

Carrollton-Farmers Branch Independent School District

Las Colinas Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

Demographics

Demographics Summary

Las Colinas Elementary is an IB World School PK-5 campus that serves roughly 575 students. The campus is located in Irving, TX. The area of Irving that we serve is primarily located in the Las Colinas area that is centrally located in the DFW Metroplex. Irving, TX is a highly diverse community and residents report that this is truly the melting pot of the metroplex. Las Colinas Elementary borders Irving ISD and is one of two CFB schools located in Irving, TX for the CFB ISD school district. Due to our location, which is directly in front of the Hackberry Creek Community as well as neighboring homes and apartments complexes most of our students walk to school or are driven by a family member. The only buses that come and go from our campus on a daily basis are those who bus in students with special needs whose parents may not live in our attendance zone. The diversity of our campus is a direct reflection of the melting pot described earlier. The make-up of our school student population is as follows: African American (17%), Hispanic (20%), White (17%), Asian (41%), and Two or More Races (5%).

The last published mobility rate of 14.5% for Las Colinas Elementary is slightly below the state average of 15.3%. Attendance rates were high at the end of the year, in spite of COVID and our transitions with remote learning. Attendance rates have traditionally been high. At 97%, the attendance rate is higher than the district percentage of 95. Our campus believes in showing up to school on time as a strong foundation to the start of responsibility and leadership in the future. We partner with our families and keep in communication with them about tardies and absences throughout the year to make plans for any student needing assistance if struggling with attendance issues. Las Colinas Elementary serves 19% Emergent Bilinguals (EBs), 10% Gifted and Talented, and 12% Special Education. Additionally, 20% are economically disadvantaged and 40% are identified as at risk. There are over twenty different language spoken by students at Las Colinas Elementary School.

Las Colinas Elementary employs highly motivated, trained and talented staff. The very foundation of what our teachers believe in is that we are raising students to grow to become future world leaders and that teaching them through the worldly perspective of the IB program is key. Teachers are provided with meaningful professional development and strong mentorship for new teachers. According to the TAPR resort, 55% of our staff has 6 or more years of experience.

Demographics Strengths

- Las Colinas Elementary families and community partnerships are strong and focused around supporting the learners at this school through the support of activities throughout the school year as well as donations towards our campus for students and staff.
- Las Colinas Elementary is only 1 of 2 IB PYP Schools in the Carrollton Farmers Branch ISD.
- The Las Colinas community is diverse and therefore students learn and grow with and through other peers cultural experiences and traditions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our teachers serve a variety of students who have different strengths and struggles (GT, SPED, Dyslexic, Emergent Bilingual). **Root Cause:** Lack of state funding, structure of support services in our district, scheduling/time, resources.

Problem Statement 2: Our mobility rate is increasing as well as our students who are coded "at risk". **Root Cause:** COVID has caused many families economic hardships that we are seeing the after affects of as a campus. Families cannot find stable housing or are moving in with other family members and students. This is causing gaps in students attendance and therefore they are missing important learning opportunities.

Problem Statement 3: Our staff demographics do not coincide with that of our student demographics. **Root Cause:** It is difficult to find highly trained educators that come from a variety of cultural backgrounds such as our population who are not specialized in another subject area or content language area.

Student Learning

Student Learning Summary

Student growth and learning was analyzed using both informal and formal data:

Informal data analyzed: (Formative & Diagnostic)

Teacher feedback

CFA

DCFA

Discipline data

SEL data

Family feedback

Survey data

Formal data analyzed:

Summative assessment data

Reading Levels

MAP data

STAAR data

The CNA Committee analyzed the EOY data above to assess student growth and achievement to focus on one area of reinforcement and one area refinement. The above data was analyzed to look for patterns in student growth and achievement based on:

Ethnicity

Special Education

At-risk

ELL

Grade Levels

Economically disadvantaged students

Attached in the Plan Addendum is the Campus MAP Student Growth Data, STAAR 2019-2020 & 2021-2022 Comparative, and 2022 Prelim data.

Based on the above data, the significant findings from the data analysis is given below:

Areas of reinforcement:

Students have shown academic growth across grade levels in Reading, Math, and Science.

Student discipline concerns decreased from Fall 2021 to Spring 2022.

The number of tardies and absences decreased from month to month.

Areas of refinement:

Filling in the gaps in skills for the African American student population to achieve at the Masters level.

Filling in the gaps for Special Education students to enable them to transition fully into General Education.

Train staff in planning, developing, and implementing culturally meaningful engaging activities for students.

Educating staff on the natural bonding and embedding of IB and core curriculum, and as being one entity.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on data analysis 0% of AA students grades 3-5 are projected to perform at the mastery level on the STAAR Math assessment. **Root Cause:** Staff require additional training and resources to develop, plan and implement meaningful engaging activities across disciplines. This will help learners bridge the learning to real life which is what is lacking.

