Pflugerville Independent School District

Dearing Elementary School

2026-2027

Accountability Rating: B

Mission Statement

At Dearing Elementary, we commit to meet the academic, cultural, and social needs of all learners.

Vision

We inspire students and staff to be life-long learners who are positive contributors to our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Information

Dearing Elementary opened it's door during the 2014-2015 school year and serves students from Pre-K-5th grade. Dearing Elementary is situated in far Northeast corner of Pflugerville ISD. Our feeder pattern is Kelly Middle School or Park Crest Middle School, and then Hendrickson High School. The school has a diverse population of students with a schoolwide Title I designation with 49% of students identified as economically disadvantaged in the 2024-2025 school year. As of May 15, 2026, Dearing has 463 students enrolled for the 2025-2026 school year. Dearing continues to serve a high percentage of students in special education, as of May 15, 21% of our students are identified for receiving special education services. This is high compared to the district average of 13% and the state's average of 11%.

Students

The student population of Dearing Elementary consists of 39% Hispanic, 25% White, 23% African American, 8% identifying as Two or More Races, and 4% Asian.

Student Demographics - Dearing Elementary School (Source: OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	**597**	**580**	**532**	**496**	**463**
African American	22.1%	22.9%	21.9%	23.9%	23.1%
Hispanic	37.9%	40.1%	40.4%	39.4%	39%
White	28.1%	26.4%	26.3%	25.5%	25%
American Indian	0.2%	.3%	0.0%	.2%	.2%
Asian	3.9%	3.9%	4.3%	3.9%	4.1%
Pacific Islander	0.0%	.2%	0.2%	.2%	.2%
Two or More Races	7.9%	6.0%	6.8%	6.8%	8.5%

Dearing is a Title-I Schoolwide campus with 49% of students identified as economically disadvantaged. Emergent Bilingual students comprise 16% of students, 21% of students receive Special Education services, and 5% as Gifted and Talented. According to identifiable At-Risk indicators, 35% of students are identified as At-Risk. Over the past 5 years there has been an increase each year in students receiving dyslexia services, as well a students receiving special education.

Student Special Program Identification/Participation - Dearing Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	**2022-2023**	**2023-2024**	**2024-25**	**2025-2026**
Economically Disadvantaged	52.3%	52.9%	52.3%	48.2%	48.9%
Emergent Bilingual	13.2%	12.8%	12.4%	12.9%	15.88%
At-Risk	54.1%	42.8%	34.8%	33.7%	45%
Special Education	8.9%	10.5%	19.8%	21%	21%
Gifted & Talented	2.4%	4.7%	3.95%	6%	5%
Dyslexia	4.2%	4.0%	4.5%	5.85%	6.8%
Section 504	5.7%	5.5%	5.8%	6%	5%
Immigrant	0.3%	0.9%	1.1%	0%	1.3%
Homeless	1.5%	1.6%	0.8%	1.4%	1.4%
Migrant	0.0%	0.0%	0.2%	0%	0%
Campus Mobility Rate	18.5%	not reported	13.5%	11.9%	not reported

Staff Demographics

Based on the student demographics: The student population of Dearing Elementary consists of 39% Hispanic, 25% White, 23% African American, 8% identifying as Two or More Races, and 4% Asian, the teacher race/ethnicity demographic is not a representation of the student population. Over the past five years, Dearing Elementary has experienced a significant 40% reduction in total teaching staff, dropping from a peak of 59 down to 35. In that same span, Dearing's enrollment has dropped over 130 students. The loss of staff also has been effected by a reduction in Title 1 funds and the reduction of a Dyslexia teacher. While teacher diversity reached its highest point during the 2022–2023 school year, recent data shows a regression toward a more homogenous faculty, with white teachers now making up 73% of the staff.

Teacher Demographics - Dearing Elementary School (Source: TAPR)					
	2020-2021	**2021-2022**	**2022-2023**	**2023-24**	**2024-2025**
Total Teachers	48	59	40	40	35
African American	9%	9%	15%	10%	9%
Hispanic	18%	13%	22%	20%	16%

Teacher Demographics - Dearing Elementary School (Source: TAPR)					
White	69%	73%	58%	67%	73%
American Indian	0%	0%	0%	0%	0%
Asian	4%	5%	5%	3%	3%
Pacific Islander	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%

Dearing Elementary maintains a highly experienced faculty, with nearly 60% of the staff possessing over 11 years of experience. However, a notable "middle-tier" gap has formed as teachers with 6–10 years of experience have declined to just 11%. This trend indicates a critical need to prioritize mentorship for the large 1–5 year cohort (30%) to ensure a sustainable leadership pipeline as veteran teachers eventually move toward retirement.

Teachers by Years of Experience - Dearing Elementary School (Source: TAPR)					
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2025-2026**
Beginning Teachers	0%	3%	27%	0%	0%
1-5 Years Experience	18%	16%	7%	40%	30%
6-10 Years Experience	24%	19%	15%	16%	11%
11-20 Years Experience	38%	37%	32%	31%	36%
Over 20 Years Experience	20%	27%	19%	14%	23%

Demographics Strengths

Dearing Elementary, home of the Soaring Eagles, is an enjoyable, fun-learning, and inclusive campus. We teach the whole child - building relationships with the students while teaching the Texas Essentials Knowledge and Skills - allowing for the students to learn from their peers. We celebrate our Eagles' successes in academics and social-emotional learning.

Our current student enrollment is 463. The students were eager to start the school year - ready to learn and build relationships with their classmates and the Dearing staff. The focus on restorative practices and building relationships first with students has helped increase the student engagement and involvement around campus. For example, our fifth graders are currently in a Safety Patrol rotation and they are assisting with our morning arrival duties: greeting students; helping them locate their classrooms; and directing student traffic in the hallways. We jump-started our No Place for Hate Coalition and earned the achievement for accomplishing the No Place for Hate activities.

Each morning, the students participated in morning circles to focus on building relationships, reviewing the three B's, and conducting a 2 Minute connect with classmates. The students advocate for themselves as well as their classmates and friends; we believe in student voice. Our students used their voices to share their thoughts about the curriculum and current events happening around the world.

The students participated in Social Community Projects, such as: The Toothpaste Drive for Project Hope and Pet Treat Drive for Austin Humane Society. The $1,581 proceeds from

our 3rd grade Market Day were donated to Friends Of Pflugerville Animal Shelter. Students participated in the Kids Heart Challenge raising $4,000.

Our Soaring Eagles think about others and exemplify the Three B's: Be Respectful. Be Responsible. Be Safe.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dearing has 21% identified as requiring special education services. This percentage is significantly higher than both the district and the state average. The disproportionate number of students requiring special education services presents challenges in terms of providing adequate support, resources, and specialized instruction, which may impact overall educational outcomes.
Root Cause: Dearing serves a community with a higher prevalence of students with disabilities or developmental needs due to socioeconomic factors, family support structures, or early childhood environments. Our increased number is due to students being identified as Dyslexic.

Student Learning

Student Learning Summary

Academic Universal Screeners

The data below comes from our academic universal screeners. For elementary students, we administer brief assessments to evaluate all students' basic academic skills, like reading and math at the beginning, middle and at the end of the year. They help identify students who may need additional support or enrichment. The screener is not a test for a grade, but rather a way to spot areas where a child may need extra help early on, so teachers can provide targeted instruction. Screeners are usually done a few times a year to track progress and adjust teaching as needed.

CPALLS Assessments 25-26			Phonological Awareness Making Adequate Progress	Rapid Letter Making Adequate Progress	Rapid Vocab. Naming Making Adequate Progress	Mathematics Making Adequate Progress
Assessment	Peri	Lan	%	%	%	%
C-PALLS+ English EOY (2025-2026)	3-EOY	Eng	53	56	81	94
C-PALLS+ English MOY (2025-2026)	2-MOY	Eng	79	51	89	94
C-PALLS+ English BOY (2025-2026)	1-BOY	Eng	87	50	83	81.3

During the 2025-2026 academic year, early childhood student progress was monitored using the C-PALLS+ English assessment system across three windows (BOY, MOY, and EOY). The data reveals excellent instructional outcomes in Mathematics, where 94% of students achieved the "Making Adequate Progress" benchmark by the end of the school year. Additionally, targeted foundational literacy efforts yielded a 16% gain in Rapid Letter Naming proficiency, rising from 40% to 56%. Rapid Vocabulary Naming also demonstrated high instructional health, maintaining an 81% adequacy rate by EOY. However, a significant area of concern was identified in Phonological Awareness. While 87% of students began the year on track, proficiency dropped steadily to 53% by EOY. The chart suggests that while students successfully mastered early introductory skills, classroom instruction requires deeper vertical alignment and intensified focus on advanced phonological skills—specifically blending, segmenting, and sound isolation—to keep pace with the increasing rigor of EOY assessment targets.

