of the Summitt staff have been long standing members of the community and have worked at Summitt for their entire careers. The staff is very loyal to the Summitt community. This school year 2 positions were added, due to our growing campus community. Only one teacher left to move closer to where they live and one teacher retired.

Staff Quality, Recruitment and Retention Weaknesses

The Summitt campus continues to grow. We have hired new staff for this school year, in addition to an entire new leadership team. Our new teachers are excited to be apart of the Summitt community. We are working collectively to establish roles and relationships among all staff as we work through the pandemic and the limitations that we have.

Staff Quality, Recruitment and Retention Needs

We still have two 1:1 TA vacancies that we are working to fill at this time with a quality applicant.

Staff Quality, Recruitment and Retention Summary

The Summitt staff is a hardworking and dedicated group of individuals. Due to having had transitions in leadership the last few years the campus is currently in a place where consistent growth and coaching of our staff to foster and develop the quality of our staff can happen, in addition to the retainment and recruitment of staff members.

Family and Community Involvement

Family and Community Involvement Strengths

Based on the Family Survey from the Spring of 2020, 31% of the total number of parents at Summitt took the survey. Of those who participated 98% of the parents feel our local community supports our school.

Family and Community Involvement Weaknesses

55% of the 263 respondents, feel that events are held during my work hours which provides a barrier to their participating in district and/or school events or activities.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Only 31% of the parent community completed the 2020 Spring Parent Survey, which provides a very limited perspective of the entire campus community. Getting 100% campus participation in the Family Survey is important to capture a wider range of needs.

Family and Community Involvement Summary

Engaging our entire school community in its entirety is very important and a continuous need of improvement as the campus continues to grow and evolve.

Technology

Technology Strengths

Every student that requested a device has been issued a device at this time PK-2nd IPAD and 3rd-5th Grade Chromebooks. Teachers have access to a document camera and edu display in their classrooms. On campus, we do have a computer lab that has newer computers for students to access and use.

Technology Weaknesses

Technology does not always work efficiently which can cause loss of instructional time. Computers in the classroom are not always compatible with the newest programs and software.

Technology Needs

Grade level carts of chromebooks and ipads were removed from campus during the beginning of the pandemic and therefore our classrooms no longer have these to access as a class. Now that students each have a device, it may resolve this need.

Technology Summary

Comprehensive Needs Assessment

Technology Summary (Continued)

I think technology is always going to be an area of need because of the frequency in which technology changes. I will be curious to see over time how sustainable our 1:1 devices are on campus and how instructional opportunities are enhanced with access to these devices.

Summitt Elementary School

Goal 1. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------------|---------------|---|
| 1. The Administrative team will create a campus wide assessment calendar to outline campus and district wide assessment dates and deadlines, in addition to subsequent PLC meeting days and tasks. (Target Group: All) (Strategic Priorities: 1,2,4) | Administration, Campus Leadership Team | ongoing | (L)Campus BTO | Criteria: -PLC agendas -Teacher small group lesson plans -Assessment Calendar 12/15/20 - Some Progress 11/11/20 - Pending |
| 2. Create and share "Examining Student Data" protocol with grade level teams in PLCs. (Target Group: All) (Strategic Priorities: 1,2,4) | Administrative Team, Teachers | End of October- Early Nov | (L)Campus BTO | Criteria: Meeting agendas, small group, intervention goals and student group plans, MAP Growth Data 12/15/20 - Completed 09/21/20 - Pending |
| 3. Administrative team will coach grade level teams once a month on effective implementation of analyzing and responding to student data. (Target Group: All) (Strategic Priorities: 1,2,4) | Administrative Team, Grade Level Team | ongoing | (L)Campus BTO | Criteria: -PLC agendas and minutes -Data collection and analysis -completed protocol 12/15/20 - Significant Progress 11/11/20 - Pending |

Summitt Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (Building Positive School Culture) To build positive school culture among staff and community.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------|---------------|--|
| 1. Parents will have an opportunity to engage in weekly/biweekly Principal Chats to ask questions, provide feedback and feel connected to the Summitt community. (Target Group: All) (Strategic Priorities: 1,4) | Administrative Team, Counselor(s), District Departments, Parents, Principal | August-May | (L)Campus BTO | Criteria: -Weekly Talon Talk (Newsletter) invitations -School Messenger communication -Principal Chat presentations and ZOOM recordings 12/15/20 - On Track |
| 2. Administer Teacher Pulse Surveys each quarter to get a pulse of campus climate and culture. (Target Group: All) (Strategic Priorities: 1) | Administrators, Counselor(s), General Ed and Sped Teachers, Instructional Specialists/Coaches, Librarian, Office Staff, Teacher(s) | Ongoing-quarterly | (L)Campus BTO | Criteria: Survey Survey data/annotation Eagles Eye View staff weekly newsletters 12/15/20 - On Track |