School Processes & Programs

School Processes & Programs Summary

The 2021-2022 Staff Upbeat Survey identified that staff saw a disconnect between the Professional Development they received and how it could help them improve their teaching.

Many new staff members at the campus expressed concerns that although we are an IB campus they had not received the proper professional development to be able to effectively implement the program.

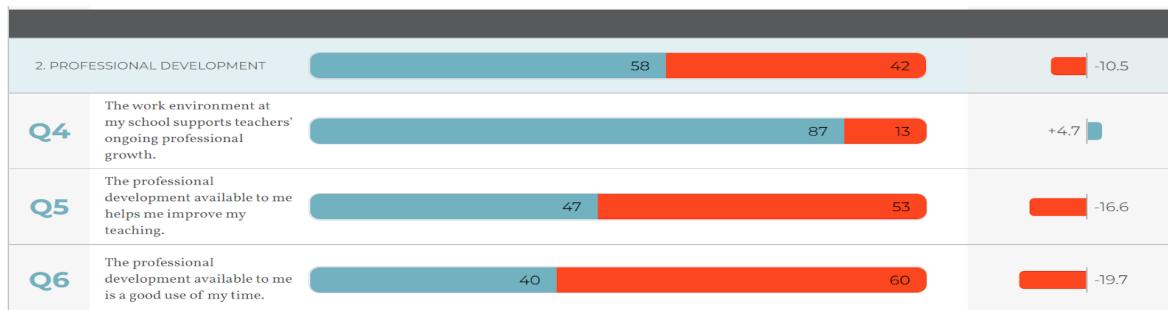
Tenured staff members shared that although they had been trained they never fully felt as though they were able to implement the IB program with fidelity as well as follow the district scope and sequence with fidelity.

A big disconnect was identified as a campus through discussions and PLC meetings on the effectiveness of how we were implementing the IB PYP program. The administrative team as well as the IB coordinator took this information to our district curriculum coordinators and administration and were given the support as well as tools needed to proceed with implementing the IB program with more fidelity as well as the resources and funds to get our teachers trained this summer at an IB Symposium here in our district.

For the 2022-2023 school year, our campus will be focusing on professional learning time and professional development centered around our curriculum as well as how that relates the IB planners that teachers will work on throughout the year. Staff will meet weekly to discuss lesson planners, data as well as IB relationships to the curriculum. IB Planning days will be planned for the upcoming school year every 6-9 weeks to allow teachers time to plan together with intentionality. Any professional development provided will center around conversations and topics that teachers share they find the need for.

Additional information from the Upbeat Campus Survey include:

- 60 percent of teachers did not feel as though the professional development provided was a good use of their time.
- 53 percent of teachers did not feel that the professional development provided this year helped their teaching.



School Processes & Programs Strengths

- Teachers are comfortable sharing their wants and needs without the fear of retaliation from administrators. We are a supportive campus.
- Our teachers are invested in making the IB PYP program successful for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Disconnect between the district's scope and sequence and the IB program's curriculum. **Root Cause:** Two different curriculum maps that have confused teachers as to what needs priority for our learners.

Problem Statement 2: 1/3 of the staff not being trained to implement the IB program or understanding the foundations of the program. **Root Cause:** COVID Spring 2020-present has caused training opportunities to cease for new hires.

Perceptions

Perceptions Summary

Las Colinas Elementary school believes that all students can succeed both academically and socially and emotionally. Our student's cultural backgrounds are valued and represented within our school day because we feel as though that is an important part of the work we do developing our future world leaders. Our campus is a family and we work diligently to ensure that we take care of each other and our students. In order to address high capacity learning, campus stakeholders engage in tutoring, PLCs, and data reviews in order to grow children and teacher practice. On our recent Upbeat Survey our staff believes with a rating of 100% that all teachers and staff on our campus help students feel like they belong.

At Las Colinas Elementary we value attendance and starting our instructional day with our best foot forward. This year we have offered a variety of incentives for students and grade level's who have had zero tardies. We have partnered with parents whose students are chronically absent to develop plans for them to get to school. In looking at the data, our attendance rates from the 2018-2019 school year to the 2020-2021 school year had a positive growth from the attendance rate of 97% to 99% and chronic absenteeism decreasing from 3% to 2%.

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and monthly counseling classes. Our discipline referrals have seen a decrease as restorative practices and a partnership between the counselor and administrative team has become the norm for how we tackle discipline for our students.

On the annual Upbeat Survey, the staff at Las Colinas report positively on parent communication at 92%. Principal/teacher trust is also 91% positive, Instructional Leadership is 89% positive, Recruitment 93%, Student Engagement 100%, Equity 98%, and Inclusion 98%.