Kinder-TXKEA 2025-2026		Vocabulary	Letter Names	Spelling	Math Overall
		On Track	On Track	On Track	On Track
All Students	BOY	52%	70%	48%	50%
	EOY	92%	88%	66%	69%
Asian	BOY	33%	67%	67%	67%
	EOY	100%	100%	80%	80%
Eco Dis	BOY	39%	61%	43%	43%
	EOY	83%	92%	71%	67%
AA	BOY	42%	83%	42%	33%
	EOY	92%	92%	67%	50%
Hispanic	BOY	50%	50%	33%	44%
	EOY	78%	83%	56%	61%
Two or more	BOY	43%	71%	29%	29%
	EOY	100%	86%	43%	86%
White	BOY	69%	81%	75%	75%
	EOY	100%	88%	82%	82%
EB	BOY	25%	42%	33%	42%
	EOY	93%	87%	67%	60%
Spec Ed	BOY	50%	88%	13%	25%
	EOY	78%	78%	33%	22%

Review of the 2025-2026 Kindergarten TX-KEA end-of-year data reflects remarkable achievement in early language acquisition. Campus-wide, Vocabulary "On Track" percentages surged from 52% to 92%. A standout success was observed within the Emergent Bilingual (EB) subgroup, which progressed from 25% to 93% On Track, demonstrating the strength of our core language acquisition initiatives. Furthermore, Letter Names mastery concluded the year at a robust 88% proficiency rate. Conversely, closing demographic performance gaps remains a prioritized focus area. Spelling represents our lowest overall literacy achievement domain at 66% On Track, highlighting an equity gap where only 56% of Hispanic students and 43% of multi-racial students achieved the benchmark. Additionally, targeted adjustments must be made within our Special Education (Spec Ed) instructional models. Spec Ed students experienced flat or downward trends, concluding the year with a decline in Letter Names (88% down to 78%) and an urgent deficit in Math Overall, where only 22% achieved On Track status and 56% finished the year requiring intensive tier support. Finally, an equity gap persists in Math for African American students, who finished 19 percentage points below the campus baseline average.

First Grade Reading Amira EOY, 2025-26	ARM % Rank	catch up	developing	on track	above
All Students	54	14%	37%	20%	29%
	67	6%	20%	25%	49%
Eco Dis	56	8%	42%	27%	23%
	65	0%	32%	25%	43%
AA	58	21%	7%	36%	36%
	58	7%	33%	20%	40%
Asian	35	0%	100%	0%	0%
	74	0	25	25	50
Hispanic	48	11%	56%	17%	17%
	72	6%	11%	28%	56%
Two or more	31	0%	100%	0%	0%
	74	0%	0%	50%	50%
White	65	17%	17%	17%	50%
	67	8%	17%	25%	50%
EB	40	11%	67%	22%	0%
	65	11%	11%	22%	56%
SpEd	55	0%	63%	13%	25%
	43	10%	50%	20%	20%

First Grade Math STAR 360 EOY, 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	38%	13%	25%	25%
	45%	18%	20%	18%
Eco Dis	28%	16%	36%	20%
	36%	21%	25%	18%
AA	38%	8%	23%	31%
	20%	20%	33%	27%
Asian	67%	33%	0%	0%
	75%	0%	25%	0%
Hispanic	44%	0%	22%	33%
	56%	11%	17%	17%
Two or more	0%	50%	50%	0%
	0%	100%	0%	0%
White	25%	25%	33%	17%
	58%	17%	8%	17%
EB	33%	0%	22%	44%
	44%	11%	11%	33%
SpEd	25%	0%	63%	13%
	20%	20%	30%	30%

2025-2026 First Grade Amira Reading EOY data highlights highly effective school-wide foundational literacy systems, driving our universal reading proficiency from 49% to 74% and moving our campus average to the 67th national percentile rank. Our structured literacy frameworks successfully closed historical achievement gaps for demographic subgroups: Emergent Bilingual (EB) proficiency grew by 56 percentage points, and Hispanic student proficiency closed at 84%, surpassing the campus average. Additionally, the Economically Disadvantaged student population completely eliminated Tier 3 "Catch Up" statuses by EOY. However, an explicit equity gap has emerged within our African American (AA) and Special Education (SpEd) student cohorts. African American reading proficiency experienced an inverted trajectory, regressing from 72% to 60% On Track/Above, alongside an increase in students stalling in the "Developing" tier. Concurrently, our Special Education student group dropped 12 points in national percentile rankings (falling from the 55th to the 43rd percentile) and saw 10% of its cohort fall into Tier 3 intervention status by EOY.

2025-2026 First Grade STAR 360 Math EOY data demonstrates steady, positive movement in universal Tier 1 performance, with the campus average of students performing At or Above grade level increasing from 38% to 45%. Concurrently, targeted math interventions successfully reduced the highest-risk "Urgent Intervention" tier by 7 percentage points. Subgroup successes were driven by the White cohort (+33% Tier 1 gain) and Hispanic cohort, which achieved a 12% increase in grade-level proficiency and a 16-point drop in urgent intervention needs. Despite these gains, math remains a high-priority campus need, as 55% of all first graders finished the year below grade level. This need is exacerbated by clear equity gaps among our African American (AA) and Special Education (SpEd) populations. African American students experienced a severe Tier 1 regression, dropping from 38% to 20% At or Above grade level. Furthermore, our Special Education cohort saw an alarming 17 percentage point spike in students regressing into the "Urgent Intervention" classification, ending the year with nearly a third (30%) of the subgroup in crisis.

Second Grade Reading Amira 2025-26	ARM % Rank	catch up	developing	on track	above
All Students	60	15%	21%	27%	36%
	61	16%	11%	39%	34%
Eco Dis	57	14%	26%	34%	26%
	56	17%	17%	43%	23%
Asian	74	0%	0%	50%	50%
	65	0%	0%	100%	0%
AA	59	15%	15%	38%	31%
	60	18%	9%	45%	27%
Hispanic	56	14%	36%	18%	32%
	56	17%	17%	39%	26%
Two or More	67	0%	20%	40%	40%
	82	0%	0%	40%	60%
White	62	22%	9%	26%	43%
	63	18%	9%	27%	45%
EB	60	0%	44%	22%	33%
	60	0%	11%	78%	11%
SpEd	39	42%	25%	25%	8%
	36	58%	8%	25%	8%

Second Grade Math STAR 360 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	67%	13%	13%	6%
	72%	9%	14%	5%
Eco Dis	54%	20%	17%	9%
	67%	17%	10%	7%
Asian	100%	0%	0%	0%
	50%	50%	0%	0%
AA	69%	23%	0%	8%
	64%	18%	9%	9%
Hispanic	61%	17%	17%	4%
	70%	4%	22%	4%
Two or More	80%	0%	0%	20%
	100%	0%	0%	0%
White	65%	9%	22%	4%
	73%	9%	14%	5%
EB	78%	11%	11%	0%
	67%	22%	11%	0%
SpEd	42%	25%	25%	8%
	50%	25%	17%	8%

Review of the 2025-2026 Second Grade Amira Reading data reveals an upward shift in universal reading performance, with overall campus proficiency advancing from 63% to 73%. This development was anchored by exceptional linguistic growth within our Emergent Bilingual (EB) cohort, which achieved an 89% proficiency rate by EOY. Multi-racial and Hispanic students also demonstrated strong positive trajectories, with Hispanic grade-level proficiency increasing by 15 percentage points. However, an analytical review of the

lowest performance tier uncovers a stark polarization of reading outcomes. The campus "Catch Up" tier expanded across almost all demographic lines, increasing by 3 percentage points within our Hispanic, African American, and Economically Disadvantaged subgroups. This systemic issue is most critically evident within the Special Education (SpEd) student population. The percentage of 2nd-grade SpEd students requiring intensive "Catch Up" intervention expanded significantly, climbing from 42% to 58% by EOY, while their national percentile rank regressed to the 36th percentile.

The 2025-2026 Second Grade STAR 360 Math EOY data reflects robust universal performance, with 72% of all students achieving At or Above grade-level status, a 5 percentage point increase from BOY. Core math instruction successfully supported closing gaps within historical focus groups; Economically Disadvantaged students surged by 13 percentage points to a 67% proficiency rate, and our Special Education (SpEd) cohort demonstrated strong positive growth, advancing to 50% proficiency. However, an analysis of specialized student populations reveals distinct instructional gaps. Emergent Bilingual (EB) students experienced an 11 percentage point decline in Tier 1 performance, dropping from 78% to 67%, with a corresponding increase in students falling into the "On Watch" category. Additionally, African American student performance experienced a 5-point dip, with the total percentage of AA students requiring targeted interventions growing to 18%.

