Keller Independent School District

Caprock Elementary School

2026-2027 Comprehensive Needs Assessment

Generated by Plan4Learning.com
September 01, 2026 at 12:16 PM

Table of Contents

Demographics 3

Student Learning 6

School Processes & Programs 8

Perceptions 10

Demographics

Summary

Caprock Elementary School is a PreK – 4 elementary campus in Keller ISD in Fort Worth, Texas, with a population of 625 students (30.5% white, 47% Hispanic, 9.3% African American, 5.6% two or more races, 7.5% Asian, 1% Native American/Alaskan). Caprock is one of seven elementary Title I campuses in the district, and the only Title I campus in the Falcon Feeder Pattern. Approximately 58.3% of Caprock students are identified as economically disadvantaged, 36.5% are identified as Limited English Proficient, 40.5% are identified as At-Risk and 19.2% are receiving Special Education services. Caprock Elementary is one of five Keller ISD elementary campuses to serve students in a Dual-Language Spanish bilingual program. The Caprock program serves 163 bilingual students.

Average daily attendance at Caprock Elementary School is 95%. Targeted activities and interventions are needed to improve attendance and increase parent awareness of the importance of attending school. The Texas Education Agency reports a 16% mobility rate for the 2017 - 2018 school year.

Caprock Elementary staff consists of 61 professional staff members, of which 32 are homeroom teachers, 4 elective teachers (Art, Music, PE, Theatre Arts), 1 Library/Media Specialist, 1 Diagnostician, 2 Speech Therapist, 2 Intervention Support Teachers, serving bilingual and monolingual students, and 1 instructional coach. We also have 9 total educational aides, 2 of which service PreK students, 1 aide serves elective students, 2 aides serve resource students, 2 aides serve STACC students and 2 aides serve bilingual students specifically. Caprock Elementary has 1 Principal, 1 Assistant Principals, 1 Secretary, 1 Counselors, 1 Nurse, 2 Office Aide I position and 1 Office Aide II position. Additionally, we have support staff shared with other campuses to serve our students including a behavior interventionist, a SLP assistant, OT, PT, APE and an LSSP.

We have 3 self-contained special education unit, STACC, and 2 STARS, in addition to 2 teachers providing Resource and Inclusion services.

SIT, 504, and ARD committees meet to discuss the needs and progress of students. A regular schedule for SIT meetings takes place to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving both academic and social-emotional tiered interventions (RtI/MTSS). 504 and ARD committees meet annually, or more often as needed to best support the student in his/her academic and social-emotional growth.

Strengths

Caprock Elementary serves a diverse and relatively stable student population. The campus has a mobility rate of 8.8%, lower than the 11.1% comparison-group average, providing continuity of instruction and student support. Approximately 39.1% of students are Emergent Bilingual, creating opportunities to leverage bilingualism, cultural diversity, and students' linguistic assets through the campus's instructional programs. Caprock also serves a diverse socioeconomic population, with 57.4% of students identified as economically disadvantaged. The campus's high assessment participation rates further demonstrate strong engagement and provide reliable data for monitoring student achievement and growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students who fall under the economically disadvantaged indicator are performing 20% or higher below students who are not identified as economically disadvantaged	Students identified as economically disadvantaged often face external factors that impact their academic performance, such as limited access to academic support outside of school, fewer enrichment opportunities, and increased stress related to basic needs.
2	The campus has an increasing need for bilingual instructional and intervention support services to effectively meet the academic and communication needs of Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles, including intervention and resource positions, has impacted the campus's ability to consistently provide native-language academic support and communication for Spanish-speaking students and families.
3	There has been a significant increase in students enrolled in specialized programs which require specialized support to address varying academic, behavior, and emotional needs throigh IEPs and 504s that required pul out services.	Students enrolling from out of district already have IEP's or needing additional academic and behavioral support which continues to increase our SPED population. Supports identified in students' plans generally require pull out services which creates a distruption in their tier 1 instruction in class.
4 ★	Economically Disadvantaged students perform significantly below all students in both Reading and Mathematics at the 2026 STAAR Meets Grade Level standard, creating achievement gaps that impact overall campus performance and Closing the Gaps outcomes. Reading Meets GL: All Students: 56%; Economically Disadvantaged: 42% Mathematics Meets GL: All Students: 49%; Economically Disadvantaged: 33%.	Students experiencing economic disadvantage require additional academic supports, extended learning opportunities, and targeted interventions that are not consistently available across all grade levels.
5 ★	Emergent Bilingual students performed below all students in 2026 STAAR Reading and Mathematics achievement, indicating a need for increased academic language development and content-based language supports. Reading Meets Grade Level: All Students: 56% Emergent Bilingual: 44% Mathematics Meets Grade Level: All Students: 49%; Emergent Bilingual: 33% TELPAS progress declined from 48% to 42%.	Language acquisition strategies and academic vocabulary development are not consistently embedded in Tier I instruction across all content areas and grade levels.