Perceptions Strengths

- Staff members feel supported by the campus principal and each other.
- Staff reports that equity among staff members at Las Colinas is positive.
- Parent/Teacher communication is positive according to staff.
- Attendance rates have improved and chronic absenteeism rates have decreased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A disproportionate amount of male students receive discipline referrals. **Root Cause:** Missing male role-models on campus, lack of positive connections with older peers.

Problem Statement 2: Data is not available concerning parents and their feelings about Las Colinas Elementary. **Root Cause:** Lack of parent surveys both school-wide and post school events to gather feedback and increase community involvement.

Priority Problem Statements

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2022-2023 school year Las Colinas Elementary economically disadvantaged students will close the achievement gap in K-2 reading by increasing a minimum of 5% from the previous school year.

Evaluation Data Sources: MAP Scores

Reading Levels

Running Records

Small Group Plans/Guided Reading

Strategy 1 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
<p>Strategy 1: Provide small group training/differentiated instruction during Flex Time and tutoring as well as during Tier 1 instruction time</p> <p>Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
<p>Strategy 2: Improve staff understanding of use of formative assessments through PLC</p> <p>Strategy's Expected Result/Impact: Staff will use formative assessments to have a better understanding of where there students are more frequently thus impacting student growth in a positive way.</p> <p>Staff Responsible for Monitoring: Administrators, ELA Coach</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
<p>Strategy 3: Implement accountable talk training for entire staff as a refresher or first time training depending on years of experience in our district.</p> <p>Strategy's Expected Result/Impact: More students are able to use accountable talk in ELA as opposed to mostly science and math subjects and therefore share more about their learning in all subjects.</p> <p>Staff Responsible for Monitoring: ELA Coach, IB Coordinator</p>				

Strategy 4 Details	Reviews			
	Formative		Summative	
	Oct	Jan	Mar	June
<p>Strategy 4: Provide coaching to new teachers on how to plan for and execute small group reading instruction and plan interventions.</p> <p>Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students.</p> <p>Staff Responsible for Monitoring: Principal, ELA Coach</p>	 25%	 50%		
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: At least 65% of 3rd-5th grade students will reach the Meets or Masters level in reading as reported by the 2022-2023 STAAR.

Evaluation Data Sources: MAP Scores

Reading Level Data

Running Records

Small Group Plans-Strategy Groups/Book Clubs

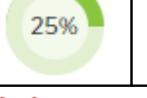
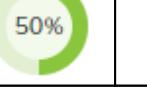
Strategy 1 Details		Reviews			
		Formative		Summative	
		Oct	Jan	Mar	June
Strategy 1: Provide small group training/differentiated instruction during Flex Time and tutoring as well as during Tier 1 instruction time	Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.				
Staff Responsible for Monitoring: Principal, AP		Reviews			
Strategy 2 Details		Reviews			
Strategy 2: Improve staff understanding of use of formative assessments through PLC	Strategy's Expected Result/Impact: Staff will use formative assessments to have a better understanding of where there students are more frequently thus impacting student growth in a positive way.	Staff Responsible for Monitoring: Principal, ELA Coach	Formative		Summative
			Oct	Jan	June
					
Strategy 3 Details		Reviews			
Strategy 3: Implement accountable talk training for entire staff as a refresher or first time training depending on years of experience in our district.	Strategy's Expected Result/Impact: More students are able to use accountable talk in ELA as opposed to mostly science and math subjects and therefore share more about their learning in all subjects.	Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, IB Coordinator	Formative		Summative
			Oct	Jan	June
					
Strategy 4 Details		Reviews			
Strategy 4: Provide coaching to new teachers on how to plan for and execute small group reading instruction and plan interventions.	Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students.	Staff Responsible for Monitoring: Instructional Coaches	Formative		Summative
			Oct	Jan	June
					

Strategy 5 Details	Reviews			
	Formative		Summative	
	Oct	Jan	Mar	June
	 25%	 50%		
<p>Strategy 5: Facilitate individual student goal setting and tracking through classroom teacher support. Students below grade level will set a reasonable but accelerated growth goal.</p> <p>Strategy's Expected Result/Impact: Data tracking for students will directly correlate to data tracking with teachers.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p>	 0% No Progress	 100% Accomplished	 Continue/Modify	 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Maintain the last published attendance rate percentage from the 2020-2021 TAPR report of 99% for the 2022-2023 school year.