Third Grade Reading STAR 360 2025-26	% of students at or above	% of students on watch	% of students at interventi on	% of students at urgent interventi on
All Students	48%	21%	15%	16%
	72%	7%	9%	12%
Eco Dis	26%	24%	24%	26%
	52%	10%	17%	21%
Asian	100%	0%	0%	0%
	100%	0%	0%	0%
AA	58%	26%	5%	11%
	78%	0%	17%	6%
Hispanic	29%	25%	21%	25%
	60%	12%	4%	24%

Third Grade Math STAR 360 2025-26	% of students at or above	% of students on watch	% of students at interventio	% of students at urgent intervention
All Students	52%	24%	11%	13%
	76%	8%	7%	8%
Eco Dis	32%	32%	18%	18%
	63%	10%	13%	13%
Asian	100%	0%	0%	0%
	100%	0%	0%	0%
AA	47%	26%	21%	5%
	78%	11%	11%	0%
Hispanic	43%	25%	7%	25%
	60%	12%	8%	20%

Third Grade Reading STAR 360 2025-26	% of students at or above	% of students on watch	% of students at interventi on	% of students at urgent interventi on
Two or more	100%	0%	0%	0%
	100%	0%	0%	0%
White	67%	8%	17%	8%
	82%	9%	9%	0%
EB	31%	15%	23%	31%
	64%	7%	7%	21%
SpEd	7%	21%	36%	36%
	42%	8%	8%	42%

Third Grade Math STAR 360 2025-26	% of students at or above	% of students on watch	% of students at interventio	% of students at urgent intervention
Two or more	100%	0%	0%	0%
	100%	0%	0%	0%
White	67%	25%	8%	0%
	100%	0%	0%	0%
EB	62%	15%	8%	15%
	86%	0%	0%	14%
SpEd	14%	29%	21%	36%
	46%	8%	15%	31%

Performance from the 2025-2026 Third Grade STAR 360 Reading EOY assessment indicate an exceptionally successful year of Tier 1 instruction, with overall campus proficiency expanding from 48% to 72%. Strategic focus-group interventions yielded historic double-digit Tier 1 gains across almost all historically underperforming cohorts: Emergent Bilinguals (+33%), Hispanic students (+31%), and Economically Disadvantaged students (+26%). Additionally, our Special Education (SpEd) cohort achieved a notable celebration, accelerating from 7% to 42% At or Above grade level. However, a precise diagnostic evaluation reveals a distinct polarization at the lowest academic tier. While core instruction effectively propelled average and bubble students forward, our intensive Tier 3 and Tier 4 intervention systems failed to remediate our most vulnerable readers. This is evidenced by our Hispanic Urgent Intervention pool, which remained essentially unchanged at 24%, and our Special Education cohort, which saw its most critical risk tier grow by 6 percentage points to finish at 42% Urgent Intervention.

2025-2026 Third Grade STAR 360 Math EOY data reveals an exceptional trajectory of school-wide academic success, with overall Tier 1 proficiency expanding from 52% to 76%. Core universal instructional practices effectively closed historical performance gaps, generating substantial double-digit gains across our African American (+31%), Economically Disadvantaged (+31%), and Special Education (+32%) student subgroups. However, an analytical breakdown of the lowest tier uncovers an extreme polarization of math skills among our most vulnerable student groups. While standard Tier 1 enrichment pushed the vast majority of students to grade-level mastery, our Tier 3 intensive math supports left a stubborn baseline of students un-remediated. This is most vividly demonstrated within our Emergent Bilingual (EB) population, where the middle intervention tiers completely collapsed to 0%, leaving a stark split: 86% of EB students on grade level and 14% stuck in high-risk "Urgent Intervention." Similarly, 20% of Hispanic students and 31% of Special Education students finished the year in severe math crisis.

4th grade Reading Star 360 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention		4th grade Math Star 360 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	70%	12%	8%	11%		All Students	70%	13%	6%	10%
	60%	11%	17%	11%			70%	13%	7%	10%
Eco Dis	68%	10%	10%	13%		Eco Dis	66%	13%	9%	13%
	58%	8%	17%	17%			54%	17%	11%	17%
AA	55%	9%	27%	9%		AA	45%	9%	27%	18%
	42%	17%	25%	17%			50%	17%	8%	25%
Hispanic	71%	17%	4%	8%		Hispanic	64%	24%	0%	12%
	63%	17%	8%	13%			78%	9%	4%	9%
Two or More Races	83%	8%	0%	8%		Two or More Races	92%	8%	0%	0%
	67%	0%	25%	8%			67%	17%	17%	0%

4th grade Reading Star 360 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention		4th grade Math Star 360 2025-26	% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
White	72%	11%	6%	11%		White	83%	6%	6%	6%
	67%	10%	19%	5%			76%	14%	5%	5%
EB	33%	17%	17%	33%		EB	43%	14%	0%	43%
	14%	14%	29%	43%			57%	0%	0%	43%
SpEd	38%	8%	8%	46%		SpEd	36%	14%	21%	29%
	23%	15%	23%	38%			46%	23%	8%	23%

2025-2026 Fourth Grade Reading STAR 360 EOY data reveals a systemic, campus-wide decline in reading proficiency. The percentage of students meeting universal Tier 1 expectations ("At or Above") contracted by 10 percentage points, falling from 70% to 60%. This drop was driven by a significant migration of previously on-track students downward into the standard Intervention tier, which inflated from 8% to 17%. Minor risk mitigations occurred within the Special Education (-8% Urgent) and White (-6% Urgent) cohorts; however, these shifts were heavily overshadowed by widespread subgroup regressions. The most critical instructional deficit is evident within our Emergent Bilingual (EB) population, whose Tier 1 proficiency collapsed from 33% to 14%, while their Urgent Intervention needs expanded to 43%. Similarly, African American students lost 13 points of Tier 1 standing, and their high-risk intervention needs nearly doubled to 17%.

2025-2026 Fourth Grade STAR 360 Math EOY data reveals an illusion of absolute stability, with both universal Tier 1 proficiency (70%) and Urgent Intervention rates (10%) remaining perfectly static from BOY to EOY. This school-wide average, however, masks a widening equity gap and intense subgroup polarization. Targeted instructional interventions yielded strong, positive acceleration within our Hispanic (+14% Tier 1) and Special Education (+10% Tier 1) populations. Conversely, a severe academic regression occurred within our Economically Disadvantaged student population, whose Tier 1 proficiency contracted by 12 percentage points to finish at 54%, while their Urgent Intervention rate rose to 17%. Furthermore, a distinct polarization occurred within our Emergent Bilingual (EB) and African American (AA) groups. The EB cohort completely split into two extremes, leaving 57% on grade level and 43% entirely stagnant in Urgent Intervention, while the AA cohort saw its highest-risk intervention pool expand to 25%.

5th grade Reading Star 360 2025-26		% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention		5th grade Math Star 360 2025-26		% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
All Students	BOY	72%	9%	13%	6%		All Students	BOY	81%	9%	5%	5%
	EOY	78%	10%	8%	4%			EOY	82%	7%	9%	3%
Eco Dis	BOY	66%	7%	20%	7%		Eco Dis	BOY	80%	7%	5%	7%
	EOY	68%	16%	8%	8%			EOY	79%	3%	13%	5%
Asian	BOY	80%	20%	0%	0%		Asian	BOY	100%	0%	0%	0%
	EOY	100%	0%	0%	0%			EOY	100%	%	%	%
AA	BOY	71%	10%	10%	10%		AA	BOY	81%	5%	5%	10%
	EOY	76%	10%	10%	5%			EOY	71%	5%	19%	5%
Hispanic	BOY	73%	9%	11%	7%		Hispanic	BOY	82%	7%	7%	5%
	EOY	80%	10%	5%	5%			EOY	83%	7%	7%	2%
Two or More Races	BOY	80%	20%	0%	0%		Two or More Races	BOY	80%	20%	0%	0%
	EOY	80%	20%	0%	0%			EOY	80%	0%	20%	0%

5th grade Reading Star 360 2025-26		% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention		5th grade Math Star 360 2025-26		% of students at or above	% of students on watch	% of students at intervention	% of students at urgent intervention
White	BOY	67%	4%	25%	4%		White	BOY	75%	17%	4%	4%
	EOY	71%	10%	14%	5%			EOY	86%	10%	0%	5%
EB	BOY	38%	13%	38%	13%		EB	BOY	88%	0%	13%	0%
	EOY	57%	29%	14%	0%			EOY	57%	29%	14%	0%
SpEd	BOY	19%	6%	44%	31%		SpEd	BOY	56%	19%	0%	25%
	EOY	25%	6%	44%	25%			EOY	50%	6%	25%	19%

Performance data from the 2025-2026 Fifth Grade STAR 360 Reading assessment shows highly effective core universal instruction, with overall Tier 1 proficiency rising from 72% to 78%. This positive upward trajectory was reinforced by a comprehensive contraction of campus risk pools, with overall Urgent Intervention narrowing to just 4%. Our language support systems generated exceptional equity breakthroughs within the Emergent Bilingual (EB) cohort, driving a 19-point increase in Tier 1 mastery and successfully mitigating severe reading deficits down to 0%. Additionally, our African American and Hispanic cohorts demonstrated robust performance, concluding the cycle at 76% and 80% Tier 1 proficiency, respectively. In spite of these grade-wide celebrations, clear instruction gaps remain within our Special Education (SpEd) and Economically Disadvantaged populations. The Economically Disadvantaged group plateaued with minimal movement (+2% Tier 1), sustaining a 10-point gap below the school average. Furthermore, the Special Education demographic remains in a state of high critical need; despite minor positive shifts, 69% of all SpEd fifth graders concluded the year requiring instructional intervention, with a full quarter remaining trapped in the Urgent Intervention tier.

