Pflugerville Independent School District

Northwest Elementary School

2026-2027

Accountability Rating: D

Mission Statement

Northwest Elementary inspires all leaders to collaborate, build integrity, and create a legacy of empowered learners.

Vision

Creating and fostering a culture of inclusivity that empowers EVERY student to reach their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Northwest Elementary School (NES) is part of Pflugerville ISD but is physically located in Austin, Texas. NES serves students in EE-5th grade with a 2025-2026 total enrollment of 362 students. Our community has become more urban as many families are moving out of Austin, Texas. NES is an ethnically and socio-economically diverse Title I Schoolwide campus. We are a neighborhood school with some of our students coming from eighteen nearby apartment complexes. There is involvement within our community with our community businesses donating items, such as school supplies and clothing for our students.

Students

The overall student enrollment has decreased over the past year from 395 students in 2024-2025 to 362 students in 2025-2026. The African American student population has increased in the past year from 27.3% in 2024-2025 to 30.4% in 2025-2026.

Student Demographics - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	**388**	**397**	**394**	**395**	**362**
African American	29.2%	23.9%	27.4%	27.3%	30.4%
Hispanic	39.2%	38.%	39.6%	41.7%	38.4%
White	32.7%	19.3%	14.2%	15.4%	15.2%
American Indian	4.6%	0.3%	0.0%	0.0%	0.3%
Asian	15.7%	14.1%	14.7%	13.7%	13.8%
Pacific Islander	0.3%	0.3%	0.8%	0.3%	0%
Two or More Races	4.9%	5.0%	3.3%	1.5%	1.9%

Special Programs

There was a 5.1% increase in the number of Economically Disadvantaged students from the 2024-2025 to the 2025-2026 school year. The number of students identified as Emergent Bilingual and Homeless has increased over the past year, with a 3% increase and 2.3% increase respectively. There has been a decrease in the number of students receiving dyslexia and Section 504 services over the past three school years.

Student Special Program Identification/Participation - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	71.9%	70.8%	80.2%	82.5%	87.6%
Emergent Bilingual students	31.7%	33.1%	34.8%	38.7%	41.7%
At-Risk	73.4%	69.8%	72.1%	74.9%	74.3%
Special Education	12.2%	13.8%	16.8%	18.2%	18.2%
Gifted & Talented	3.8%	2.6%	2.5%	1.7%	2.2%
Dyslexia	5.8%	4.2%	2.8%	2.5%	2.2%
Section 504	7.0%	5.5%	3.3%	1.7%	1.7%
Immigrant	4.8%	4.4%	10.1%	14.2%	11.1%
Homeless	2.1%	1.0%	2.0%	3.8%	6.1%
Migrant	0.0%	.25%	0.0%	0.0%	0.0%
Campus Mobility Rate	23.4%	30.7%	29.5%	30.0%	Not yet reported

Staff

NES has had significant staff turnover in recent years, yet turnover has decreased to only 12% for the 2026-2027 school year. For the 2024-2025 school year, 46% of the staff was new to the campus and 28% of the teachers were first year teachers. For the 2025-2026 school year, 15% of the staff is new to the campus.

Teacher Demographics - Northwest Elementary School (Source: TAPR, PfISD Human Resources)				
	2021-2022	2022-2023	2024-2025	2025-2026
Total Teachers	36.8	32.6	32	32
African American	10.2%	3.1%	18.2%	26%
Hispanic	16.3%	21.2%	21.2%	21%
White	65.3%	64%	54.6%	50%
American Indian	0.0%	0%	3.0%	3%
Asian	2.7%	8.6%	0.0%	0%
Pacific Islander	0.0%	3.1%	3.0%	0%

Teacher Demographics - Northwest Elementary School (Source: TAPR, PfISD Human Resources)				
Two or More Races	**5.4%**	**0.0%**	**0.0%**	**0%**