Evaluation Data Sources: Attendance Data
Tardy Data

Strategy 1 Details		Reviews			
		Formative		Summative	
		Oct	Jan	Mar	June
Strategy 1: Continue tardy incentives each week for grade level's who had zero tardies the week before. Strategy's Expected Result/Impact: Less tardies as a campus Staff Responsible for Monitoring: AP					
Strategy 2 Details		Reviews			
Strategy 2: Implement a nine week's perfect attendance or lunch with the principal party for students who have been to school every day each nine weeks. Strategy's Expected Result/Impact: Uptake in student attendance rate or maintaining the high percentage of 99%. Staff Responsible for Monitoring: AP, Principal		Formative		Summative	
					
Strategy 3 Details		Reviews			
Strategy 3: Continue to recognize students who have perfect attendance at nine week's awards assemblies. Strategy's Expected Result/Impact: Student motivation to want to be at school will trickle down to parents bringing them to school. Staff Responsible for Monitoring: Administrators, Attendance Clerk		Formative		Summative	
					
 0% No Progress	 100% Accomplished		Continue/Modify		Discontinue

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, 100% of CFBISD required safety and security drills will be conducted and monitored and reviewed for effectiveness and next steps by an established campus Discipline and Safety committee.

Evaluation Data Sources: Drill Calendar

Discipline Referral Data

Walkthrough Data from Campus Walks

Strategy 1 Details		Reviews			
		Formative		Summative	
		Oct	Jan	Mar	June
Strategy 1: Conduct scheduled quarterly staff meetings to discuss concerns and present possible solutions regarding safety drills.	Strategy's Expected Result/Impact: More efficient drills with less anxiety from staff and students as evident by the drill time and also Upbeat survey; Improve response time to ensure the safety of students so they know what to do and where to go in case of an emergency.				
Staff Responsible for Monitoring: Administrators, Safety Committee		Reviews			
Strategy 2 Details		Reviews			
Strategy 2: Schedule all drills on the LCE master calendar in advance.	Strategy's Expected Result/Impact: Increase the percentage of staff who respond favorably in the Upbeat survey about working at a safe campus.	Staff Responsible for Monitoring: Principal, AP	Formative		Summative
					
Strategy 3 Details		Reviews			
Strategy 3: Participate in Standard Response Protocol Training at the beginning of the 2022-2023 school year with all staff members.	Strategy's Expected Result/Impact: Increased staff awareness of safety protocols.	Staff Responsible for Monitoring: Principal, AP	Formative		Summative
					
 No Progress	 Accomplished		Continue/Modify		Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: 100% of Las Colinas Elementary families will be given opportunities monthly to attend school events for students, families and/or community members.

Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
Strategy 1: Partner with at least two new community partners to help with one or more of the planned events for the school year. Strategy's Expected Result/Impact: Increased community involvement and awareness of your campus and needs. Staff Responsible for Monitoring: Principal, AP				
Strategy 2 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
Strategy 2: Plan with PTA events that they can help run or facilitate with staff. Strategy's Expected Result/Impact: Increased family involvement and less stress on our staff. Staff Responsible for Monitoring: Administrators, Team Leads				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: At least 3 times during the school year 100% of teaching staff will receive professional development on diverse student population learning strategies for engagement as well as the restorative practices handbook.

Evaluation Data Sources: MAP Data

STAAR Data

Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development from the campus Equity Committee at least twice during the school year on how to engage all our students at LCE. Strategy's Expected Result/Impact: Meaningful relationships between our students and staff. Less discipline referrals of males on campus. Staff Responsible for Monitoring: Principal, AP	Formative		Summative	
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Restorative Practices Professional Development for All Staff PK-5. Strategy's Expected Result/Impact: Teachers are able to handle discipline situations in the classroom and diffuse the situations to keep students in class and learning. Staff Responsible for Monitoring: Administrators, Counselor	Formative		Summative	
	Oct	Jan	Mar	June
No Progress	Accomplished	Continue/Modify	Discontinue	

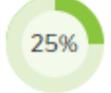
Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: 100% of classroom teachers at least 3 times per week teachers will conduct morning meetings where Las Colinas Elementary students participate in meaningful discussions that target stress management, anxiety and relationships with peers.

Evaluation Data Sources: Morning Meeting Walkthroughs

Sanford Harmony Lesson Completions

Office Referrals

Strategy 1 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
<p>Strategy 1: Train staff and implement morning meetings a minimum of three times a week, if not daily, for their classrooms.</p> <p>Strategy's Expected Result/Impact: Students start their day in positive way and have less worry and stress while they are learning. Teachers and students develop bonds that will help with decrease office referrals and disruptions in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	 25%	 50%		
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 1: 100% of classroom teachers will meet at least once per nine weeks for collaborative IB Planning.