2025-2026 Fifth Grade STAR 360 Math EOY data showcases an incredibly sound universal environment, with overall Tier 1 grade-level proficiency holding steady at 82% and overall Urgent Intervention needs shrinking to 3%. Core universal practices effectively sustained high performance among our Asian (100%), White (86%), and Hispanic (83%) populations while successfully executing critical risk interventions that halved severe math deficits within our African American and Special Education demographics. However, this strong school-wide performance completely masks major academic regressions among our language-learning and minority cohorts. The most critical breakdown occurred within the Emergent Bilingual (EB) demographic, whose Tier 1 proficiency plummeted by 31 percentage points, dropping from 88% to 57%. This drop was mirrored by our African American cohort, which suffered a 10-point erosion in Tier 1 standing.

STAAR Performance

STAAR MATH	May 2026 STAAR Mathematics, Grade 3			May 2025 STAAR Mathematics, Grade 3			May 2024 STAAR Mathematics, Grade 3			May 2023 STAAR Mathematics, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	72%	50%	32%	79%	56%	28%	84%	57%	22%	81%	61%	31%

STAAR MATH	May 2026 STAAR Mathematics, Grade 3			May 2025 STAAR Mathematics, Grade 3			May 2024 STAAR Mathematics, Grade 3			May 2023 STAAR Mathematics, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	May 2026 STAAR Mathematics, Grade 4			May 2025 STAAR Mathematics, Grade 4			May 2024 STAAR Mathematics, Grade 4			May 2023 STAAR Mathematics, Grade 4		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	58%	42%	23%	77%	54%	26%	73%	48%	25%	64%	37%	21%
	May 2026 STAAR Mathematics, Grade 5			May 2025 STAAR Mathematics, Grade 5			May 2024 STAAR Mathematics, Grade 5			May 2023 STAAR Mathematics, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	84%	55%	18%	65%	47%	25%	57%	26%	6%	80%	58%	27%

Review of Dearing Elementary's multi-year STAAR Mathematics data from 2024 to 2026 highlights a highly polarized instructional landscape. Our primary school celebration is centered entirely within our 5th-grade math program, which concluded a phenomenal three-year growth cycle, moving from a 57% passing baseline in 2024 to an exceptional 84% Approaches and 55% Meets performance in 2026. Conversely, these upper-grade celebrations are heavily threatened by severe core instructional regressions in our lower tested tiers. 4th-grade math experienced a universal performance collapse in 2026, with the passing rate dropping 19 percentage points to a critical low of 58%. Furthermore, 3rd-grade data reveals a clear polarization effect: while the Masters tier expanded to 32%, the foundational Approaches metric dropped for the second consecutive year to finish at 72%.

STAAR READING	May 2026 STAAR Reading, Grade 3			May 2025 STAAR Reading, Grade 3			May 2024 STAAR Reading, Grade 3			May 2023 STAAR Reading, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	78%	62%	30%	83%	59%	36%	79%	61%	30%	85%	63%	38%
	May 2026 STAAR Reading, Grade 4			May 2025 STAAR Reading, Grade 4			May 2024 STAAR Reading, Grade 4			May 2023 STAAR Reading, Grade 4		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	77%	54%	20%	88%	63%	33%	83%	58%	24%	77%	52%	19%

STAAR READING	May 2026 STAAR Reading, Grade 3			May 2025 STAAR Reading, Grade 3			May 2024 STAAR Reading, Grade 3			May 2023 STAAR Reading, Grade 3		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	May 2026 STAAR Reading, Grade 5			May 2025 STAAR Reading, Grade 5			May 2024 STAAR Reading, Grade 5			May 2023 STAAR Reading, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	87%	74%	42%	72%	66%	42%	82%	58%	31%	83%	62%	24%

Multi-year tracking of Dearing Elementary's STAAR Reading data from 2024 to 2026 highlights a glaring instructional divergence between our upper and middle tested grade levels. Our absolute pinnacle of achievement is isolated within our 5th-grade reading program, which achieved exceptional continuous growth, driving the Meets threshold up to 74% and sustaining a phenomenal 42% Masters rate. However, these high-level successes are offset by a universal performance decline in our 4th-grade literacy block. In 2026, 4th-grade reading experienced a severe cross-tier retreat, highlighted by an 11-point drop in Approaches, a 9-point drop in Meets, and a 13-point drop in Masters. Furthermore, 3rd-grade foundational metrics regressed back to baseline 2024 parameters (78% Approaches), underscoring an instructional need to adjust primary core literacy frameworks before gaps compound.

STAAR SCIENCE	May 2026 STAAR Science, Grade 5			May 2025 STAAR Science, Grade 5			May 2024 STAAR Science, Grade 5			May 2023 STAAR Science, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Dearing Elementary	32%	21%	14%	66%	22%	7%	36%	3%	1%	63%	34%	9%

Science performance at Dearing Elementary has shown a rebound after a sharp decline in 2024. In 2023, Dearing ES outperformed the district in all areas with 63% Approaches, 34% Meets, and 9% Masters. In 2024, there was a significant drop in performance (36% Approaches, 3% Meets, 1% Masters), suggesting gaps in instruction or alignment to assessed standards. By 2025, the campus showed strong recovery with 65% Approaches, 22% Meets, and 7% Masters, again outperforming the district in Approaches and nearly closing the gap in Meets. The 2024 dip indicates a need for tighter alignment to the science TEKS, improved use of hands-on investigations, and a stronger focus on vocabulary and academic language. The 2025 gains show that recent interventions are working, and continued emphasis on inquiry-based learning and spiral review will be essential for sustained improvement.

2026 STAAR Results

DRES had a 2026 STAAR participation rate of 99%.

In Spring 2026, 56% of students at Dearing Elementary met grade level expectations across all STAAR-tested subjects, reflecting a modest recovery from the 2025 (51%) and approaching the 2023 baseline (53%). This upward trend was largely driven by strong performance gains among Hispanic students (51%) and White students (67%). Additionally, students receiving special education services showed meaningful progress, increasing from 11% in 2024 to 18% in 2025, indicating that targeted supports and individualized instruction may be beginning to take effect.

Despite these gains, significant achievement gaps persist. Emergent Bilingual (EB) students experienced a sharp decline, dropping from 48% Meets in 2024 to just 31% in 2025. This decline, coupled with lower performance among African American students (32%) and economically disadvantaged students (40%), underscores the urgent need for more consistent language supports, culturally responsive instruction, and focused Tier 2 and Tier 3 interventions. The data points to the importance of high-quality instructional materials, structured small-group instruction, and progress monitoring systems that are responsive to subgroup needs.

Moving forward, the campus will prioritize support for EB and African American learners by strengthening sheltered instruction, increasing language scaffolds in all content areas, and using PLCs to closely monitor subgroup performance. Sustaining gains among Hispanic and SpEd students while closing equity gaps will be essential to ensure that all students achieve success at the Meets Grade Level standard and beyond.

Student Group	Meets Grade Level Performance (All Subjects Combined, STAAR 2023)	Meets Grade Level Performance (All Subjects Combined, STAAR 2024)	Meets Grade Level Performance (All Subjects Combined, STAAR 2025)
All Students	53%	48%	51%
African American	28%	40%	32%
Hispanic	47%	43%	51%
White	70%	57%	67%
Eco Dis	38%	31%	40%
Emergent Bilingual	44%	48%	31%
Current SPED	9%	11%	18%

After a dip in 2024, overall STAAR Meets performance for All Students improved by 3 percentage points in 2025, returning close to 2023 levels. This growth suggests that recent instructional or intervention strategies may be beginning to show impact, but consistency is still needed across subgroups. Hispanic students showed strong gains (+8%), surpassing their 2023 performance and reaching 51% Meets, equal to the overall campus average. White students rebounded with a 10-point gain, reaching 67% Meets, second-highest overall and approaching 2023 levels. Eco Dis students made a 9-point gain, recovering from a significant drop in 2024 and now exceeding their 2023 performance. Special Education students improved to 18%, doubling their 2023 results. This reflects strong impact from targeted interventions, though the absolute performance level remains low.