SY 20-21 CIP Developers List

| Name | Position |
|--------------------|--|
| Drinks, Lakesha | DCSI |
| Nguyen, Thuy | Dual Language Specialist/CAC staff co chair |
| Balic, Alison | Assistant Principal |
| Barrett, Darrielle | Assistant Principal |
| Greco, Ariel | Principal |
| Currey, Rebecca | SPED Teacher/CAC member |
| DaMommio, Tanya | 5th grade teacher |
| Cardosa, Courtney | Counselor |
| Richards, Rachel | Counselor |

| Core Metrics | Sub Metrics | Grade Level | Student Group | Subject Tested | Performance Level | Summative Assessment | % of Assessments | | | | | | | | | | 2021 Accountability Goal |
|---------------------|--|-------------|-------------------|----------------|-------------------|---------------------------|------------------|---------------------------|----------------|---------------|---------------------|----------------|---------------|---------------------|----------------|---------------|--------------------------|
| | | | | | | | 2019 Results | Cycle 1 (Sept - Nov) | | | Cycle 2 (Dec - Feb) | | | Cycle 3 (Mar - May) | | | |
| | | | | | | | | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | |
| 1. Domain 1 | % of Students at Approaches, Meets and Masters | All | All | Reading | Approaches | STAAR | 85% | MAP Growth | 85% | | MOY RELEASE | 85% | | STAAR | 85% | | 85% |
| | | All | All | Reading | Meets | STAAR | 58% | MAP Growth | 60% | | MOY RELEASE | 60% | | STAAR | 60% | | 60% |
| | | All | All | Reading | Masters | STAAR | 34% | MAP Growth | 35% | | MOY RELEASE | 35% | | STAAR | 35% | | 35% |
| | | All | All | Mathematics | Approaches | STAAR | 83% | MAP Growth | 85% | | MOY RELEASE | 85% | | STAAR | 85% | | 85% |
| | | All | All | Mathematics | Meets | STAAR | 57% | MAP Growth | 60% | | MOY RELEASE | 60% | | STAAR | 60% | | 60% |
| | | All | All | Mathematics | Masters | STAAR | 36% | MAP Growth | 35% | | MOY RELEASE | 35% | | STAAR | 35% | | 35% |
| | | All | All | Science | Approaches | STAAR | 66% | Campus Created Assessment | 85% | | MOY RELEASE | 85% | | STAAR | 85% | | 85% |
| | | All | All | Science | Meets | STAAR | 35% | Campus Created Assessment | 60% | | MOY RELEASE | 60% | | STAAR | 60% | | 60% |
| | | All | All | Science | Masters | STAAR | 11% | Campus Created Assessment | 35% | | MOY RELEASE | 35% | | STAAR | 35% | | 35% |
| | | All | All | Social Studies | Approaches | STAAR | n/a | n/a | N/A | | N/A | N/A | | N/A | N/A | | N/A |
| | | All | All | Social Studies | Meets | STAAR | n/a | n/a | N/A | | N/A | N/A | | N/A | N/A | | N/A |
| | | All | All | Social Studies | Masters | STAAR | n/a | n/a | N/A | | N/A | N/A | | N/A | N/A | | N/A |
| | | All | All | Writing | Approaches | STAAR | 78% | Campus Created Assessment | 85% | | MOY RELEASE | 85% | | STAAR | 85% | | 85% |
| | | All | All | Writing | Meets | STAAR | 50% | Campus Created Assessment | 60% | | MOY RELEASE | 60% | | STAAR | 60% | | 60% |
| All | All | Writing | Masters | STAAR | 18% | Campus Created Assessment | 35% | | MOY RELEASE | 35% | | STAAR | 35% | | 35% | | |
| 2. Domain 3 Focus 1 | (Choose two targets in the Academic Achievement or Student Success | All | Asian | Reading | Meets | STAAR | 46% | Map Growth | 74 | | MOY RELEASE | 74 | | STAAR | 74 | | 74 |
| All | Asian | Math | Meets | STAAR | 65% | Map Growth | 82 | | MOY RELEASE | 82 | | STAAR | 82 | | 82 | | |
| 3. Domain 3 Focus 2 | (Choose two targets in the Academic Achievement or Student Success | All | African Am. | All | App/Meets/Masters | STAAR | 28% | Map Growth | 36 | | MOY RELEASE | 36 | | STAAR | 36 | | 36 |
| All | Asian | All | App/Meets/Masters | STAAR | 54% | Map Growth | 73 | | MOY RELEASE | 73 | | STAAR | 73 | | 73 | | |
| 4. Domain 3 Focus 3 | ELP Component | All | Els | TELPAS | All | TELPAS | 58% | Map Growth | 36 | | MOY RELEASE | 36 | | STAAR | 58 | | 58 |