Evaluation Data Sources: IB Planners
Walkthroughs

Strategy 1 Details	Reviews			
	Formative		Summative	
Oct	Jan	Mar	June	
<p>Strategy 1: Plan half day planning days for the course of the year for each grade level every nine weeks or every six weeks as planning and budget allows.</p> <p>Strategy's Expected Result/Impact: Positive correlation in IB curriculum implementation in relation to district scope and sequence</p> <p>Staff Responsible for Monitoring: Teachers, IB Coordinator</p>	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jason Barnett	Principal
Administrator	Shashi Panatpur	Assistant Principal
Non-classroom Professional	Dehia Terihay	Counselor
Parent	Katie Mueller	Parent Liasion
Community Representative	Jonathan Tony	Pastor
Parent	Pooja Shah	PTA President
SPED Teacher	Ann Lee	SPED Teacher
Community Representative	Jamie Brooks	MacArthur Baptist Church
Classroom Teacher	Jessica Camp	Classroom Teacher
Classroom Teacher	Suzy Parker	Classroom Teacher
Classroom Teacher	Kelsey Yowell	Classroom Teacher
Parent	Kami Burgan	Parent

Addendums



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	79	149.4	12.6	97	164.7	12.4	93	15	0.9	16.1	-0.36	36	79	42	53	52
Asian	42	151.5	13.2	99	166.9	11.6	97	15	0.9	15.8	-0.18	43	42	24	57	54
Black or African American	13	144.3	12.8	81	158.5	14.1	61	14	2.8	16.9	-1.18	12	13	5	38	28
Hawaiian or Other Pacific Islander	1	*			*			*					*			
Hispanic or Latino	12	144.7	10.7	83	159.8	12.5	70	15	2.4	16.8	-0.76	22	12	5	42	44
Two or More Races	2	*			*			*					*			
White	9	*			*			*					*			
1	78	166.4	13.6	86	182.4	13.1	83	16	0.7	16.2	-0.07	47	78	43	55	53
American Indian or Alaska Native	1	*			*			*					*			
Asian	32	170.2	14.9	96	185.1	13.7	92	15	1.1	16.1	-0.47	32	32	16	50	47
Black or African American	18	157.8	14.5	35	174.3	14.2	37	17	1.5	16.4	0.04	51	18	11	61	58
Hispanic or Latino	13	165.3	7.3	82	181.3	6.9	78	16	1.6	16.2	-0.08	47	13	7	54	47
Two or More Races	5	*			*			*					*			
White	9	*			*			*					*			
2	79	179.9	14.3	80	193.4	11.2	74	14	0.7	14.4	-0.40	34	79	42	53	49
Asian	31	186.5	14.0	98	198.9	10.9	94	12	1.2	14.4	-0.90	18	31	15	48	45
Black or African American	16	173.4	15.6	39	187.3	11.0	37	14	1.8	14.4	-0.21	42	16	8	50	46
Hispanic or Latino	19	174.5	10.8	46	188.9	9.5	47	14	1.7	14.4	0.01	50	19	11	58	50
Two or More Races	6	*			*			*					*			
White	7	*			*			*					*			

Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	73	191.9	11.1	72	202.5	12.3	59	11	0.7	12.8	-1.02	15	73	33	45	44
Asian	19	193.7	12.8	81	205.3	13.6	74	12	1.2	12.8	-0.59	28	19	9	47	44
Black or African American	17	188.5	11.6	50	195.6	11.6	20	7	1.7	12.6	-2.61	1	17	6	35	14
Hispanic or Latino	17	190.1	10.2	61	202.1	11.2	56	12	1.4	12.7	-0.32	37	17	9	53	49
Two or More Races	5	*			*			*					*			
White	15	194.3	9.7	84	205.7	11.0	76	11	1.3	12.9	-0.70	24	15	7	47	46
4	73	204.7	14.8	78	216.9	14.8	81	12	0.7	11.3	0.46	68	73	45	62	58
Asian	32	210.0	10.4	94	222.0	10.5	94	12	0.9	11.6	0.19	58	32	19	59	57
Black or African American	13	195.9	14.0	29	206.5	17.5	29	11	2.1	10.7	-0.07	47	13	7	54	56
Hispanic or Latino	16	200.9	18.1	58	213.5	15.2	66	13	1.7	11.0	0.78	78	16	9	56	57
Two or More Races	4	*			*			*					*			
White	8	*			*			*					*			
5	66	211.0	14.7	60	219.9	14.9	55	9	0.9	9.8	-0.38	35	66	27	41	45
Asian	26	221.2	11.3	95	230.0	7.4	91	9	1.3	10.7	-0.84	20	26	10	38	45
Black or African American	19	204.3	12.1	25	212.9	13.2	24	9	2.1	9.2	-0.24	40	19	7	37	43
Hispanic or Latino	10	205.7	10.4	32	215.6	8.2	35	10	1.7	9.3	0.26	60	10	4	40	47
Two or More Races	3	*			*			*					*			
White	8	*			*			*					*			

Explanatory Notes

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Aggregate by School

Term:
District: Spring 2021-2022
Carrollton-Farmers Branch ISDNorms Reference Data:
Growth Comparison Period:
Weeks of Instruction:2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
NoGrouping:
Small Group Display:

Las Colinas Elementary

Math: Math K-12

Grade (Spring 2022)	Comparison Periods								Growth Evaluated Against						
	Fall 2021			Spring 2022			Growth		Grade-Level Norms		Student Norms				
	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	1	15.0	1.5	50	16.0	1.5	50	1.0	0.1	1.0	1.0	1.0	1	100	100
1	1	16.0	1.5	50	16.0	1.5	50	1.0	0.1	1.0	1.0	1.0	1	100	100
2	1	14.0	1.5	50	14.5	1.5	50	0.5	0.1	0.5	0.5	0.5	1	100	100
3	1	12.0	1.5	50	12.5	1.5	50	0.5	0.1	0.5	0.5	0.5	1	100	100
4	1	11.0	1.5	50	11.5	1.5	50	0.5	0.1	0.5	0.5	0.5	1	100	100
5	1	9.0	1.5	50	9.5	1.5	50	0.5	0.1	0.5	0.5	0.5	1	100	100

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	82	143.4	11.2	90	161.0	12.3	93	18	0.9	15.8	0.76	78	82	53	65	61
Asian	42	145.2	11.1	95	163.5	12.4	98	18	1.3	15.6	1.12	87	42	29	69	66
Black or African American	14	138.7	11.0	65	153.4	10.1	52	15	2.0	16.2	-0.63	26	14	7	50	50
Hawaiian or Other Pacific Islander	1	*			*			*					*			
Hispanic or Latino	13	137.5	7.3	56	156.1	12.3	71	19	2.6	16.4	0.92	82	13	9	69	73
Two or More Races	2	*			*			*					*			
White	10	149.1	13.4	99	168.0	9.5	99	19	2.7	15.2	1.53	94	10	7	70	72
1	78	164.8	12.2	95	179.3	14.6	89	15	1.1	16.3	-0.70	24	78	40	51	49
American Indian or Alaska Native	1	*			*			*					*			
Asian	33	166.6	14.1	98	180.0	13.9	91	13	1.3	16.4	-1.20	12	33	15	45	41
Black or African American	18	159.3	12.3	73	172.1	19.6	54	13	3.6	15.8	-1.18	12	18	9	50	42
Hispanic or Latino	12	163.4	6.9	92	181.8	10.7	95	18	2.1	16.1	0.89	81	12	7	58	68
Two or More Races	5	*			*			*					*			
White	9	*			*			*					*			
2	79	181.3	17.2	92	193.5	15.2	87	12	1.1	13.5	-0.51	30	79	41	52	51

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	30	186.8	16.1	99	197.2	15.9	95	10	1.3	13.7	-1.30	10	30	14	47	43
Black or African American	16	172.9	18.0	53	186.8	16.0	57	14	2.8	13.2	0.26	60	16	8	50	48
Hispanic or Latino	20	178.5	16.0	83	191.9	15.4	81	13	2.4	13.4	0.00	50	20	12	60	59
Two or More Races	6	*			*			*					*			
White	7	*			*			*					*			
3	75	192.1	14.6	78	202.8	14.5	79	11	1.2	10.3	0.21	58	75	42	56	57
Asian	20	192.6	16.1	80	201.8	15.9	74	9	2.7	10.2	-0.49	31	20	12	60	58
Black or African American	18	187.1	13.2	53	196.0	13.4	44	9	2.0	10.5	-0.75	23	18	7	39	42
Hispanic or Latino	17	192.8	11.5	81	204.8	8.0	86	12	2.6	10.2	0.83	80	17	10	59	66
Two or More Races	4	*			*			*					*			
White	16	191.8	15.7	76	203.8	15.7	82	12	2.6	10.3	0.81	79	16	9	56	71
4	72	207.1	15.1	93	212.1	15.9	85	5	1.0	7.6	-1.24	11	72	35	49	47
Asian	32	209.8	9.6	97	216.2	9.1	94	6	1.2	7.4	-0.49	31	32	16	50	48
Black or African American	11	200.5	15.8	70	202.7	21.0	38	2	4.3	7.9	-2.77	1	11	6	55	50
Hispanic or Latino	16	203.3	19.6	82	210.6	18.7	79	7	1.8	7.8	-0.23	41	16	9	56	58
Two or More Races	4	*			*			*					*			
White	9	*			*			*					*			
5	65	211.2	13.1	83	217.0	11.4	80	6	0.9	6.1	-0.18	43	65	38	58	51