TELPAS

TELPAS	March 2025 TELPAS Composite Ratings, Grade 5				March 2025 TELPAS Composite Ratings, Grade 5				March 2024 TELPAS Composite Ratings Grade 5			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advan Hig
Dearing Elementary	0%	14%	43%	43%	0%	0%	10	0%	8%	23%	31%	38
	March 2026 TELPAS Composite Ratings, Grade 4				March 2025 TELPAS Composite Ratings, Grade 4				March 2024 TELPAS Composite Rating Grade 4			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advan Hig
Dearing Elementary	29%	29%	29%	14%	0%	36%	45%	18%	0%	0%	60%	40
	March 2026 TELPAS Composite Ratings, Grade 3				March 2025 TELPAS Composite Ratings, Grade 3				March 2024 TELPAS Composite Rating Grade 3			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advan Hig
Dearing Elementary	7%	29%	43%	21%	29%	29%	29$	14%	0%	15%	54%	31
	March 2026 TELPAS Composite Ratings, Grade 2				March 2025 TELPAS Composite Ratings, Grade 2				March 2024 TELPAS Composite Rating Grade 2			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advan Hig
Dearing Elementary	0%	56%	44%	0%	0%	45%	55%	0%	0%	43%	43%	0%
	March 2026 TELPAS Composite Ratings, Grade 1				March 2025 TELPAS Composite Ratings, Grade 1				March 2024 TELPAS Composite Rating Grade 1			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advan Hig
Dearing Elementary	0%	33%	33%	33%	0%	43%	29%	29%	9%	45%	36%	9%

TELPAS	March 2025 TELPAS Composite Ratings, Grade 5				March 2025 TELPAS Composite Ratings, Grade 5				March 2024 TELPAS Composite Ratings Grade 5			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advar Hig
	March 2026 TELPAS Composite Ratings, Grade K				March 2025 TELPAS Composite Ratings, Grade K				March 2024 TELPAS Composite Rating Grade K			
	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advar Hig
Dearing Elementary	12%	59%	29%	0%	25%	25%	25%	25%	0%	38%	50%	13%

TELPAS data across grades K–5 shows varied trends in language acquisition, with evidence of growth in some grade levels and areas for refinement in others. Dearing ES continues to serve a diverse population of Emergent Bilingual students, and the data below informs the need for increased consistency in language development supports and sheltered instruction strategies.

2025 Accountability Ratings

Missed Closing the Gaps Targets

- **Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group**
- **Student Success: African American student group**

Student Learning Strengths

2026 STAAR

5th-grade math has achieved a remarkable three-year upward trajectory, lifting overall passing standards by 27 percentage points since 2024. 3rd-grade math has successfully increased its advanced learning footprint every year, driving Masters performance upward from 22% in 2024 to 32% in 2026 (+10 points). 5th-grade reading performance has established itself as an absolute center of excellence, yielding strong multi-year gains that pushed high-level mastery (Meets and Masters) to historic campus highs. 3rd-grade reading core blocks preserved a healthy intermediate performance standard, maintaining a 62% Meets profile and a solid 30% Masters ceiling.

Dearing Elementary has demonstrated steady academic growth across content areas over the past three years. Performance data in Math, Reading, and Science indicate that our instructional priorities—centered on the use of high-quality instructional materials, data-driven instruction, and professional learning—are driving student achievement. In Math, all grade levels exceeded state averages in Meets and Masters by 2025. Notably, 3rd grade consistently demonstrated high achievement, while 4th grade showed year-over-year growth. Reading remains a campus strength. All grade levels outperformed district averages in 2025, with 5th grade showing a significant increase in Masters (from 24% in 2023 to 42% in 2025). In Science, after a decline in 2024, 5th grade science rebounded in 2025, outperforming the district in Approaches and narrowing the gap in Meets.

EOY 2025-2026

Star360 Reading Current Student Growth Percentile (SGP)

School Goal >55

	2025-2026
3rd Grade	70%
4th Grade	63%
5th Grade	59%

These SGP results indicate that students in 3rd, 4th, and 5th grades made strong academic growth in reading during the 2025–2026 school year. An SGP above 50 reflects above-average growth when compared to national peers, and all grade levels met or exceeded the campus goal of 55. The 3rd grade cohort demonstrated exceptional growth with an SGP of 70, followed closely by 4th and 5th grades, both solidly above target.

2025-2026 TPRI Reading Student Growth Percentile (BOY>EOY)

	2025-2026
1st Grade	85%
2nd Grade	69%

The TPRI Reading Student Growth Percentile (SGP) data shows that both 1st and 2nd grade students made significant reading growth over the 2025–2026 school year. An SGP of 50 represents typical growth, so both grade levels are well above average, with 1st grade demonstrating exceptional progress (85%) and 2nd grade showing strong growth (69%).

2025-2026 TX-KEA Reading Student Growth Percentile (BOY>EOY)

	2025-2026
Kinder	58%

Kindergarten students achieved an SGP of 58% on the TX-KEA Reading assessment from BOY to EOY, surpassing the national average growth marker of 50%. This indicates that students demonstrated more progress in literacy than their typical peers, suggesting effective early literacy instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the Spring 2026 EOY, the Star360 Math Proficiency Rate (State Benchmark) shows African American students are below the school's overall of 71%. African American students: 58%.
Root Cause: There was a lack of small-group instruction, and HQIM and manipulatives were not used consistently in small or whole-group settings. Students lack basic math facts and problem solving skills.

Problem Statement 2: According to the Spring 2026 Reading STAAR, the percent of 3rd through 5th grade African American and Eco Dis students were well below the overall scoring Meets Grade Level. Overall 61% at Meets. AA 41%) and Eco Dis (49%)
Root Cause: Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Problem Statement 3: According to the Spring 2025 Math STAAR, the percent of 3rd through 5th grade African American and Eco Dis students were well below the overall scoring Meets Grade Level. Overall 52% at Meets. AA (34%) and Eco Dis (42%).
Root Cause: Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades. There is not a consistency in pulling small guided math groups.

Problem Statement 4: Based on the Spring 2026 Science STAAR results for 5th grade, Economically Disadvantaged, and African American students are performing below the campus average of 22% at Meets Grade Level. AA (0%) and Eco Dis (7%).
Root Cause: We are not consistently prioritizing vertical alignment of the science curriculum from K-4th grade. Students are not receiving appropriate exposure to academic vocabulary and hands-on/experiments to create a solid foundation for science inquiry. Students do not have real opportunities to practice science using hands-on lessons; teachers need support with creating and planning for lab activities.

Problem Statement 5: DRES is experiencing a significant achievement gap in reading proficiency among Pre-Kindergarten through 2nd-grade students, particularly within the Economically Disadvantaged, African American, Hispanic, EB, and Special Education subgroups.
Root Cause: Tier 1 Instruction Gaps: General instruction may not be adequately differentiated to meet the diverse needs of all learners, especially those with foundational gaps or those who are excelling. Insufficient Targeted Instruction: Not enough explicit, systematic, and direct instruction in key reading foundational skills (phonics, phonological awareness, fluency).

Problem Statement 6: DRES is facing a concerning decline in math proficiency and a widening achievement gap from Pre-Kindergarten through 2nd grade, most notably impacting Economically Disadvantaged, African American, Hispanic, English Learner, and Special Education subgroups.
Root Cause: Insufficient Targeted Instruction: Not enough explicit, systematic, direct instruction in conceptual math understanding, and hands on math, particularly for struggling learners.

Problem Statement 7: Across Kinder through 5th grade, STAR360 reading performance reveals an equity gap and a failure to sustain early literacy acceleration. While primary grade core instruction successfully establishes strong foundational proficiency, an instructional breakdown occurs at 4th-grade leaving 86% of 4th-grade EB's, 58% of 4th-grade AA's, and 69% of 5th-grade Sped students performing below grade level.
Root Cause: Tier 1 core instruction is heavily weighted toward basic print concepts, word-calling fluency, and surface-level comprehension. Tier 1 instruction lacks a systematic framework to transition students from learning to read to reading to learn.

Problem Statement 8: Across Kinder through 5th grade, STAR360 math performance reveals regressions among targeted sub-populations. 4th-grade Eco Dis students fell by 12 points to 54% proficiency, 5th-grade EB students suffered a massive 31-point collapse in Tier 1 standing, and high-risk Urgent Intervention needs expanded significantly to encompass 25% of 4th-grade AA students, 30% SpEd students.
Root Cause: Core lessons lack the interactive math journals, visual anchors, and translated graphic organizers necessary to help Emergent Bilingual and Economically Disadvantaged students separate reading barriers from mathematical reasoning.

School Processes & Programs

School Processes & Programs Summary

DRES uses the data management program called Eduphoria, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. DRES teachers will teach the state-aligned curriculum provided by the district. Teachers will meet regularly in common-planning meetings by grade level and subject area to study student data and plan to improve instruction. Administrators and coaches will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet weekly to plan lessons and review data as needed. The Principal, AP, and Instructional Coach will meet with each grade level weekly in PLCs to monitor student progress and lesson planning.

We will continue to strengthen our small group instruction, data talks, and walkthrough initiatives. Our instructional pillar focus will be using High-Quality Instructional Materials. They ensure full coverage of TEKS, are evidence-based, support all learners, enable frequent progress monitoring, include support for teachers. The Instructional Coach, Assistant Principal, and Principal will provide feedback to the staff when conducting walkthroughs. The Dearing Administrative Team will divide the staff amongst each other to provide immediate feedback after conducting a walkthrough. This will help with feedback based on the learning objectives, high-yield strategies, and the high-order thinking of Bloom's Taxonomy being used in the classroom. Data talks will happen twice a month to ensure teachers are conducting progress monitoring checks through STAR 360. During this time, teachers have discussions with students about their progress and celebrate their achievements in academics and behavior. The teachers help the students create and monitor their goals throughout the school year. We will continue our small group instruction with a focus on identified TEKS and skills to meet the individual needs of the students.