6 ★	Hispanic students performed below all students in 2026 STAAR Mathematics achievement and student success indicators, contributing to achievement gaps among the campus's largest student subgroup. 2026 STAAR Mathematics Meets Grade Level: All Students: 49%; Hispanic Students: 37%	Some Hispanic students require additional intervention, and academic language supports to access grade-level curriculum and demonstrate mastery on state assessments.

★ = Priority

Student Learning

Summary

Caprock Elementary students demonstrated **strong academic growth during the 2025–26 school year**, while overall student achievement remains an area for continued improvement. The campus earned an **A overall rating of 90**, with a **School Progress score of 90 (A)** and an **Academic Growth score of 80**, demonstrating that students made meaningful progress from their prior-year performance. The campus also earned a **Closing the Gaps score of 73 (B)**.

STAAR performance data indicate that **Reading/Language Arts is currently a stronger area than Mathematics**. Across the campus, 56% of students met grade level or above in RLA compared with 49% in Mathematics. This represents growth from 2025, when 50% met grade level or above in RLA and 37% did so in Mathematics.

The grade-level STAAR data further demonstrate this pattern. In **Grade 3 Reading**, approximately **52% of students met grade level or above**, with approximately **28% reaching Masters**. Grade 4 Reading was stronger, with approximately **63% meeting grade level or above** and **20% reaching Masters**. Mathematics showed greater need for continued support: approximately **46% of Grade 3 students** and **45% of Grade 4 students** met grade level or above. The Grade 3 and Grade 4 Math data also show a smaller percentage of students reaching Masters than in Reading.

The strongest overall indicator is **student growth**. TEA reported an **83% academic growth score in RLA and a 77% academic growth score in Mathematics**. The campus's 2026 growth performance improved substantially compared with the previous year, when RLA growth was 72% and Mathematics growth was 58%.

The data also indicate a need to continue addressing achievement gaps among student groups. For example, students identified as economically disadvantaged achieved 38% at Meets Grade Level or above in RLA and 39% in Mathematics, compared with 70% and 70%, respectively, for non-economically disadvantaged students. Current Emergent Bilingual students also performed below the campus overall averages.

Overall, the data shows that **Caprock has established effective systems for accelerating student growth, but the campus must continue moving students from Approaches to Meets and from Meets to Masters, with particular emphasis on Mathematics, Emergent Bilingual students, economically disadvantaged students, and students receiving special education services.**

Strengths

Caprock's greatest student learning strength is academic growth. RLA growth was 83% and Mathematics growth was 77%, representing significant improvement from the previous year. Students demonstrated strong performance in multiple Reading and Mathematics TEKS, and the campus maintained nearly 100% assessment participation. The campus's A rating in School Progress and B rating in Closing the Gaps further demonstrate meaningful student progress and effective instructional systems.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	An average of 15% of students in each grade level are identified as Tier 3 in math, indicating they require intensive intervention to meet grade-level expectations.	Inconsistent implementation of basic math concepts instruction due to changing curriculum and scheduling minutes, particularly in the early grades, leading to skill gaps that persist and widen over time.
2 ★	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.
3	Student achievement in mathematics remains below desired performance levels. 49% of all students in grades 3 and 4 met grade level expectations on 2026 STAAR mathematics. 37% of Hispanic students meets grade level. 33% of Economically Disadvantaged students meet grade level. 26% of Special Education students met grade level.	Tier I instruction needs to be more aligned to grade level TEKS. Math lessons lack students discourse and multiple opportunities for students to practice, including daily reteach systems to address foundational gaps and accelerate learning for struggling students.
4 ★	Reading achievement gaps persist among student groups despite overall growth on 2026 STAAR Reading. 56% of grade 3 and 4 students performed at meets grade level or above. 37% of grade 3 and 4 African American students performed at meets or above. 42% of grade 3 and 4 Economically Disadvantaged students performed at meets or above. 30% of Special Education students performed at meets or above.	Students requiring additional language, literacy, and special education supports did not receive sufficient targeted instruction aligned to grade-level standards because interventions prioritized closing gaps below grade level.
5	Percentage of Emergent Bilingual students meeting their 2025-2026 TELPAS progress decreased from 48% to 42%. Although the campus met the state target of 40%, the performance declined compared with the previous year.	Language acquisition strategies are not being consistently integrated into Tier I instruction across all classrooms and content areas (e.g. sheltered instruction and multiple opportunities for students to speak and write using academic language during the lessons).