Explanatory Notes

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Aggregate by School

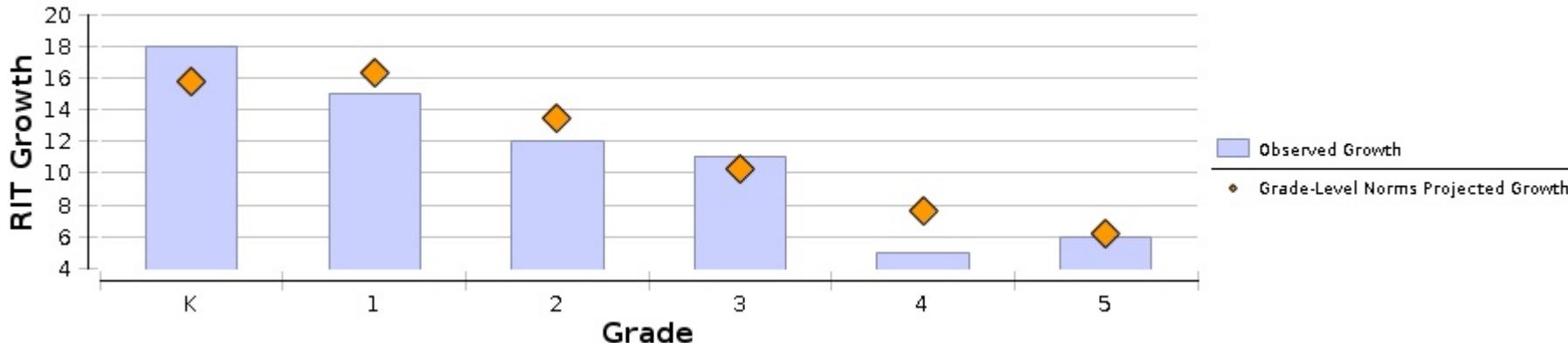
Term:
District: Spring 2021-2022
Carrollton-Farmers Branch ISDNorms Reference Data:
Growth Comparison Period:
Weeks of Instruction:2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
NoGrouping:
Small Group Display:

Las Colinas Elementary

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	26	217.7	12.7	97	221.9	9.9	94	4	1.2	5.8	-0.81	21	26	11	42	44
Black or African American	19	204.8	11.2	52	214.5	11.0	69	10	1.8	6.5	1.63	95	19	16	84	55
Hispanic or Latino	10	206.9	14.7	63	207.9	14.1	33	1	3.0	6.4	-2.72	1	10	4	40	28
Two or More Races	3	*			*			*					*			
White	7	*			*			*					*			

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Language Arts:
Language Usage

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
								Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**						**		
1	0	**			**			**						**		
2	0	**			**			**						**		
3	2	*			*			*						*		
Black or African American	2	*			*			*						*		
4	56	204.8	13.0	87	210.0	14.2	78	5	1.2	7.2	-1.16	12	56	26	46	44
Asian	26	207.0	9.0	93	213.2	10.1	90	6	1.5	7.0	-0.50	31	26	12	46	44
Black or African American	7	*			*			*						*		
Hispanic or Latino	13	203.0	18.5	80	208.4	17.1	70	5	2.1	7.3	-1.12	13	13	6	46	41
Two or More Races	4	*			*			*						*		
White	6	*			*			*						*		
5	1	*			*			*						*		
White	1	*			*			*						*		

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Aggregate by School

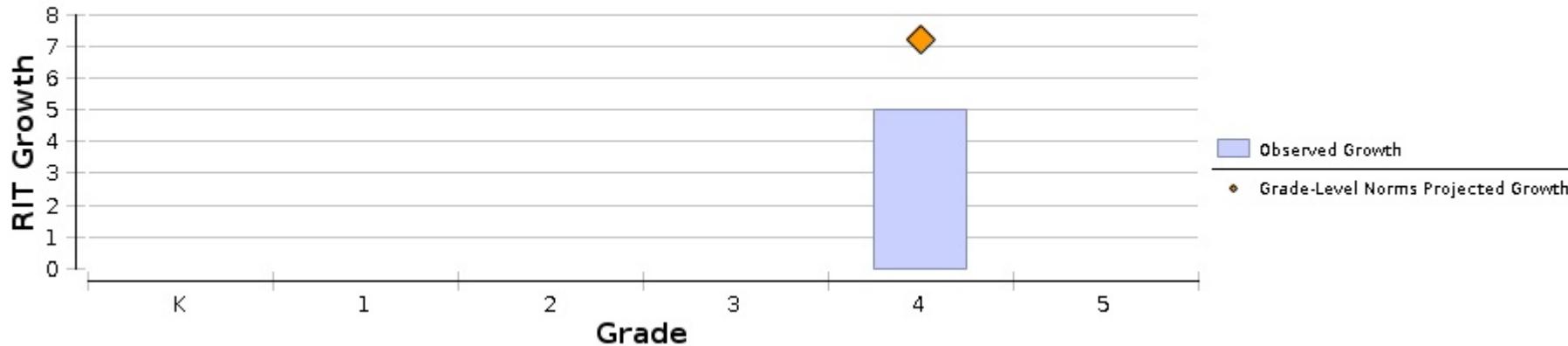
Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISDNorms Reference Data:
Growth Comparison Period:
Weeks of Instruction:2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
NoGrouping:
Small Group Display:

Las Colinas Elementary

Language Arts:
Language Usage

Grade (Spring 2022)	Comparison Periods								Growth Evaluated Against						
	Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Percentage of Students Who Met Their Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Language Usage



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Carrollton-Farmers Branch ISD

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Ethnicity
No

Grouping:
Small Group Display:

Las Colinas Elementary

Science: Science K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms		Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**						**		
1	0	**			**			**						**		
2	0	**			**			**						**		
3	0	**			**			**						**		
4	73	202.4	9.3	92	207.7	11.9	87	5	0.8	6.3	-0.48	32	73	44	60	52
Asian	32	204.6	7.6	96	211.6	7.4	96	7	0.9	6.2	0.40	65	32	23	72	69
Black or African American	13	195.8	11.5	58	199.1	15.0	36	3	2.1	6.5	-1.59	6	13	5	38	38
Hispanic or Latino	16	202.7	8.5	92	206.5	14.0	82	4	2.1	6.3	-1.21	11	16	9	56	50
Two or More Races	4	*			*			*					*			
White	8	*			*			*					*			
5	66	208.0	10.3	91	216.7	10.6	96	9	0.8	5.8	1.36	91	66	50	76	74
Asian	26	212.2	10.1	98	220.9	8.7	99	9	1.0	5.7	1.39	92	26	21	81	74
Black or African American	19	203.9	7.5	74	212.7	8.5	86	9	1.4	5.9	1.37	92	19	14	74	78
Hispanic or Latino	10	202.0	9.9	62	213.7	8.3	89	12	2.9	5.9	2.72	99	10	8	80	80
Two or More Races	3	*			*			*					*			
White	8	*			*			*					*			

Explanatory Notes

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Aggregate by School

Term:
District: Spring 2021-2022
Carrollton-Farmers Branch ISDNorms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

Grouping:
Small Group Display:

2020 Norms.
Fall 2021 - Spring 2022
Start - 4 (Fall 2021)
End - 32 (Spring 2022)

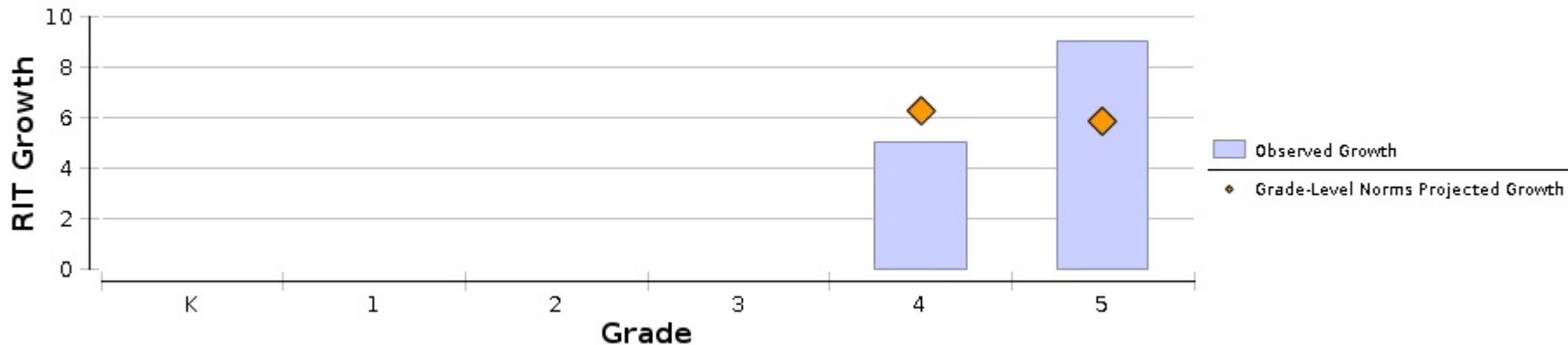
Ethnicity
No

Las Colinas Elementary

Science: Science K-12

Grade (Spring 2022)	Comparison Periods								Growth Evaluated Against						
	Fall 2021			Spring 2022			Growth		Grade-Level Norms		Student Norms				
	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection

Science: Science K-12



Explanatory Notes

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				May 2022 STAAR Grade 3 Reading Preliminary				May 2022 STAAR Grade 4 Reading Preliminary				May 2022 STAAR Grade 5 Reading Preliminary				May 2022 STAAR Grade 3 Mathematics Preliminary				May 2022 STAAR Grade 4 Mathematics Preliminary				May 2022 STAAR Grade 5 Mathematics Preliminary				May 2022 STAAR Grade 5 Science Preliminary						
Student Name	Local ID	Special Ed Indicator	Ethnicity	Current Campus	Scale Score	Tier 2	Tier 1	Approaches	Meets	Masters	Scale Score	Tier 2	Tier 1	Approaches	Meets	Masters	Scale Score	Tier 2	Tier 1	Approaches	Meets	Masters	Scale Score	Tier 2	Tier 1	Approaches	Meets	Masters	Scale Score	Tier 2	Tier 1	Approaches	Meets	Masters