For the 2026-2027 school year, all grade levels will identify priority TEKS in each unit to focus instruction. We will restructure our committees to include a monthly Vertical Team meeting for Math, ELA, Science, and Social Studies to discuss and analyze the data being gathered to support our students. The Vertical Teams will collaborate on strategies, resources, and learning to vertically support our students' campus-wide. The teachers will utilize Lean4ward to form lesson plans and activities to support higher-order thinking in the classrooms.

Dearing Elementary has a system in place to support new staff. The Instructional Coach works closely with new teachers. All teachers new to the campus are assigned a mentor who checks in on them monthly. The Administrative Team is assigned to grade levels to support the team throughout the school year. The Nesting Committee will plan monthly events to bring staff together and build relationships.

Dearing has a Professional Learning Community (PLC) system in place so that teachers can come together to plan and analyze data. In addition, they engage in professional development together as they delve deeply into the curriculum. PLCs meet at least twice a week. Leadership team has heavily supported PLCs this year and will work on transferring that level of facilitation to grade level teams next year.

Our Problem Solving Support Team (PSST) meets monthly. Any staff member can bring a student to a PSST meeting, but also, as we review data, if we see a student is struggling with academics or behavior, they are referred to the committee. It is the goal of the committee to be able to immediately provide the teacher with an intervention and progress monitoring tool to use with that student for the next 4-6 weeks before meeting again to check on the student. Students who did not meet STAAR performance standards in the areas of Reading Language Arts and Math will be provided with Tier 2 and Tier 3 interventions. Based on HB1416, Interventionists will help teachers create targeted interventions, will progress monitor students, and document on the action plan. Students will be served during their dedicated intervention time by classroom teacher and/or Interventionist. We will have 6 week afterschool tutoring program leading up to STAAR testing to support HB1416 students.

We have a Positive Behavior Intervention & Support Team (PBIS) that meets monthly. The committee is comprised of grade level representatives. The committee has done a great job creating signage for all of our common areas that serve as visuals for expectations. The committee reviews behavior data, at least quarterly, and plans events to reinforce student behavior. The PBIS Store was created in 2021 to support the Three B's at Dearing: Be Respectful. Be Responsible. Be Safe. The store is open weekly for grade levels to turn in Eagle Bucks to purchase rewards. The campus uses Restorative Practice strategies campus wide. The green strategies (60 second relate break, 2 minute connect, spark, and get to know you circles) are embedded into grade level lesson plans. Every teacher is required to have a treatment agreement posted in the their classroom. Faculty and staff also have created a treatment agreement.

At the end of 2025-2026, we had 130 documented referrals from 26 students. Referrals based on student demographics: 27% white; 50% African American; 23% Hispanic. We found that our referrals were disproportionate to our current student population. We had two students with 10 or more referrals.

School Processes & Programs Strengths

Teachers are provided opportunities to plan as grade-level teams and collaborate in weekly Professional Learning Communities (PLCs) that are both leadership team led and grade-level team-led. Staff also participates in staff meetings, and are involved in family events and committee events. PLCs are focused on data and the leadership team supports grade-level leads with the tools needed to review data collected in order to guide the next instructional steps. PLCs allow time for teachers to discuss the TEKs, analyze data, determine areas of need across the grade levels, discuss plans for the coming weeks, and gather ideas to strengthen instruction. Pride time allowed for time for teachers/interventionists to provide instruction on specific skills that students needed and adjust groups accordingly based on classroom assessments, interim assessment data, and universal screeners. Families are provided many opportunities to participate in events at the campus both during and after school. Grade Level Teams are allowed autonomy in getting to select the needs/topics for grade-level team-led meetings. Teachers and students have access to Chromebooks and online intervention programs. Two full-time interventionists provide support for students in academics. One full-time counselor is available to support student social-emotional needs and support leadership team efforts. Students have the opportunity to participate in a variety of activities during Enrichment Fridays.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2025-2026, there were 130 documented discipline referrals which was an increase from 19 in the previous years.
Root Cause: Social emotional learning and the referral process hasn't been implemented consistently.

Perceptions

Perceptions Summary

Teachers and students believe that there is a clear and focused vision/mission that includes a belief in academic student success. One of our campus value statements is that we believe we must first capture the heart of our students in order to help them be successful. We believe in teaching the whole child in academics and social emotional learning. Many of the staff members of the faculty/staff are committed to continuous improvement. Parents are confident that teachers have high expectations for their students. Teachers and parents indicate that improvement is needed in developing rigorous and challenging assignments that cover all required content. Teachers indicate a need for access to interventionists to help students in need of academic assistance and culturally responsive pedagogy.

The focus of PD is to build capacity in the areas of classroom management and explicit instructional strategies. A sense of academic urgency continues exists with the staff. The staff will continue an alignment of high expectations for student success and effective differentiation of instruction throughout the campus while using operational and instructional absolutes. Additionally, the Nesting and PBIS committees will increase efforts to provide weekly and monthly celebrations such as staff member of the week, staff and student birthday celebrations and the implementation of random acts of kindness

The CAAC committee utilized climate surveys, individual surveys provided after campus PD's and referral data showed that all data sources show consistent gains over last year. The staff has appreciated that we have incorporated campus expertise into our PD and spotlighted specific practices, rather than bringing in outsiders. They value the collective knowledge that we have on our campus and would like to continue to tap into that and share best practices. We have a number of events, offered at different times to engage our families: Fitness Fridays, Movin' and Groovin', Fall Fest, Field Day, Parent Resource Fair, Diversity/Literacy Night, STEM Night, Meet the Teacher, Musicals, Festival of Lights, Turkey Day and many others. We are lucky to have great parent participation at all of our events.

DRES attendance rate for 2024-2025 was 94.17%. This is up from 93.40% in the 2022-2023 and 2023-2024 school years. However, compared to 2020-2021, DRES attendance rate was 95.20%. The Chronic Absenteeism Rate for Dearing Elementary during the 2024-2025 school was 13.5% down from 20% in 2023-2024, defined as the percentage of students who were absent for 10% or more of those days.

Perceptions Strengths

We will continue to have parent engagement and involvement opportunities at Dearing Elementary. We will have a monthly events and activies for our parents and community. The parents will continue to walk their children to class and enjoy breakfast in the Thompson Cafe. The Front Yard Picnics allow parents to each lunch with their children. The Homeroom Parent will allow parents to closely work with their child's homeroom teacher to organize classroom events and activities throughout the school year.

The Dearing Facebook page, Monthly Principal Parent Newsletter, Teacher's weekly newsletter, campus Wednesday folders, and the Dearing PTO Facebook page are ways we inform our community and parents about campus events and news.

DEARING ELEMENTARY Spring 2026 UPBEAT Survey Results

DRES has high levels of satisfaction across many areas, particularly in communication, collaboration, self-efficacy, and care & commitment, indicate a supportive and engaged teaching environment. Teachers find a sense of purpose in their work and have a positive outlook on their future at the school. The upbeat staff survey results reflect a generally positive perception among teachers regarding their work environment, with several areas demonstrating high satisfaction. However, attention is needed in specific domains such as compensation, professional development, and ensuring inclusivity, to foster an even more supportive and effective educational atmosphere.

