

MATHEWS EL
Mathews Elementary
2022/2023

Cultivating Leaders, Thinkers, and Dreamers



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MATHEWS EL

Mission

The Mission of Mathews Elementary, in partnership with our students and families, is to teach a rigorous academic curriculum and a robust social emotional/character program. All learning is strengthened through a commitment to teaching design thinking, engaging in authentic tasks, progress monitoring of student achievement, providing feedback for improvement, and opportunities for both enrichment and intervention so our students are prepared for success in school and life as learners and positive members of our campus, and local and global communities.

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

Vision

Campus Preamble:

We, the educators of Mathews Elementary, in order to cultivate critical thinkers and leaders who will bring positive change to our world:

- *Empower our scholars to recognize their excellence, take risks, and unlock their limitless potential.*
- *Create environments of self-reflection and accountability.*
- *Celebrate our differences, abilities, and passions.*
- *Establish a culture that overcomes barriers to success.*

Campus Values:

- *Authentic/Problem-based Learning*
- *Culturally Responsive and Inclusive Practices*
- *Whole Child Support and Social Emotional Learning*

Nondiscrimination Notice

MATHEWS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Mathews Elementary has been proudly serving the students from from all over the city of Austin and surrounding areas since 1916. In fact, approximately 40% of our students live outside of our attendance zone and transfer to our campus. With strong academic programming provided by a dedicated staff of educators, Mathews offers excellent educational opportunities for our beautifully diverse students. Our student body demographics are as follows:

- 43% White
- 35% Hispanic
- 7% African American
- 7% Asian
- 7% Two or More
- 1% American Indian or Alaska Native

Demographics Weaknesses

List areas you would like to grow here:

Based on the 2022 Texas Education Agency School Rankings, Mathews Elementary earned an overall rating of A. While Mathews achieved an over 100% on closing the academic achievement gaps from the Texas Education Agency ratings for the 21-22 school year, we know that we have continued work to do to ensure each and every child shows academic growth and that gaps in educational outcomes between student groups continue to shrink.

Demographics Needs

Each of our students needs a quality education with a comprehensive curriculum taught by strong teachers and staff. We, as a campus staff, need to be aware of our student demographics, areas of academic strengths, and areas of academic needs for each child, in order to provide targeted intervention and enrichment.

Demographics Summary

Comprehensive Needs Assessment

- 1.) In 2021-22, .2 % of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, .2 % of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
 - We will continue to ensure we are a welcoming and inclusive campus and that our curriculum choices reflect our diverse learners. We will continue to build connections and encourage our African American students.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
 - We will continue to partner with our families and staff to create intervention plans, when necessary, to support students who may struggle behaviorally and will follow all behavior intervention plans.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Mathews received an overall rating of an **A** from the Texas Education Agency, earning 95 points out of a possible 100. We also received a score of 100 for closing the achievement gaps.

Student Achievement Weaknesses

List areas you would like to grow here:

Our math and science scores lag behind our reading scores and we would like to improve academic achievement in these two areas.

Student Achievement Needs

Comprehensive Needs Assessment

Based on the 2022 Texas Education Agency's school rankings, we did not earn distinctions for Mathematics or Science. We need to focus on continuing to provide a targeted instructional program to boost student achievement in math and science while maintaining achievement in reading.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups?

All student groups achieved at a higher percentage than the district average; however, we still have gaps in educational outcomes between our white students and our Hispanic and African American students, overall, in both math and reading.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Our two lowest performing student groups for the Meets standard are our African American and Hispanic students.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

There is again, a gap in educational outcomes between our student groups, with students who are economically disadvantaged, emerging bilingual, and receiving special education services with the lowest performance levels.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

Growth across all areas of TELPAS are inconsistent with some growth in writing and similar achievement in the reading, listening, and speaking from grade to grade.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Mathews has a strong campus culture centered around community and connections across students and grade levels. Our school-wide traditions help create a strong sense of community for our staff and students, including:

- The Positivity Project - a school-wide character education program that helps everyone realize that other people matter.
- The Great and Welcoming House of Mathews with four Houses underneath that each student and staff member is a part. We welcome and greet one another across grade levels each week.
- School-wide Friday assemblies.
- School-wide Read Alouds with a school-wide culminating project and presentation.
- Octoberama - our fall festival
- Field Day - a celebration of health
- International Festival - a celebration of our community's cultures

School Culture and Climate Weaknesses

List areas you would like to grow here:

We would like to grow in the area of providing opportunities to support student and staff physical and emotional health and to increase our overall averages in the CSH dashboard.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 4 of the 11 areas did not reach 70% implementation.
- 2.) To reach at least a 70%, we need to improve CSH Implementation for health education and community engagement and maintain our commitment to SEL.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

We have a strong and dedicated staff who work hard to meet the needs of the campus and our students.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We would like to grow in the areas of staff belonging and professional and emotional support.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

We will focus on strengthening staff belonging this year.

2.) Why did you select this/these area(s)?

This area was selected as it was the lowest scoring item on our staff TELL survey.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Welcoming rituals during staff meetings, community building events, get to know you opportunities at meetings

2.) What are your customer service celebrations/strengths?

We are a warm and welcoming campus.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

3.) What are your areas of growth?

We continue to work on communication platforms to keep our community informed of school news.

4.) What will be your priority for customer service this year?

We will continue to work on providing excellent and timely communication to our families using multiple modalities.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

We strive to create a rich academic environment that is culturally relevant and rooted in authentic learning.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

We have an opportunity for growth in closing the gaps in educational outcomes for all students at our school.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, ___0___ of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly

We make sure to assign home room classes with a cluster of students who are identified as GT.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

We include information with families in our weekly newsletter and by sending messages in our school-wide communication system.

3.) How do you support a culture that provides advanced learning opportunities to all students?

We focus on project based learning and support a weekly genius hour where students are able to pursue passion projects.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

We utilize the home language survey and the recommendation of the LPAC committee when looking at student needs. In addition, individual student data is analyzed to identify strengths and areas to grow.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Students are provided intervention and enrichment during small group instruction.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

4.) How does the campus welcome families and students that are new to the country?

We welcome them in person and make sure they know we are glad they are a part of our community. We provide support with school supplies and other needs for the families.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Family and Community Involvement

Family and Community Involvement Data Sources

Coordinated School Health ratings

Family and Community Involvement Strengths

List your campus strengths here

Our families are kept informed of CSH efforts on campus and provided information on how to support their students with healthy lifestyles at

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

home too.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

We would like to provide more in person opportunities for our families to support community involvement.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

We will focus on community outreach and in person learning opportunities.

2.) Why did you select this/these area(s)?

This was identified as an area of need on the CSH dashboard from the 21-22 school year.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All) (ESF: 3,3.4)	Department Chair	September 2022		Criteria: Meeting dates, progress towards established goals, committee membership.
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family events. (Target Group: All) (ESF: 3,3.4)	Administrators, CATCH Team	Ongoing through May 2023		Criteria: Weekly newsletters, PTA Meeting notes, family activities.
3. Include school-wide opportunities for healthy practices for both students and adults, including Workout Wednesday. (Target Group: All) (ESF: 3,3.3)	Administrators, CATCH Team	October 2022 - May 2023		Criteria: Calendar of Workout Wednesday fitness activities.

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Objective 2. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in a minimum of 4 No Place for Hate activities annually and have teachers promote the work. (Target Group: All) (ESF: 3.3)	Administrators, Counselor, SEL Committee	Ongoing through May 2023		Criteria: NPFH submission of activities
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee with a minimum of two points of promotion per quarter. (ESF: 3,3.3,3.4)	Administrators, SEL Committee	Ongoing through May 2023		
3. Incorporate the Positivity Project into each morning meeting, ensuring all students receive explicit instruction in positive character traits and the mindset that other people matter. (ESF: 3,3.2,3.3)	Administrators, Teachers	Ongoing through May 2023		Criteria: calendar of implementation, walk through data, teacher self reports

MATHEWS EL

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Objective 3. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least eight regular Campus Advisory Council meetings each year. (Target Group: All) (ESF: 3,3.1,3.3)	Administrators, CAC Members	September 2022 - May 2023		Criteria: Monthly CAC meeting agenda, minutes, and sign-in sheets.
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All) (ESF: 3,3.1,3.3)		September 2022 - May 2023		Criteria: CAC minutes
3. Establish a Child Study Team with established group protocols to ensure team members attend foundational training. (Target Group: All) (ESF: 1.1,5.3,5.4)	Administrators, CST Chair	Ongoing through May 2023		Criteria: Calendar of meetings, CST norms and responsibilities

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.2) By May 2023, our campus will complete a professional book study of STEM, STEAM, Make, Dream by Dr. Christopher Emdin and celebrate each student with a Science/Maker Faire.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. (Conditions #1,2,3,5) (Target Group: All,H,AA,ESL) (ESF: 1.2,4.1)	Administrators	October 2022 - May 2023	(O)Other - \$1,300	Criteria: Book study plan, walk through data, student participation in Science/Maker Faire.
2. Ensure campus administration and staff staff have access to cultural proficiency professional learning opportunities in order to become aware of the intersections of identity and how to create an identity-safe school environment for students, staff, and families. (Condition # 4,5,6,7) (Target Group: All,H,AA,ESL) (Strategic Priorities: 2) (ESF: 1.2,3.1)	Administrators	Ongoing through May 2023		Criteria: Staff PD agendas, partnership with CP&I, walk-through data
3. Student performance expectations are clear, written, and measurable. (Condition #6) (Target Group: All) (ESF: 5)	Administrators, Teachers	Ongoing through May 2023		Criteria: Walk-through data, posted student learning objectives.

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (ESF: 3,3.4)		February - May 2023		Criteria: Monthly goals for online registration set and monitored.
2. Monitor enrollment numbers by week and by student group. (Target Group: All)	Administrators, Registrar	February - May 2023		Criteria: Tracking data for student enrollment, outreach to families documented.
3. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All) (ESF: 3,3.4)		December 2022 - May 2023		Criteria: Tour dates on calendar, number of participants for each tour

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, 90% or more of campus phones will have an accurate outgoing message to reflect the current staff member and the voicemail is actively maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all staff on how to adjust the outgoing message(s) on the campus phones. (Target Group: All) (ESF: 3,3.4)	Administrators	August - October 2022		Criteria: Voice mails are up to date and reflect current teaching/staff assignments.
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (ESF: 3.1,3.3,3.4)	Administrators	Ongoing through May 2023		Criteria: Let's Talk Data
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (ESF: 3,3.4)		Ongoing through May 2023		Criteria: Website contains up-to-date information each month.

MATHEWS EL Site Base

Name	Position
Martino-Brewster, Grace	Principal
Reyna, Stephanie	Counselor
Velazquez, Sandra	Librarian
Moreno, Joan	Teacher, CAC Co-Chair
Campos, Micaela	Teacher
Fuentes, Veronica	Special Education Teacher
Salazar, Julie	Registrar
Pace, Jennifer	Executive Director
Pardo, Valarie	CAC Co-Chair
Wappler, Cindy	Teacher
Adams, Felicia	Teacher

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				95
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	90				95
STAAR Performance Meets	71				78
STAAR Performance Masters	50				60
STAAR Performance Raw Score	70				78
STAAR Performance Scaled Score	93				95

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Mathews**

Campus Number: **227901123**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				95
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	88				95
Academic Growth Scaled Score	93				97
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	28.9	28.9	28.9	28.9	28.9
Economically Disadvantaged % Grouping	28.1 to 29	28.1 to 29	28.1 to 29	28.1 to 29	28.1 to 29
Relative Performance Raw Score	70				78
Relative Performance Scaled Score	87				92
Relative Performance Grade	B	--	--	--	A

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				97
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	100				100
Grade	A	--	--	--	A

Closing the Gaps Components

Academic Achievement				Growth			
2022 Values:	14	out of	14	2022 Values:	8	out of	8
SCA 1:		out of	0	SCA 1:	0	out of	0
SCA 2:		out of	0	SCA 2:	0	out of	0
SCA 3:		out of	0	SCA 3:	0	out of	0
2023 Goals:	14	out of	14	2023 Goals:	8	out of	8

English Language Proficiency				Student Success			
2022 Values:	1	out of	1	2022 Values:	10	out of	10
SCA 1:	--	out of	1	SCA 1:	0	out of	0
SCA 2:	--	out of	1	SCA 2:	0	out of	0
SCA 3:	--	out of	1	SCA 3:	0	out of	0
2023 Goals:	1	out of	1	2023 Goals:	10	out of	10