Teachers by Years of Experience - Northwest Elementary School (Source: TAPR, PfISD Human Resources)				
	2021-2022	**2022-2023**	**2024-2025**	**2025-2026**
Beginning Teachers	**8.1%**	**29.6%**	**28.1%**	**9.4%**
1-5 Years Experience	**40.8%**	**30.7%**	**34.4%**	**40.6%**
6-10 Years Experience	**24.0%**	**15.7%**	**6.3%**	**18.8%**
11-20 Years Experience	**30.2%**	**12.3%**	**18.8%**	**12.5%**
Over 20 Years Experience	**5.4%**	**3.1%**	**6.3%**	**12.5%**
Over 30 Years Experience	**-**	**8.6%**	**6.3%**	**6.3%**

Demographics Strengths

- The student population at NES is ethnically diverse.
- Staff turnover decreased from the 2025-2026 school year to the 2026-2027 school year.
- School community partnerships are strong, with community businesses providing support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 50% of the teachers at Northwest have 0-5 years of experience.
Root Cause: A high level of turnover in staff from both the 2023-2024 to the 2024-2025 school year and from the 2024-2025 to the 2025-2026 school year.

Student Learning

Student Learning Summary

2025-2026 Data from Universal Screeners

Universal screener assessments are utilized in Pre-K through 5th grade to identify students in need of intervention in reading and math and in order to measure student growth throughout the school year.

Reading

During the 2025-2026 school year, the percentage of students Kindergarten that were On Track based on the Reading screener increased by 18% from the beginning of year to the end of year. During the 2025-2026 school year, the percentage of students in 1st grade not needing intervention based on the Reading screener stayed consistent from the beginning of the year to the end of the year. During the 2025-2026 school year, the percentage of students in 2nd grade not needing intervention based on the Reading screener increased by 12% from the beginning of the year to the end of the year.

During the 2025-2026 school year, the percentage of students at or above benchmark increased by 10% in 3rd grade, decreased by 7% in 4th grade, and decreased by 5% in 5th grade from beginning of the year to end of the year based on the Reading screener.

TX-KEA 2025-2026 Kinder Reading			
	Support	Monitor	On Track
BOY	62%	10%	28%
EOY	44%	10%	46%

	BOY TPRI 25-26					MOY TPRI 24-25					EOY TPRI 24-25				
	Total Students	Intervention				Total Students	Intervention				Total Students	Intervention			
		Catch Up	Developing	On Track	Above		Catch Up	Developing	On Track	Above		Catch Up	Developing	On Track	Above
1st Grade	54	35%	17%	17%	31%	55	25%	31%	13%	31%	56	27%	25%	25%	23%
2nd Grade	42	40%	31%	21%	7%	42	36%	26%	26%	12%	43	37%	23%	26%	14%

Star 360 Reading (2025-2026)												
Grade Level	BOY				MOY				EOY			
	Urgent Intervention	Intervention	On Watch	At/Above	Urgent Intervention	Intervention	On Watch	At/Above	Urgent Intervention	Intervention	On Watch	At/Above

Star 360 Reading (2025-2026)												
3rd	26%	20%	10%	44%	25%	15%	19%	42%	23%	15%	8%	54%
4th	26%	21%	11%	43%	31%	19%	6%	44%	36%	22%	6%	36%
5th	33%	16%	16%	36%	18%	25%	20%	36%	29%	18%	22%	31%

Math

During the 2025-2026 school year, the percentage of students scoring At or Above Benchmark in 1st grade, 2nd grade and 3rd grade increased from the beginning of the year to the end of the year based on the Math screener.

Star 360 Math (2025-2026)												
Grade Level	**BOY**				**MOY**				**EOY**			
	Urgent Intervention	Intervention	On Watch	At/Above	Urgent Intervention	Intervention	On Watch	At/Above	Urgent Intervention	Intervention	On Watch	At/Above
1st	38%	19%	13%	30%	33%	20%	11%	36%	18%	20%	25%	38%
2nd	32%	25%	21%	23%	14%	41%	7%	38%	19%	28%	7%	47%
3rd	18%	20%	16%	46%	15%	21%	15%	50%	13%	13%	13%	60%
4th	23%	9%	23%	45%	31%	19%	6%	44%	28%	21%	4%	47%
5th	13%	27%	20%	40%	11%	23%	20%	45%	18%	20%	13%	49%

STAAR

- Reading and Math student growth increased from Spring 2024 to Spring 2025.
- 3rd Grade Reading and Math increased in the Approaches, Meets, and Masters levels from Spring 2024 to Spring 2025.
- 4th Grade Reading and Math decreased in the Meets levels from Spring 2024 to Spring 2025.
- 5th Grade Math decreased in the Approaches and Meets levels from Spring 2024 to Spring 2025.
- 5th Grade Reading increased in the Approaches, Meets, and Masters levels from Spring 2024 to Spring 2025.
- 5th Grade Science increased in the Approaches and Meets levels from Spring 2024 to Spring 2025.

2023-2024 STAAR RESULTS			
3rd Grade			
	Approaches	Meets	Masters
Reading	52%	22%	8%
Math	46%	10%	6%
4th Grade			

2023-2024 STAAR RESULTS			
Reading	63%	25%	8%
Math	38%	20%	8%
5th Grade			
Reading	45%	26%	5%
Math	51%	21%	5%
Science	21%	5%	3%

2024-2025 STAAR RESULTS			
3rd Grade			
	Approaches	Meets	Masters
Reading	62%	42%	16%
Math	58%	32%	12%
4th Grade			
Reading	63%	23%	6%
Math	27%	14%	10%
5th Grade			
Reading	63%	33%	8%
Math	43%	18%	12%
Science	35%	10%	2%

2025-2026 STAAR Results			
3rd Grade			
	Approaches	Meets	Masters
Reading	55%	35%	14%
Math	55%	27%	18%
4th Grade			
Reading	64%	36%	18%
Math	49%	33%	18%
5th Grade			
Reading	50%	32%	20%
Math	39%	23%	11%
Science	23%	5%	0%

TELPAS

During the 2025-2026 school year, 50% of students met TELPAS progress.

TELPAS Composite Score 2024-2025				
	Beginning	Intermediate	Advanced	Advanced High
Kinder- 2nd Grade	21%	43%	22.%	14%
3rd-5th Grade	16%	53%	20%	10%
TELPAS Composite Score 2025-2026				
Kinder-2nd Grade	17.9%	55.4%	14.3%	12.5%
3rd- 5th Grade	9.8%	54.9%	23.5%	11.8%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**59**	**F**	
Student Achievement		**56**	**F**	**0%**
STAAR Performance	31	56		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**58**	**F**	**70%**
Academic Growth	54	58	F	✓
Relative Performance (Eco Dis: 82.5%)		57	F	
Closing the Gaps	**32**	**69**	**D**	**30%**

This campus earned a Student Achievement scale score that is less than 60. It also earned scale scores less than 60 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 59.

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**66**	**D**	
Student Achievement		**57**	**F**	**0%**
STAAR Performance	32	57		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**70%**
Academic Growth	59	65	D	✓
Relative Performance (Eco Dis: 87.8%)		59	F	
Closing the Gaps	**31**	**69**	**D**	**30%**

Missed Closing the Gaps Targets

The only target that was met was for Progress in Achieving English Language Proficiency for Emergent Bilingual students.

All other targets were missed and include:

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

Identification for Targeted Support & Improvement

NES is identified for Targeted Support & Improvement based on consistently underperforming student groups that have missed performance targets on the same three indicators for three consecutive years. These student groups are:

- African American student group
- Hispanic student group

Additionally, the following student groups have missed the same three indicators for two consecutive years and are in danger of being included for Targeted Support & Improvement if results do not improve during 2025-2026:

- Economically disadvantaged student group
- Emergent bilingual student group
- Continuously Enrolled student group

Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, NES will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 10 out of 32 possible points (31.3 pts) to 16 out of 32 points (50 component pts) - demonstrating at least expected growth toward meeting all targets for both Math and RLA for all student groups.
- **Academic Growth** - from 8 out of 32 possible points (25 pts) to 15 out of 32 possible points (46.9 component pts) - demonstrating at least minimum growth toward meeting all targets for both Math and RLA for all student groups.
- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet interim target with 3 out of 4 possible points (75 pts)
- **Student Success** - from 4 out of 16 possible points (25 pts) to 8 out of 16 points (50 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 32 points (scaled to 69 - D rating) to 51 points (scaled to 76 - C rating).

Turnaround Plan Requirement

Because NES has received overall accountability ratings of "F" for two consecutive years (2024 and 2025), the campus is required to develop a Turnaround Plan, receive Board of Trustees approval of the plan, and submit the plan to TEA for approval by November 14, 2025. Upon TEA approval, NES must implement the Turnaround Plan during the 2026-2027 school year.

Student Learning Strengths

TELPAS Strengths

- The Closing the Gaps English Language Proficiency Interim Targets was met based on TELPAS progress from Spring 2026 to Spring 2027.

STAAR Strengths

- 4th and 5th grade Student Growth increased in both Reading and Math from 2025 to 2026.
- 4th grade Reading increased from 6% to 18% Masters from the 2024-2025 school year to the 2025-2026 school year.
- 4th grade Math increased from 27% to 49% Approaches and 10% to 18% Masters from the 2024-2025 school year to the 2025-2026 school year.

Screener Strengths

- 2nd grade and 3rd grade results in Reading screener increased from BOY to EOY.
- 1st-5th grade results in Star 360 Math increased from BOY to EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On average, only 59% of 4th-5th graders demonstrated growth on the 2026 RLA STAAR and Math STAAR from the prior year.

Root Cause: Focus on reteach for Tier 1 skills only

Problem Statement 2: On average, only 33% of 3rd-5th grade students performed at Meets Grade Level or above on 2026 Math STAAR.
Root Cause: Focus on primarily Tier II and Tier III instruction.

Problem Statement 3: The majority of 5th grade students need accelerated instruction in math based on STAAR 2026 scores.
Root Cause: Focus on primarily Tier II and Tier III instruction.

School Processes & Programs

School Processes & Programs Summary

For the 2026-2027 school year, 1% of teachers are first year teachers and 34% of teachers have less than 5 years of experience. All 1st-3rd year teachers are assigned a mentor teacher and attend additional professional development provided throughout the year. All Campus professional development needs are determined based on student data, teacher walkthrough data, and teacher input. Additionally, all teachers participate in Professional Learning Communities (PLCs) in order to impact student growth.

An Accelerated Education Plan (AEP) has been developed to address the needs of students in need of 30 hours of accelerated instruction based on STAAR data, which includes a 45 minute intervention block for small group instruction daily as well as after-school tutorials.

To positively impact school culture, a Social Emotional Learning (SEL) time has been built into the campus master schedule each morning. Additionally, a Campus Culture & Climate team has been established to implement PBIS, MTSS, and Restorative Practices campus-wide. The Culture & Climate team will utilize discipline referral data, attendance data, and student academic data in order to inform the Campus professional development needs.

All students participate in a Coordinated School Health program, where 100% of students participate in physical activity through Physical Education class and daily structured recess time. Additional enrichment programs are offered, such Girl Start and UIL Academics.

School Processes & Programs Strengths

- A research-based PLC cycle has been established to consistently utilize student data and inform instruction.
- A Campus Culture & Climate team has been established to strengthen PBIS, MTSS, and Restorative Practices campus-wide.
- A Campus Leadership Team has been established to increase teacher leadership and input on campus decisions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The majority of 5th grade students need accelerated instruction in math based on STAAR 2026 scores.
Root Cause: Focus on primarily Tier II and Tier III instruction.

Perceptions

Perceptions Summary

The 2024-2025 staff at Northwest collaborated to create our school vision: *Creating and fostering a culture of inclusivity that empowers every student to reach their full potential.* Additionally, teacher leaders are a part of the campus leadership team to influence school decisions, including professional development. According to the Spring 2026 Upbeat staff survey, 75% of teachers felt that teachers play an active role in shaping the culture at the school.

School community events, such as Open House and Fall Festival, are held on campus throughout the year to partner with families and the community. Family participation at school community events is over 50%. According to the Spring 2026 Upbeat staff survey, 79% of teachers felt they built a trusting relationship with parents. A PTO has also been established to increase parent engagement. During the 2025-2026 school year, 2% of parents participated in the PTO.

According to the Spring 2026 Upbeat staff survey, only 38% of teachers felt that rules for student behavior were consistently enforced by teachers. The Campus Culture & Climate team was established during the summer of 2024 in order to build consistent PBIS and Restorative Practices. A weekly campus assembly is held to build a positive school culture and set clear behavior expectations across campus. Additionally, attendance, behavior, and academic achievements are celebrated at each weekly assembly.

During 2025-2026 school year, there were a total of 110 discipline referrals.

During the 2025-2026 school year, the overall attendance rate of 94.1%, increased by 1.1% from the 2024-2025 school year and the overall Chronic Absenteeism rate decreased from 24.1% in the 2024-2025 school year to 20.8% in the 2025-2026 school year.

	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	**2025-2026 (On Data Suite - May 22, 2026)**	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	**2025-2026 - Approximate (On Data Suite as of May 22, 2026)** (On Data Suite Low Attendance/ Summer Dashboard Total School Population)
State	**93.6%**	**93.9%**		**19.0%**	**18.0%**	
Region 13	**93.0%**	**93.5%**		**20.7%**	**19.0%**	
Pflugerville ISD	**92.9%**	**93.4%**	**93.8%**	**19.8%**	**18.7%**	**18.2%**
Northwest ES	92.1%	**93.0%**	**94.1%**	29.3%	**24.1%**	**20.8%**

Perceptions Strengths

- School community events are well attended by families at Northwest.
- Systems are in place to celebrate student attendance, behavior, and academic achievements at Northwest.
- Attendance rate increased and Chronic Absenteeism rate decreased during the 2025-2026 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The current PTO participation is approximately 2%.
Root Cause: Outreach efforts are not meeting the parents' needs.

Problem Statement 2: Restorative Practices, SEL, and PBIS processes were not consistent across campus.
Root Cause: The majority of staff did not receive professional development in Restorative Practices, SEL, and PBIS due to the high level of staff turnover.

Problem Statement 3: The chronic absenteeism rate of 20.8% is above the district average.
Root Cause: Interventions for attendance were not implemented for all tier 3 students.

Goals

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

Performance Objective 1: During the 2026-2027 school year, Northwest Elementary will support all teachers and staff through ongoing, targeted professional development as documented in the Campus Professional Development plan and reflected in 100% of professional development agendas.

High Priority

Evaluation Data Sources: Documented professional development plan
Feedback through campus surveys
Student screener and STAAR results

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 50% of the teachers at Northwest have 0-5 years of experience. **Root Cause**: A high level of turnover in staff from both the 2023-2024 to the 2024-2025 school year and from the 2024-2025 to the 2025-2026 school year.

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

Performance Objective 1: By June 2027, there will be a 9% increase in Growth and and a 22% increase in Meets Grade Level performance 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 54% to 63%
-Approaches from 52% to 70%
-Meets from 33% to 55%
-Masters from 17% to 20%

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 27% in June 2026 to 52% by June 2027 and to 60% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On average, only 33% of 3rd-5th grade students performed at Meets Grade Level or above on 2026 Math STAAR. **Root Cause**: Focus on primarily Tier II and Tier III instruction.

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

Performance Objective 2: By June 2027, there will be a 4% increase in Growth and an 16% increase in Meets Grade Level performance on STAAR 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:
-Reading Academic Growth from 59% to 63%
-Approaches from 60% to 70%
-Meets from 36% to 52%
-Masters from 17% to 20%

To Meet HB3 Early Childhood Reading Goals:
The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 36% in June 2026 to 52% by June 2027 and to 60% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 3: By June 2027, NES will increase the English language proficiency of 100% of Emergent Bilingual students in 1st-5th grades as measured by making at least one level of progress in their 2027 TELPAS composite result compared to the prior year.

Evaluation Data Sources: TELPAS composite rating progress

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

Performance Objective 4: By June 2027, there will be a 37% increase in Meets Grade Level performance on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Approaches from 35% to 60%
-Meets from 3% to 40%
-Masters from 0% to 12%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 1: During the 2026-2027 school year, NES will work to increase connections with feeder pattern secondary schools by collaborating on at least 1 school community event.

Evaluation Data Sources: Climate surveys
Parent survey

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

Performance Objective 2: During the 2026-2027 school year, 100% of students in 3rd-5th grade at NES will engage in student goal-setting for improved academic outcomes.

High Priority

Evaluation Data Sources: STAAR Math & Reading growth

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

Performance Objective 3: During 2026-2027, to ensure Coordinated School Health, 100% of Northwest Elementary students will participate in daily physical activity in a physical education class or through school-wide activities.

Evaluation Data Sources: Master Schedule, FitnessGram participation

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2026-2027 school year, NES will work to increase PTO participation by 10% from 1 member during the prior school year to 10 or more members.

Evaluation Data Sources: Climate surveys
Newsletters
Participation data from PTO/CAAC/Campus events

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, NES will reduce the number of discipline referrals by 10% from 110 referrals during the prior school year to 99 or fewer referrals.

Evaluation Data Sources: Discipline data, Climate surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2027, the PfISD student attendance rate will increase by 5% from 94.1% in 2025-2026 to 99.1% in 2026-2027. The rate of Chronic Absenteeism will be reduced by 5% from the estimated prior year rate of 20.8% down to 15.8%.

High Priority

Evaluation Data Sources: Attendance data, Chronic Absenteeism data

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Northwest Elementary School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from D to C or above
-- Domain 1 Rating will improve from F to C or above
-- Domain 2 Rating will improve from D to C or above
-- Domain 3 Rating will improve from D to C or above

High Priority

Evaluation Data Sources: Accountability reports

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 50% of the teachers at Northwest have 0-5 years of experience. **Root Cause**: A high level of turnover in staff from both the 2023-2024 to the 2024-2025 school year and from the 2024-2025 to the 2025-2026 school year.
Student Learning
Problem Statement 1: On average, only 59% of 4th-5th graders demonstrated growth on the 2026 RLA STAAR and Math STAAR from the prior year. **Root Cause**: Focus on reteach for Tier 1 skills only
Problem Statement 2: On average, only 33% of 3rd-5th grade students performed at Meets Grade Level or above on 2026 Math STAAR. **Root Cause**: Focus on primarily Tier II and Tier III instruction.
Problem Statement 3: The majority of 5th grade students need accelerated instruction in math based on STAAR 2026 scores. **Root Cause**: Focus on primarily Tier II and Tier III instruction.
School Processes & Programs
Problem Statement 1: The majority of 5th grade students need accelerated instruction in math based on STAAR 2026 scores. **Root Cause**: Focus on primarily Tier II and Tier III instruction.

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 - Northwest ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 22% in Spring 2024 to 46% by June 2025 and 60% June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
22%	46%	48%	52%	55%	57%	60%	
Outcomes	42%	33%					

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)	25%	7%	40%	n/a	n/a	n/a	n/a	15%	26%	n/a	21%	n/a	n/a
2024-2025	45%	45%	50%	n/a	n/a	n/a	n/a	30%	45%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	50%	33%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	21%	n/a	n/a
2025-2026	48%	48%	55%	n/a	n/a	n/a	n/a	32%	48%	n/a	37%	n/a	n/a
Outcomes: 2025-2026	21%	22%	n/a	n/a	n/a	n/a	n/a	0%	34%	n/a	32%	n/a	n/a
2026-2027	50%	50%	59%	n/a	n/a	n/a	n/a	35%	50%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	54%	54%	66%	n/a	n/a	n/a	n/a	38%	54%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	58%	58%	70%	n/a	n/a	n/a	n/a	42%	58%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	75%	n/a	n/a	n/a	n/a	45%	60%	n/a	60%	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 - Northwest ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 20% in Spring 2024 to 65% 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	
20%	35%	40%	45%	50%	55%	65%	
Outcomes	33%	11%					

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)	9%	25%	n/a	n/a	n/a	n/a	n/a	n/a	23%	n/a	5%	n/a	n/a
2024-2025	25%	35%	n/a	n/a	n/a	n/a	n/a	n/a	35%	n/a	25%	n/a	n/a
Outcomes: 2024-2025	60%	6%	n/a	n/a	n/a	n/a	n/a	n/a	29%	n/a	20%	n/a	n/a
2025-2026	30%	40%	n/a	n/a	n/a	n/a	n/a	n/a	40%	n/a	30%	n/a	n/a
Outcomes: 2025-2026	23%	0%	n/a	n/a	n/a	n/a	n/a	n/a	12%	n/a	0%	n/a	n/a
2026-2027	35%	45%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	35%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	40%	50%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	40%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	45%	55%	n/a	n/a	n/a	n/a	n/a	n/a	44%	n/a	45%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	50%	65%	n/a	n/a	n/a	n/a	n/a	n/a	65%	n/a	50%	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 - Northwest ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 28% 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	
28%	35%	40%	45%	50%	55%	60%	
Outcomes	54%	48%					

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)	41%	19%	27%	n/a	n/a	n/a	n/a	0%	24%	n/a	24%	n/a	n/a
2024-2025	45%	35%	35%	n/a	n/a	n/a	n/a	20%	35%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	64%	44%	n/a	n/a	n/a	n/a	n/a	n/a	55%	n/a	50%	n/a	n/a
2025-2026	48%	40%	40%	n/a	n/a	n/a	n/a	25%	40%	n/a	40%	n/a	n/a
Outcomes: 2025-2026	50%	38%	n/a	n/a	n/a	n/a	n/a	n/a	49%	n/a	56%	n/a	n/a
2026-2027	52%	45%	45%	n/a	n/a	n/a	n/a	30%	45%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	50%	50%	n/a	n/a	n/a	n/a	35%	50%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	58%	55%	55%	n/a	n/a	n/a	n/a	40%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	n/a	n/a	n/a	45%	60%	n/a	60%	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) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested)

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

Early Childhood Literacy Progress Measure 3 - Northwest 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 34% 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	
34%	46%	48%	52%	55%	57%	60%	
Outcomes	38%	41%					

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)	31%	29%	48%	n/a	50%	n/a	n/a	22%	35%	n/a	36%	n/a	n/a
2024-2025	46%	40%	52%	n/a	52%	n/a	n/a	40%	46%	n/a	46%	n/a	n/a
Outcomes: 2024-2025	42%	33%	36%	n/a	40%	n/a	n/a	17%	38%	n/a	30%	n/a	n/a
2025-2026	48%	42%	55%	n/a	55%	n/a	n/a	42%	48%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	42%	29%	58%	n/a	44%	n/a	n/a	8%	38%	n/a	42%	n/a	n/a
2026-2027	52%	45%	58%	n/a	58%	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	50%	60%	n/a	60%	n/a	n/a	50%	55%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	55%	62%	n/a	62%	n/a	n/a	55%	57%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	65%	n/a	65%	n/a	n/a	60%	60%	n/a	60%	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 - Northwest ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 10% in Spring 2024 to 49% by June 2025 and 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
10%	49%	52%	55%	58%	59%	60%
Outcomes	32%	27%				

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)	10%	0%	20%	n/a	n/a	n/a	n/a	0%	13%	n/a	7%	n/a	n/a
2024-2025	49%	40%	52%	n/a	n/a	n/a	n/a	40%	49%	n/a	49%	n/a	n/a
Outcomes: 2024-2025	33%	26%	n/a	n/a	n/a	n/a	n/a	n/a	32%	n/a	21%	n/a	n/a
2025-2026	52%	45%	55%	n/a	n/a	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
Outcomes: 2025-2026	7%	33%	n/a	n/a	n/a	n/a	n/a	0%	28%	n/a	36%	n/a	v/a
2026-2027	55%	50%	58%	n/a	n/a	n/a	n/a	50%	55%	n/a	55%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	55%	60%	n/a	n/a	n/a	n/a	55%	58%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	59%	58%	62%	n/a	n/a	n/a	n/a	58%	59%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	65%	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	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 - Northwest ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 88% in Spring 2024 to 95% 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
88%	90%	91%	92%	93%	94%	95%
Outcomes	73%	71%				

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%	75%	n/a	n/a	n/a	n/a	n/a	n/a	89%	n/a	74%	n/a	n/a
2024-2025	100%	80%	n/a	n/a	n/a	n/a	n/a	n/a	90%	n/a	80%	n/a	n/a
Outcomes: 2024-2025	90%	56%	n/a	n/a	n/a	n/a	n/a	n/a	74%	n/a	64%	n/a	n/a
2025-2026	100%	82%	n/a	n/a	n/a	n/a	n/a	n/a	91%	n/a	82%	n/a	n/a
Outcomes: 2025-2026	85%	50%	n/a	n/a	n/a	n/a	n/a	n/a	69%	n/a	56%	n/a	n/a
2026-2027	100%	85%	n/a	n/a	n/a	n/a	n/a	n/a	92%	n/a	85%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	100%	88%	n/a	n/a	n/a	n/a	n/a	n/a	93%	n/a	88%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	100%	91%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	91%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	100%	95%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	95%	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 - Northwest ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 43% in Spring 2024 to 70% 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
43%	50%	53%	58%	62%	66%	70%
Outcomes	61%	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)	47%	30%	55%	n/a	n/a	n/a	n/a	23%	39%	n/a	53%	n/a	n/a
2024-2025	50%	45%	60%	n/a	n/a	n/a	n/a	45%	50%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	55%	44%	n/a	n/a	n/a	n/a	n/a	n/a	64%	n/a	62%	n/a	n/a
2025-2026	53%	50%	62%	n/a	n/a	n/a	n/a	50%	53%	n/a	62%	n/a	n/a
Outcomes: 2025-2026	57%	63%	n/a	n/a	n/a	n/a	n/a	n/a	70%	n/a	72%	n/a	n/a
2026-2027	58%	52%	65%	n/a	n/a	n/a	n/a	52%	58%	n/a	65%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	62%	58%	68%	n/a	n/a	n/a	n/a	58%	62%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	66%	62%	70%	n/a	n/a	n/a	n/a	62%	66%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	70%	66%	72%	n/a	n/a	n/a	n/a	66%	70%	n/a	72%	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 - Northwest 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 34% 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
34%	46%	48%	52%	55%	57%	60%
Outcomes	36%	36%				

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)	32%	31%	38%	n/a	41%	n/a	n/a	16%	33%	n/a	32%	n/a	n/a
2024-2025	46%	46%	46%	n/a	48%	n/a	n/a	40%	46%	n/a	46%	n/a	n/a
Outcomes: 2024-2025	30%	29%	52%	n/a	47%	n/a	n/a	4%	35%	n/a	39%	n/a	n/a
2025-2026	48%	48%	48%	n/a	52%	n/a	n/a	42%	48%	n/a	48%	n/a	n/a
Outcomes: 2025-2026	25%	29%	63%	n/a	48%	n/a	n/a	4%	34%	n/a	45%	n/a	n/a
2026-2027	52%	52%	52%	n/a	55%	n/a	n/a	45%	52%	n/a	52%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	55%	55%	55%	n/a	58%	n/a	n/a	50%	55%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	57%	57%	57%	n/a	62%	n/a	n/a	55%	57%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	60%	n/a	65%	n/a	n/a	60%	60%	n/a	60%	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