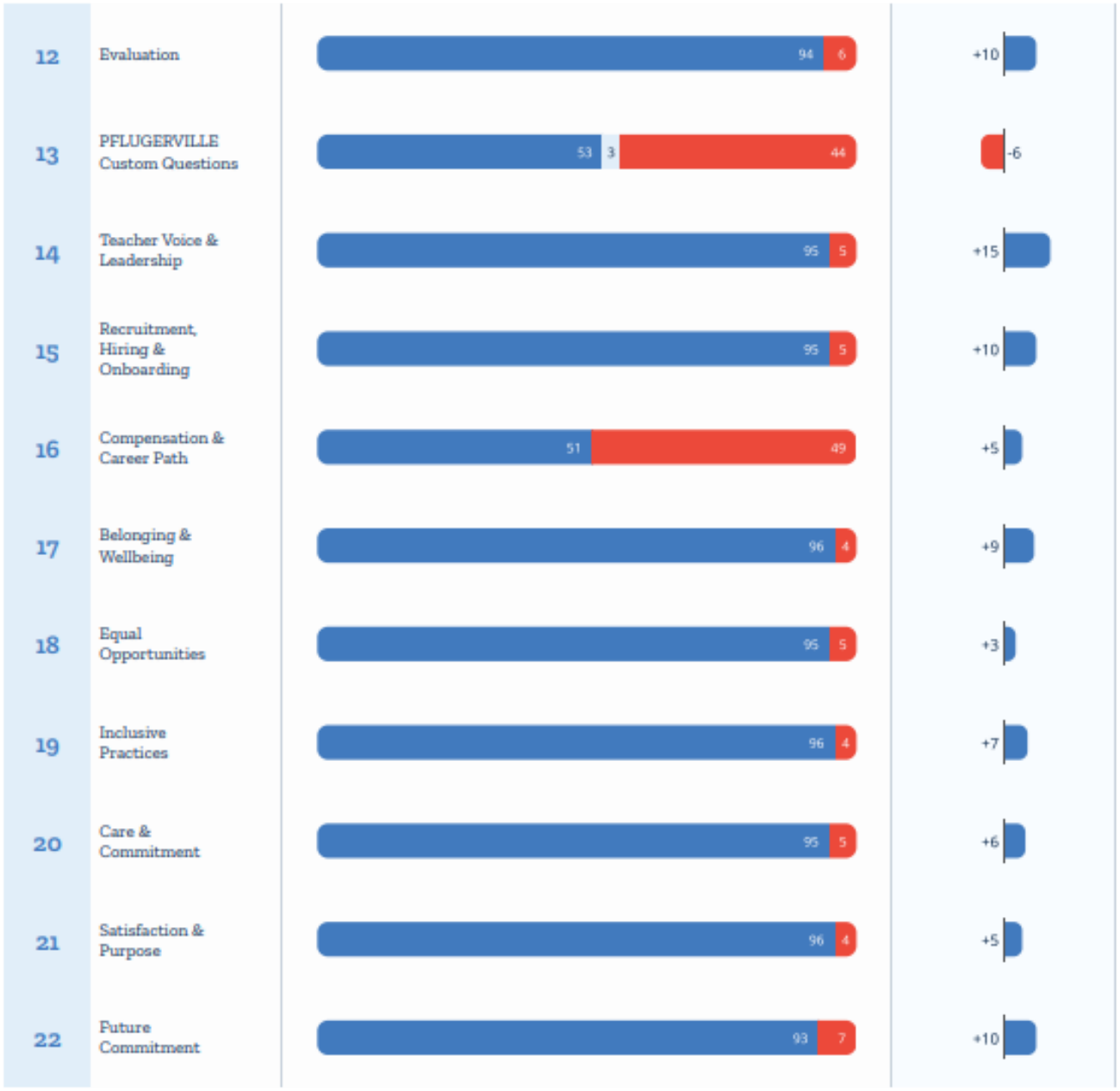
CONSIDERATION	AVERAGE ENGAGEMENT SCORE	COMPARED WITH: PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT *Spring 2026*
School Results	80	+5.6

Results by Question Category

% Positive % Neutral % Negative

	CATEGORY	CATEGORY SUMMARY	COMPARISON
1	Parent/Teacher Communication	94 6	+9
2	Professional Development	83 17	+12
3	Autonomy	99	+17
4	Principal/Teacher Trust	92 8	+9
5	Instructional Leadership	96 4	+9
6	School Safety & Order	84 16	+11
7	Appreciation	82 18	+8
8	Collaboration	89 11	+5
9	Work/Life Balance	79 21	+6


10
Resources & Facilities
88
12
+18
11
Self-Efficacy
96
4
+5


12 Evaluation
94 6
+10
13 PFLUGERVILLE Custom Questions
53 3 44
-6
14 Teacher Voice & Leadership
95 5
+15
15 Recruitment, Hiring & Onboarding
95 5
+10
16 Compensation & Career Path
51 49
+5
17 Belonging & Wellbeing
96 4
+9
18 Equal Opportunities
95 5
+3
19 Inclusive Practices
96 4
+7
20 Care & Commitment
95 5
+6
21 Satisfaction & Purpose
96 4
+5
22 Future Commitment
93 7
+10

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Spring 2026 Upbeat survey, 83% of teachers felt the work environment at my school supports my ongoing professional growth. This is down from 96% in 2024-2025.
Root Cause: The PD provided is generic, compliance-driven, or irrelevant to most staff members' daily classroom realities (e.g., repeating the same software training year after year).

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: DRES will provide team and community building, professional learning, and supports as we continue to create the culture and systems to retain current staff at 90% or more by May 2027.

Evaluation Data Sources: Surveys, retention rate

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2027, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 74% to 81%
-Approaches from 81% to 88%
-Meets from 63% to 70%
-Masters from 31% to 38%

To meet HB3 Early Childhood Literacy Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 62% in June 2026 to 69% by June 2027 and to 74% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Star360 Reading for 3rd-5th, TPRI for 1st-2nd, KPM for Kinder, C-PALLS+ for PK, STAAR results, Accountability reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the Spring 2026 Reading STAAR, the percent of 3rd through 5th grade African American and Eco Dis students were well below the overall scoring Meets Grade Level. Overall 61% at Meets. AA 41%) and Eco Dis (49%) **Root Cause**: Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students)

Student Learning
Problem Statement 5: DRES is experiencing a significant achievement gap in reading proficiency among Pre-Kindergarten through 2nd-grade students, particularly within the Economically Disadvantaged, African American, Hispanic, EB, and Special Education subgroups. **Root Cause**: Tier 1 Instruction Gaps: General instruction may not be adequately differentiated to meet the diverse needs of all learners, especially those with foundational gaps or those who are excelling. Insufficient Targeted Instruction: Not enough explicit, systematic, and direct instruction in key reading foundational skills (phonics, phonological awareness, fluency).
Problem Statement 7: Across Kinder through 5th grade, STAR360 reading performance reveals an equity gap and a failure to sustain early literacy acceleration. While primary grade core instruction successfully establishes strong foundational proficiency, an instructional breakdown occurs at 4th-grade leaving 86% of 4th-grade EB's, 58% of 4th-grade AA's, and 69% of 5th-grade Sped students performing below grade level. **Root Cause**: Tier 1 core instruction is heavily weighted toward basic print concepts, word-calling fluency, and surface-level comprehension. Tier 1 instruction lacks a systematic framework to transition students from learning to read to reading to learn.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2027, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 59% to 71%
-Approaches from 71% to 80%
-Meets from 49% to 58%
-Masters from 24% to 33%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 50% in June 2026 to 60% by June 2027 and to 73% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Star360 Math for 1st-5th grades, KPM Math for Kinder, C-PALLS+ for PK, STAAR results, Accountability reports

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to the Spring 2026 EOY, the Star360 Math Proficiency Rate (State Benchmark) shows African American students are below the school's overall of 71%. African American students: 58%. **Root Cause**: There was a lack of small-group instruction, and HQIM and manipulatives were not used consistently in small or whole-group settings. Students lack basic math facts and problem solving skills.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Approaches from 67% to 82%
-Meets from 23% to 38%
-Masters from 6% to 21%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: As measured by Spring 2026 TELPAS, at least 55% of Emergent Bilingual students will make progress at the composite rating level compared to the prior year (51%) to meet the long-term Closing the Gaps target for Progress in Achieving English Language Proficiency.

Evaluation Data Sources: TELPAS results, Accountability reports

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2026-2027 school year, Dearing ES will provide students with at least 3 opportunities for enrichment beyond the state curriculum.

Evaluation Data Sources: Attendance, Participation documents

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: During the 2026-2027 school year, Dearing ES will strengthen school-home and community connections to improve student academic achievement by implementing a monthly digital newsletter and organizing in-person community events with 50% participation from parents and the community.

Evaluation Data Sources: Evidence of activities and events sign-in sheets.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: DRES will make connections and form relationships with students by building proactive supportive structures in classrooms and across the campus to decrease student referral rates for all student groups from 10% in the prior year to 5% in 2026-2027.

Evaluation Data Sources: Discipline Data Reports will show that referral rates for all student groups are decreasing in comparison to that time of the year, location, and the number of students enrolled at the campus.

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: During the 2025-2026, there were 130 documented discipline referrals which was an increase from 19 in the previous years. **Root Cause**: Social emotional learning and the referral process hasn't been implemented consistently.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, Dearing ES will increase the student attendance rate from 94% in the prior year to 95%. The Chronic Absenteeism rate will be reduced from 13.5% in the prior year to 10%.

