

Spring Branch Independent School District

Thornwood Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

To inspire every student to LEARN and BE more than they EVER thought or dreamed possible.

Vision

Thornwood is a kind and safe learning community where everyone is connected and empowered through challenging opportunities.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TWE Enrollment: Approximately 403 students

Student Demographics Enrollment by Sex: Male: 51%; Female: 49%

Enrollment by Ethnicity: Asian: 5%; African American: 35%; Latino: 42%; White: 14%; Two or More: 4%

Economically Disadvantaged: 89%

At Risk: 60%

Additional Demographics: Bilingual: 16%; ESL: 17%; LEP: 40%; Immigrant: 6%; Homeless: 2%; Gifted & Talented: 5%

TWE is a small walking community, where most of our students are able to walk to and from school with their older siblings who pick them up heading home from SHS. Our community feeder schools are SFMS and SHS.

Demographics Strengths

Though Thornwood is a small school, it is very diverse, which allows for students to learn from each other in a variety of ways beyond just the academics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Thornwood's diversity is a strength, to be used to our advantage **Root Cause:** Continue finding ways to build on our diversity and learn together.

Student Learning

Student Learning Summary

Addendums were uploaded with comparative Math, Reading and Writing Practice STAAR data.

In general, our students made significant growth, especially in Math across grade levels. In reading, our students were making gains, especially in 3rd grade and 5th grade. Writing is the area not making progress across grade levels, and will therefore be one area of focus.

No STAAR data is available for the 2019-20 school year, due to Covid.

Student Learning Strengths

Math Analysis and Trends:

- For all intermediate grades, Practice STAAR Math 2020 data shows increased achievement from Practice STAAR Math 2019 data. The tests were taken 1 year apart. The only performance level that decreased was the 5th gr. “Masters” level.
- Grades 3 and 5 had significant growth from Practice STAAR Math 2019 to STAAR 2019 Math tests. If the growth rates between last year’s Practice Math and STAAR Math tests were applied to this year’s 2020 Practice Math test, TWE would have been projected to make significant gains in math this year.
- When comparing the 4th grade Cohort’s May 2019 Math STAAR scores to 5th Grade Practice Math STAAR 2020 scores, the students made significant gains in math achievement in less than one year.

Reading Analysis and Trends:

- For all intermediate grades, Practice STAAR Reading 2020 data shows similar data achievement when compared to Practice STAAR Reading 2019 data. The tests were taken 1 year apart.
- Grade 5 had significant growth from Practice STAAR Reading 2019 to STAAR 2019 Reading test. If the growth rates between last year’s 5th gr. Practice Reading and STAAR Reading tests were applied to this year’s Practice Reading test, TWE would have had similar growth for 5th grade Reading STAAR.
- When comparing the 4th grade Cohort’s May 2019 Reading STAAR scores to 5th Grade Practice Reading STAAR scores, the students made significant gains in reading achievement in less than one year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Thornwood students need ownership in their learning, especially in reading and math. **Root Cause:** Lack of motivation or interest in growth, and we can control this.

School Processes & Programs

School Processes & Programs Summary

Programs for 2020-21:

ST Math (PK-5) - addresses deep conceptual understanding of math concepts with rigor

Lucy Calkins and Workshop approach - addresses reading and writing workshop

Project CLASS - school-wide social skills program to address student survey data

School Processes & Programs Strengths

Our programs for 2020-21 address core areas for academics - Math, Reading and Writing.

In addition, our Project CLASS program addresses the SEL component.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Thornwood students must continue to make growth in reading, writing, math and critical thinking **Root Cause:** The need for targeted, aligned instruction while tracking growth.

Perceptions

Perceptions Summary

Thornwood's Mission: To inspire every student to learn and be more than they ever thought or dreamed possible.

Thornwood's Vision: Thornwood is a kind and safe learning community where everyone is connected and empowered through challenging learning opportunities.

Thornwood's Values:

As a member of the Thornwood staff . . .I commit to a growth mindset. I commit to working with a positive, no excuses attitude.

I commit to providing a caring, safe and structured learning environment that emphasizes high expectations for academic, social and emotional learning.

I commit to using systematic processes to consistently measure and respond to each student’s needs, ensuring student growth.

I commit to collaborating to study, clarify, align, and implement learning objectives.

I commit to promoting student ownership of their personalized learning path through goal-setting, challenging opportunities and individual interests.

I commit to developing student problem solving skills.

I commit to fostering respect, communication, perseverance, and teamwork.

I commit to establishing positive, constructive relationships with our students, colleagues, parents and community members.

We collectively agree to uphold these values.

Perceptions Strengths

Thornwood's Mission, Vision and Values have been consistently communicated and shared among students, staff and community. Continued discussions around our MVV will help all of our stakeholders to continue working towards our shared mission.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Thornwood's Mission, Vision and Values were established in 2019. **Root Cause:** A clear mission and vision is needed for alignment and purpose.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Thornwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Thornwood Elementary School will increase student performance on STAAR Grades 3-5 exams in Reading and Math as follows: 75% approaches, 40% meets, 20% masters.

2019-20: Not Rated due to COVID

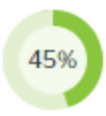
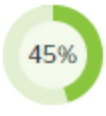
2018-19: Reading: 60% (approaches), 29% (meets), 15% (masters); Math: 60% (approaches), 30% (meets), 14% (masters)






2017-18: Reading: 66% (approaches), 30% (meets), 13% (masters); Math: 65% (approaches), 25% (meets), 12% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

<p>Strategy 1: Intervention staff to provide targeted in class support to teachers, as well as weekly support during grade level meetings to assist with planning, creating CFAs, analyzing student work, and adjusting instructional strategies and groups.</p> <p>Strategy's Expected Result/Impact: At least 40% of students performing at post-secondary ready levels.</p> <p>Staff Responsible for Monitoring: Intervention staff Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Instructional Resources - 199 PIC 99 - Undistributed - \$9,830, Instructional Services - 199 PIC 11 - Instructional Services - \$22,515, Tutors and Software - 211 - Title I, Part A (FBG20 Carryover) - \$11,742</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Utilize CFA, PSA and MAP data and reports to goal set with students and adjust instructional strategies.</p> <p>Strategy's Expected Result/Impact: At least 40% of students performing at post-secondary ready levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention staff Administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Software - 211 - Title I, Part A - 6397 - \$4,500, Technology - 211 - Title I, Part A - 6398 - \$5,000, Professional Salaries - 211 - Title I, Part A - 6119 - \$46,727</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Parent Events - Family Library Night, Principal Coffees, Curriculum Nights Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Extra Duty Professional - Family Engagement - 211 - Title I, Part A - 61-6116 - \$800, Miscellaneous Operating Expenses - Family Engagement - 211 - Title I, Part A - 6499 - \$1,193, Miscellaneous Contract Services - 211 - Title I, Part A (FBG20 Carryover) - 6299 - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: STUDENT ACHIEVEMENT. Every Thornwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Thornwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 2 percentage points for English Learners.







2019-20: Not Rated due to COVID

2018-19: English Learners 62%; non-English Learners 54%

2017-18: English Learners 72%; non-English Learners 70%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

<p>Strategy 1: Respond to student learning through intervention and acceleration before, during and after school.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance in all areas</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention staff Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Extra Duty Professional - 211 - Title I, Part A - 6116 - \$6,000, Substitutes - 211 - Title I, Part A - 6112 - \$5,000, At-Risk - 199 PIC 30 - At Risk School Wide SCE - \$7,180</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Consistent use of student goal-setting, and student engagement strategies, to increase rigor and student accountability. EL strategies such as Talk Read Talk Write will be consistently implemented.</p> <p>Strategy's Expected Result/Impact: High impact student engagement strategies</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention Staff Administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Student Travel - 211 - Title I, Part A - 6412 - \$500, Student Transportation - 211 - Title I, Part A - 6494 - \$100, Supplies and Materials - 211 - Title I, Part A - 6399 - \$18,713, ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - \$2,760</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Every Thornwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Thornwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 8 points, Math (K-5) increase by 7 points.







2019-20: Not Rated due to COVID

2018-19: Reading - 42% met CGI; Math - 43% met CGI

2017-18: Reading - 34% met CGI; Math - 39% met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

<p>Strategy 1: Emphasize workshop approach in reading and writing, through implementation of Lucy Calkins resources. - Writing across content areas in PK-5.</p> <p>Strategy's Expected Result/Impact: At least 50% of students meeting growth expectations</p> <p>Staff Responsible for Monitoring: Classroom Teachers District Support Staff Intervention staff Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Special Ed - 199 PIC 23 - Special Education - \$300</p>	Reviews			
<p>Strategy 2: Utilize ST Math program PK-5, and Model Drawing, to emphasize conceptual understanding and rigorous problem solving.</p> <p>Strategy's Expected Result/Impact: At least 50% of students meeting growth expectations</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention staff Administrators District Support Staff</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Formative			Summative
	<p>Nov</p>  <p>40%</p>	Jan	Mar	June
	<p>Nov</p>  <p>50%</p>	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STUDENT SUPPORT. Every Thornwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Thornwood Elementary School students who feel connected as both individuals and learners will increase by at least 9 points.


2019-20: Not Rated due to COVID

2018-19: 41% School Safety

2017-18: 52% School Safety

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

<p>Strategy 1: Consistently implement Project CLASS social skills system school-wide, with support of SEL Intervention Teacher and Project CLASS staff.</p> <p>Strategy's Expected Result/Impact: At least 50% of 3-5 graders respond favorably on school safety metrics. Decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers SEL Intervention Project CLASS staff Counselor CIS Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: SEL Intervention Teacher - 211 - Title I, Part A - 31-6119 - \$75,727, Miscellaneous Contracted Services - 211 - Title I, Part A - 6299 - \$4,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2: Provide daily Morning Meeting opportunities, addressing school-wide topics, while reinforcing social skills and connectedness.

Strategy's Expected Result/Impact: Compass discipline data - reduction in referrals
 At least 50% of 3-5 graders respond favorably on school safety and connectedness metrics.

Staff Responsible for Monitoring: Classroom


- Teachers
- Counselor
- CIS
- SEL Intervention
- PBIS Cadre
- Administrators

Title I Schoolwide Elements: 2.6

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 50%			

 No Progress

 Accomplished

 Continue/Modify

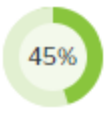




 Discontinue

Goal 2: STUDENT SUPPORT. Every Thornwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None







<p>Strategy 1: The "Character Strong" resources will be consistently taught and reinforced in PK-5th grades to emphasize character education, self-awareness and social awareness.</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None

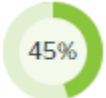





<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None

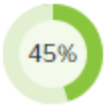




<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: FISCAL RESPONSIBILITY. Thornwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$22,515.00
Sub-Total					\$22,515.00
Budgeted Fund Source Amount					\$22,515.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Special Ed		\$300.00
Sub-Total					\$300.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESL/Bilingual		\$2,760.00
Sub-Total					\$2,760.00
Budgeted Fund Source Amount					\$2,760.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	At-Risk		\$7,180.00
Sub-Total					\$7,180.00
Budgeted Fund Source Amount					\$7,180.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$9,830.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$9,830.00
Budgeted Fund Source Amount					\$9,830.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Software	6397	\$4,500.00
1	1	2	Technology	6398	\$5,000.00
1	1	2	Professional Salaries	6119	\$46,727.00
1	1	3	Extra Duty Professional - Family Engagement	61-6116	\$800.00
1	1	3	Miscellaneous Operating Expenses - Family Engagement	6499	\$1,193.00
1	2	1	Extra Duty Professional	6116	\$6,000.00
1	2	1	Substitutes	6112	\$5,000.00
1	2	2	Student Travel	6412	\$500.00
1	2	2	Student Transportation	6494	\$100.00
1	2	2	Supplies and Materials	6399	\$18,713.00
2	1	1	SEL Intervention Teacher	31-6119	\$75,727.00
2	1	1	Miscellaneous Contracted Services	6299	\$4,500.00
Sub-Total					\$168,760.00
Budgeted Fund Source Amount					\$169,260.00
+/- Difference					\$500.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors and Software		\$11,742.00
1	1	3	Miscellaneous Contract Services	6299	\$500.00
Sub-Total					\$12,242.00
Budgeted Fund Source Amount					\$19,969.00
+/- Difference					\$7,727.00

276 Instructional Continuity Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$223,587.00

Addendums

TWE MATH DATA COMPARISONS
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 3 rd Grade Math March 2020	3 rd Grade Math STAAR May 2019	Practice STAAR 3 rd Grade Math March 2019
Approaches: 58%	Approaches: 62%	Approaches: 46%
Meets: 27%	Meets: 32%	Meets: 21%
Masters: 12%	Masters: 13%	Masters: 8%

Practice STAAR 4 th Grade Math March 2020	4 th Grade Math STAAR May 2019	Practice STAAR 4 th Grade Math March 2019
Approaches: 55%	Approaches: 37%	Approaches: 36%
Meets: 17%	Meets: 15%	Meets: 8%
Masters: 7%	Masters: 6%	Masters: 5%

Practice STAAR 5 th Grade Math February 2020	5 th Grade Math STAAR April 2019	Practice STAAR 5 th Grade Math Jan. 2019
Approaches: 53%	Approaches: 60%	Approaches: 45%
Meets: 20%	Meets: 32%	Meets: 18%
Masters: 9%	Masters: 17%	Masters: 14%

TWE READING (English) DATA COMPARISONS
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 3 rd Grade Reading March 2020	3 rd Grade Reading STAAR May 2019	Practice STAAR 3 rd Grade Reading March 2019
Approaches: 55%	Approaches: 54%	Approaches: 55%
Meets: 24%	Meets: 27%	Meets: 27%
Masters: 10%	Masters: 13%	Masters: 15%

Practice STAAR 4 th Grade Reading March 2020	4 th Grade Reading STAAR May 2019	Practice STAAR 4 th Grade Reading March 2019
Approaches: 49%	Approaches: 46%	Approaches: 50%
Meets: 21%	Meets: 16%	Meets: 19%
Masters: 1%	Masters: 6%	Masters: 6%

Practice STAAR 5 th Grade Reading February 2020	5 th Grade Reading STAAR April 2019	Practice STAAR 5 th Grade Reading Jan. 2019
Approaches: 55%	Approaches: 74%	Approaches: 53%
Meets: 32%	Meets: 37%	Meets: 33%
Masters: 8%	Masters: 23%	Masters: 16%

TWE WRITING (English) DATA COMPARISONS
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 4 th Grade Writing February 2020	4 th Grade Writing STAAR April 2019	Practice STAAR 4 th Grade Writing January 2019
Approaches: 17%	Approaches: 36%	Approaches: 31%
Meets: 1%	Meets: 13%	Meets: 19%
Masters: 0%	Masters: 3%	Masters: 3%

TWE READING (English) DATA COMPARISONS
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019