★ = Priority

School Processes & Programs

Summary

Our campus consists of both bilingual and monolingual grades Pre K- 4th for the 20262027 school year. Each grade level follows the district curriculum. Early literacy curriculum uses Reading Horizons and HMH. Staff has quick access to data to evaluate the students' performance.Our staff is proficient in utilizing technology for instructional purposes and intervention. In addition, we are a one to one campus with student technology. Programs such as MAP, Dreambox, Seesaw, and other KISD supported programs are used for student learning opportunities. Technology is also used for communication with parents and colleagues, lesson planning, and access to district resources. Our campus has student and staff leadership jobs/roles including Gator Council and Staff Committees. Gator Bucks and the Gator Store are used as our campus wide positive reinforcement system. Students are celebrated and recognized during Swamp Romp grade level assemblies every 9 weeks, positive office referrals, positive behavior communication from teachers. Staff is recognized via parent submitted Staff Recognition Forms, Staffer and Support Staffer of The Month, You've Got Hearts, and hand written notes.

Strengths

- Implemented of district curriculum
- Teacher and student support is available through campus and district coaches
- Discipline data supports positive influence of Leader In Me program - reduction of discipline referrals
- Currently we have at least one teacher in each grade level is trained to be a mentor or have a student teacher
- Currently have six student teachers on our campus learning from our teachers and supporting our students
- Efficient and clear processes for many aspects/routines throughout the school day
- Multiple platforms being utilized to communicate school wide with families and staff so everyone is informed
- Clear, efficient, and safe processes for visitors during school day events in order to keep students and staff safe, while still providing families the opportunities to be involved in their children's schooling

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a recent need on our campus for a program that helps students develop empathy, kindness, and good citizenship skills in their interactions with one another	This is due to the lack of a consistent, school-wide program for morning meetings and explicit social skills instruction since discontinuing our membership with the Leader in Me program. This has led to variability in how and when these important character-building lessons are taught across classrooms.
2 ★	Chronic absenteeism increased from 14.6% in 2024-2025 to 18.5% in 2025-2026.	Attendance intervention systems and family engagement efforts are not consistently identifying and supporting students with emerging attendance concerns early enough.
3 ★	Student attendance decreased from 94.4% in 2024-2025 to 93.73% in 2025-2026.	Systems for promoting consistent attendance and communicating its impact on student success need strengthening.

★ = Priority

Perceptions

Summary

In our school, students are encouraged to engage in social situations with a deep understanding and respect for culturally respectful norms. This approach fosters an environment where respect and consideration for others are paramount, allowing students to interact harmoniously and learn from diverse perspectives.

Our teachers are dedicated to empowering student learning by setting high academic expectations for all. They encourage students to strive for excellence and instill a sense of perseverance, ensuring that each student is motivated to achieve their best work. This commitment to high standards is a cornerstone of our educational philosophy.

Students in our school are filled with enthusiasm and a genuine eagerness to learn. They actively engage in their educational journey, setting personal goals and working diligently to achieve them. This excitement for learning is a testament to the supportive and stimulating environment we strive to create.

Our educators are well-equipped with the necessary knowledge and receive consistent training to effectively teach and model social and emotional concepts. This professional development ensures that teachers can provide students with the skills needed to navigate their social and emotional landscapes successfully.

School events and classroom activities are designed to build a strong sense of community and establish a positive culture. These initiatives empower students to apply their learning in meaningful ways and align with our school's mission, reinforcing the values we hold dear.

We recognize the vital role families play in their child's education. We are committed to equipping families with the skills needed to support and motivate their child's learning journey. Additionally, we provide resources to help families nurture their child's emotional and social development, ensuring a holistic approach to education.

Strengths

- In social situations, students act within culturally respectful norms to show respect and consideration for others
- Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere
- Students feel excited to learn as much as they can in class and actively work toward their goals.
- Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students.
- Events at the school and in the classroom build a sense of community, establish culture, empower students' application of learning, and supports the school's mission.
- Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development
- Students are able to set their own academic goals and deadlines and are also capable of tracking their own progress and identifying steps they need to take to reach those goals.
- Students regularly share their progress with an adult and reflect on their accomplishments. They believe they have the ability to grow and improve through hard work.
- Parents understand that their children can identify their own learning needs, can develop an action plan with goals, and can independently work on their school tasks to meet those goals

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parents on our campus have identified homework and access to academic resources at home as an area needing improvement, expressing concerns about both the amount of homework and the availability of meaningful, accessible support materials.	The challenge in finding the right balance between providing enough homework to support learning without overwhelming students and families. Additionally, many of the resources and assignments shared are digital, which creates barriers for families who lack consistent access to technology or reliable internet at home.
2 ★	The campus lacks a structured MTSS process to make sure all students are monitored and supported on a timely manner in order to meet their achievement growth targets and emotional needs.	Reactive referral system has been used rather than an structured and systematic MTSS process to monitor students' progress, which creates inconsistencies in the support provided across grade levels and programs.

★ = Priority