Evaluation Data Sources: Daily attendance, 6-week attendance reports, Attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By May 2027, to ensure Coordinated School Health activities, Dearing ES will increase scores on the FitnessGram assessment by 5% from the baseline scores of 2025-2026 as follows, with 100% of eligible students participating:
-Pacer run from 73% to 78%
-Push-ups from 55% to 61%
-Curl-ups from 77% to 82%

Evaluation Data Sources: Fitness Gram Assessment Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Dearing Elementary's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from B to A
-- Domain 1 Rating will improve from B to A
-- Domain 2 Rating will improve from C to B or above
-- Domain 3 Rating will improve from C to B

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

Early Childhood Literacy Plan Campus Goal - Dearing ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 62% in Spring 2024 to 74% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
62%	64%	66%	68%	70%	72%	74%
Outcomes	59%	62%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	55%	63%	63%	n/a	n/a	n/a	n/a	14%	42%	n/a	77%	n/a	n/a
2024-2025	57%	65%	65%	n/a	n/a	n/a	n/a	20%	44%	n/a	79%	n/a	n/a
Outcomes: 2024-2025	30%	54%	82%	n/a	n/a	n/a	n/a	17%	52%	n/a	n/a	n/a	n/a
2025-2026	59%	67%	67%	n/a	n/a	n/a	n/a	26%	46%	n/a	81%	n/a	n/a
Outcomes: 2025-2026	72%	42%	75%	n/a	n/a	n/a	n/a	21%	43%	n/a	57%	n/a	n/a
2026-2027	61%	69%	69%	n/a	n/a	n/a	n/a	32%	48%	n/a	83%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	63%	71%	71%	n/a	n/a	n/a	n/a	38%	50%	n/a	85%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	73%	73%	n/a	n/a	n/a	n/a	44%	52%	n/a	87%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	67%	75%	75%	n/a	n/a	n/a	n/a	50%	55%	n/a	89%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Dearing ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 25% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
25%	31%	37%	43%	49%	55%	60%
Outcomes	48%	39%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	8%	43%	10%	n/a	n/a	n/a	n/a	n/a	15%	n/a	30%	n/a	n/a
2024-2025	10%	45%	12%	n/a	n/a	n/a	n/a	n/a	17%	n/a	32%	n/a	n/a
Outcomes: 2024-2025	n/a	21%	60%	n/a	n/a	n/a	n/a	n/a	44%	n/a	24%	n/a	n/a
2025-2026	12%	47%	14%	n/a	n/a	n/a	n/a	n/a	19%	n/a	34%	n/a	n/a
Outcomes: 2025-2026	18%	31%	n/a	n/a	n/a	n/a	n/a	n/a	17%	n/a	n/a	n/a	n/a
2026-2027	14%	49%	16%	n/a	n/a	n/a	n/a	n/a	21%	n/a	36%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	18%	51%	18%	n/a	n/a	n/a	n/a	n/a	23%	n/a	38%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	20%	53%	20%	n/a	n/a	n/a	n/a	n/a	25%	n/a	40%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	22%	55%	22%	n/a	n/a	n/a	n/a	n/a	27%	n/a	42%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Dearing ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 32% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
32%	37%	42%	47%	50%	55%	60%	
Outcomes	31%	56%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	47%	20%	41%	n/a	n/a	n/a	n/a	42%	25%	n/a	n/a	n/a	n/a
2024-2025	49%	22%	43%	n/a	n/a	n/a	n/a	44%	27%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	17%	21%	64%	n/a	n/a	n/a	n/a	n/a	24%	n/a	n/a	n/a	n/a
2025-2026	51%	24%	45%	n/a	n/a	n/a	n/a	46%	29%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	58%	33%	76%	n/a	n/a	n/a	n/a	n/a	58%	n/a	n/a	n/a	n/a
2026-2027	53%	26%	47%	n/a	n/a	n/a	n/a	48%	31%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	28%	49%	n/a	n/a	n/a	n/a	50%	33%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	30%	51%	n/a	n/a	n/a	n/a	52%	35%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	59%	32%	53%	n/a	n/a	n/a	n/a	54%	37%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Dearing ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 62% in Spring 2024 to 74% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
62%	64%	66%	68%	70%	72%	74%	
Outcomes	65%	70%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	55%	61%	69%	n/a	n/a	n/a	n/a	17%	43%	n/a	50%	n/a	n/a
2024-2025	57%	63%	71%	n/a	n/a	n/a	n/a	19%	45%	n/a	52%	n/a	n/a
Outcomes: 2024-2025	64%	56%	79%	n/a	n/a	n/a	n/a	39%	59%	n/a	46%	n/a	n/a
2025-2026	59%	65%	73%	n/a	n/a	n/a	n/a	21%	47%	n/a	54%	n/a	n/a
Outcomes: 2025-2026	68%	61%	74%					31%	59%		72%		
2026-2027	61%	67%	75%	n/a	n/a	n/a	n/a	23%	49%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	63%	69%	77%	n/a	n/a	n/a	n/a	25%	51%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	71%	79%	n/a	n/a	n/a	n/a	27%	53%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	67%	73%	81%	n/a	n/a	n/a	n/a	29%	55%	n/a	62%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Dearing ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 61% in Spring 2024 to 73% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
61%	63%	65%	67%	69%	71%	73%
Outcomes	58%	50%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	45%	66%	63%	n/a	n/a	n/a	n/a	21%	40%	n/a	69%	n/a	n/a
2024-2025	47%	68%	65%	n/a	n/a	n/a	n/a	25%	43%	n/a	71%	n/a	n/a
Outcomes: 2024-2025	40%	50%	71%	n/a	n/a	n/a	n/a	33%	48%	n/a	n/a	n/a	n/a
2025-2026	49%	70%	67%	n/a	n/a	n/a	n/a	29%	46%	n/a	73%	n/a	n/a
Outcomes: 2025-2026	61%	31%	67%	n/a	n/a	n/a	n/a	14%	30%	n/a	36%	n/a	n/a
2026-2027	51%	72%	69%	n/a	n/a	n/a	n/a	36%	49%	n/a	75%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	53%	74%	71%	n/a	n/a	n/a	n/a	41%	52%	n/a	77%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	76%	73%	n/a	n/a	n/a	n/a	45%	55%	n/a	79%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	57%	78%	75%	n/a	n/a	n/a	n/a	49%	58%	n/a	81%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Dearing ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 91% in Spring 2024 to 97% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
91%	93%	95%	97%	97%	97%	97%
Outcomes	95%	94%				

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	100%	93%	80%	n/a	n/a	n/a	n/a	n/a	88%	n/a	90%	n/a	n/a
2024-2025	100%	95%	82%	n/a	n/a	n/a	n/a	n/a	90%	n/a	92%	n/a	n/a
Outcomes: 2024-2025	n/a	89%	100%	n/a	n/a	n/a	n/a	n/a	94%	n/a	94%	n/a	n/a
2025-2026	100%	97%	84%	n/a	n/a	n/a	n/a	n/a	92%	n/a	94%	n/a	n/a
Outcomes: 2025-2026	82%	100%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	n/a	n/a	n/a
2026-2027	100%	97%	86%	n/a	n/a	n/a	n/a	n/a	94%	n/a	96%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	100%	97%	88%	n/a	n/a	n/a	n/a	n/a	96%	n/a	98%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	100%	97%	90%	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	100%	97%	92%	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Dearing ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 49% in Spring 2024 to 61% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
49%	51%	53%	55%	57%	59%	61%	
Outcomes	38%	69%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	53%	64%	41%	n/a	n/a	n/a	n/a	17%	52%	n/a	n/a	n/a	n/a
2024-2025	55%	66%	43%	n/a	n/a	n/a	n/a	19%	54%	n/a	n/a	n/a	n/a
Outcomes: 2024-2025	25%	37%	45%	n/a	n/a	n/a	n/a	n/a	36%	n/a	n/a	n/a	n/a
2025-2026	57%	68%	45%	n/a	n/a	n/a	n/a	21%	56%	n/a	n/a	n/a	n/a
Outcomes: 2025-2026	50%	61%	82%	n/a	n/a	n/a	n/a	n/a	67%	n/a	n/a	n/a	n/a
2026-2027	59%	70%	47%	n/a	n/a	n/a	n/a	23%	58%	n/a	n/a	n/a	n/a
Outcomes: 2026-2027													
2027-2028	61%	72%	49%	n/a	n/a	n/a	n/a	25%	60%	n/a	n/a	n/a	n/a
Outcomes: 2027-2028													
2028-2029	63%	74%	51%	n/a	n/a	n/a	n/a	27%	62%	n/a	n/a	n/a	n/a
Outcomes: 2028-2029													
2029-2030	65%	76%	53%	n/a	n/a	n/a	n/a	29%	64%	n/a	n/a	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view)
Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Dearing ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 71% in Spring 2024 to 83% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
71%	73%	75%	77%	79%	81%	83%	
Outcomes	61%	57%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	58%	74%	78%	n/a	n/a	n/a	69%	37%	59%	n/a	63%	n/a	n/a
2024-2025	60%	76%	80%	n/a	n/a	n/a	71%	39%	51%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	57%	55%	70%	n/a	n/a	n/a	71%	39%	54%	n/a	n/a	n/a	n/a
2025-2026	62%	78%	82%	n/a	n/a	n/a	73%	41%	53%	n/a	67%	n/a	n/a
Outcomes: 2025-2026	47%	51%	67%	n/a	n/a	n/a	n/a	28%	44%	n/a	47%	n/a	n/a
2026-2027	64%	80%	84%	n/a	n/a	n/a	75%	43%	55%	n/a	69%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	66%	82%	86%	n/a	n/a	n/a	77%	45%	57%	n/a	71%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	68%	84%	88%	n/a	n/a	n/a	79%	47%	59%	n/a	73%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	86%	90%	n/a	n/a	n/a	81%	49%	61%	n/a	75%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan