



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Houston Elementary

Rating: C

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN II: SCHOOL PROGRESS** - *Measures district and campus outcomes in two areas:*

**Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

**Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

**DOMAIN III OBJECTIVES:** Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpEd, former SpEd, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled.

Distinction Designations Earned:

None

## ALL STUDENT POPULATIONS

### PERFORMANCE OBJECTIVE:

- Domain 1- 75% Approaches, 47% Meets, 25% Masters;
- Domain 2- Increase Growth 5% from last year;
- Domain 3 Increase Progress by 5% from last year and increase Meets % by 10% for all subgroups;
- Hispanics will increase by 7% at Approaches and 5% at Meets in Writing;
- African Americans will increase 7% at Approaches and 5% at Meets in Reading, Math and Writing, and;
- Special Education will increase 10% at Approaches and 5% at Meets in Reading

### STRATEGY DESCRIPTION(S):

- Teachers will use recurring Professional Learning Communities (PLCs) and planning meetings to collaboratively plan parts of lessons and campus instructional coaches and campus administrators will provide feedback in meetings to help improve lesson plans.
- During PLCs teachers select the essential standards that need to be tracked formatively on the Formative Assessment Tracking Sheet for the week. The teachers use the tracking sheets to collaborate on further instruction and reteach. The Tracking Sheets are submitted to administration for review, further discussion, modeling and/or coaching.

## READING/ELA

### PERFORMANCE OBJECTIVE:

- 75% of all students will score Approaches Grade Level Standards on the STAAR Reading assessment.



- 27% will score Meets Grade Level Standards on the STAAR Reading assessment.

#### **STRATEGY DESCRIPTION(S):**

- Teachers will be provided with a concise model of effective instructional planning by district and campus coaches and coordinators.
- Instructional Rounds will be facilitated by campus instructional coaches including debriefing process to build the overall capacity of teachers.
- Teachers will be provided with modeling through the Instructional Rounds process on how to deliver effective interventions and enrichment for students.
- Focus on small group reading instruction such as in guided reading, conferring, independent reading, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention programs for teachers.

### WRITING

#### **PERFORMANCE OBJECTIVE:**

- 65% of all students will score Approaches Grade Level Standards on the STAAR Writing assessment.
- 20% will score Meets Grade Level Standards on the STAAR Writing assessment.

#### **STRATEGY DESCRIPTION(S):**

- 100% of writing teachers will be trained in the use of Mentor Sentences in order for students to strengthen the revision and editing portion of the state assessment.
- 100% of writing teachers will participate in Thin Slicing Activities to analyze student writing progress using district benchmarks.
- Instructional Rounds will be implemented during Writer's Workshop instruction for all writing teachers.
- Evaluate the overall effectiveness of each component of the Writer's Workshop instruction for all writing teachers.
- Evaluate the overall effectiveness of each component of the Writer's Workshop model to determine the impact on student achievement using multiple sources of local and state data.
- Focus on mentor sentences, initial grammar instruction, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention programs for teachers.

### MATH

#### **PERFORMANCE OBJECTIVE:**

- 85% of all students will score Approaches Grade Level Standards on STAAR Math assessment.
- 38% will score Meets Grade Level Standards on STAAR Math assessment.

#### **STRATEGY DESCRIPTION(S):**

- Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and /or close learning gaps.
- Implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
- Focus on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes, and implementation of effective intervention programs for teachers.

### SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Social Studies will provide strategies for teaching the literacy strand of the Social Studies Processing standards.

#### **STRATEGY DESCRIPTION(S):**

- Guide teachers through the implementation of an Interactive Student Notebook.
- Provide classroom instruction utilizing differentiated instruction, quality questioning, cooperative learning and formative assessments.



## SCIENCE

**PERFORMANCE OBJECTIVE:** Improve vocabulary building in Science through Science Interactive Word Walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences.

### STRATEGY DESCRIPTION(S):

- Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction

## HEALTH

**PERFORMANCE OBJECTIVE:** 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

### STRATEGY DESCRIPTION(S):

- Assess student's Health-Related fitness using the FitnessGram assessment, twice per year.
- Ensure that the teacher-student ratio does not exceed 45:1
- Incentive programs to promote a healthy lifestyle for example Jets Get Fit, Walk Across America, Water Wednesday, and Fruit/Vegetable Friday.

## AT-RISK AND SPECIAL POPULATIONS

### STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Provide RtI through Tier 1 research-based best practices and Tier II and III Targeted and specific interventions to facilitate academic improvement for identified students.
- Provide In-school and Saturday tutorials to ensure that our students receive the interventions needed to close achievement gaps.

## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 96.1% in 2018/19 to 96.5% in 2019/20.

### Meet eligible campus Academic Achievement Distinction Designations (AADD)

*50% of indicators will be in top quartile*

### Meet Top 25% in Student Progress Distinction Designations

*Top quartile of campus comparison group in performance for student progress*

### Meet Top 25% in Closing Performance Gaps Distinction Designations

*Top quartile of campus comparison group in performance for closing performance gaps*

### Meet eligible Postsecondary Readiness Distinction Designations

*50% of indicators will be in top quartile*

**PERFORMANCE OBJECTIVE:** Teachers will consistently use PBIS strategies to effectively address classroom management and behavior issues that could affect absences.

### STRATEGY DESCRIPTION(S):

- Campus staff will code unexcused and excused absences correctly.
- Campus staff will run attendance reports, contact parents, and file truancy charges after 10 unexcused absences.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.



## FINANCIAL RESOURCES

General Operating, Elementary and Secondary  
State Compensatory Education Funds  
Title Funds  
IDEA, Part B  
Bilingual Allotment Funds  
Gifted and Talented Allotment Funds

## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches  
Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services  
Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos  
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments  
CISD Benchmarks at passing rate  
Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

Principal; Assistant Principals

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.

### STRATEGY DESCRIPTION(S):

- Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TEE, Eduphoria Strive, Frontline Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals.
- Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Managers</b>	Principal, Assistant Principal

## Goal 3: PARENTS AND COMMUNITY

**PERFORMANCE OBJECTIVE:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

### STRATEGY DESCRIPTION(S):

- Provide opportunities for families to participate in shared decision making to empower families.
- Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and



activities through a variety of media sources.

- Campus partnerships with community organizations that include book buddies, mentors, a variety of classes for families to help their students grow.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative - November, January; Summative – July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal

### Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

**STRATEGY DESCRIPTION(S):**

- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Implement a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

### Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

**STRATEGY DESCRIPTION(S):**

- Relate technology staff development to specific instructional objectives.
- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide staff development on integration of technology across the curriculum.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative - November, January; Summative - July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 2, At-Risk Strategy 1-2	Academic Tutorials	\$10,310.00	0.19
Reading Strategy 1, Math Strategy 2	Instructional Materials for At-Risk Student	\$2,658.00	0.00
All Students Strategy 1	Gen Ed Teachers for At-Risk Students	\$880,170.00	15.00
	<b>TOTAL SCE</b>	<b>\$893,138.00</b>	<b>15.19</b>

## TITLE I

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy 2, Writing Strategy 1, Math Strategy 3	Instructional Support Academic Coaches/Teachers	\$207,510.00	3.77
All Students Strategy 2, At-Risk Strategy 1-2	Academic Tutorials	\$21,900.00	0.40
All Students Strategy 2, At-Risk Strategy 1-2	Healthy Snacks Tutorials	\$500.00	0.00
ELA Strategy 1-2, , Math Strategy 3, Social Studies Strategy 2, Science Strategy 2	Instructional Materials	\$23,946.00	0.00
ELA Strategy 2, Math Strategy 3	Staff Development	\$2,912.00	0.00
Parents and Community Strategy 1-3	Family Engagement	\$2,912	0.00
	<b>TOTAL Title I</b>	<b>\$259,680.00</b>	<b>4.17</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1, 4	Academic Tutorials	\$4,500.00	0.06
Technology Strategy 2	Technology	\$500.00	0.00
At-Risk Strategy 4	Books	\$500.00	0.00
At-Risk Strategy 4, 6	Instructional Materials	\$2,500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$8,000.00</b>	<b>0.06</b>



# Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
<b>Element 1</b>	<b>Comprehensive Needs Assessment</b>
At-Risk Strategy 1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
<b>Element 2</b>	<b>Campus Improvement Plan (CIP)</b>
Parents and Community Strategy 1-3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At-Risk Strategy 1, 2	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community Strategy 1-3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Reading/ELA Strategy 4, Writing Strategy 6, Math Strategy 3, At-Risk Strategy 2, 3, 4	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Reading/ELA Strategy 4, Writing Strategy 6, Math Strategy 3, At-Risk Strategy 2, 3, 4	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
Reading/ELA Strategy 4, Writing Strategy 6, Math Strategy 3, At-Risk Strategy 2, 3, 4	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
<b>Element 3</b>	<b>Parent and Family Engagement</b>
Parents and Community Strategy 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 2	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Houston Elem

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

62% scored Approaches Grade Level Standards  
27% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards

#### 2019-2020 Goals:

75% will score Approaches Grade Level Standards  
47% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

72% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

77% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

61% scored Approaches Grade Level Standards  
25% scored Meets Grade Level Standards  
10% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

14% scored Approaches Grade Level Standards  
2% scored Meets Grade Level Standards  
0% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

45% scored Approaches Grade Level Standards  
18% scored Meets Grade Level Standards  
10% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

75% will score Approaches Grade Level Standards  
47% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

24% will score Approaches Grade Level Standards  
7% will score Meets Grade Level Standards  
5% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

50% will score Approaches Grade Level Standards  
25% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

57% scored Approaches Grade Level Standards  
22% scored Meets Grade Level Standards  
11% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

12% scored Approaches Grade Level Standards  
0% scored Meets Grade Level Standards  
0% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

43% scored Approaches Grade Level Standards  
19% scored Meets Grade Level Standards  
11% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

64% will score Approaches Grade Level Standards  
27% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

22% will score Approaches Grade Level Standards  
5% will score Meets Grade Level Standards  
5% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

50% will score Approaches Grade Level Standards  
24% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards





## WRITING

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

49% scored Approaches Grade Level Standards

15% scored Meets Grade Level Standards

2% scored Masters Grade Level Standards

#### **Focus Student Group: Special Education**

0% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

#### **Focus Student Group: African American**

40% scored Approaches Grade Level Standards

10% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

56% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

#### **Focus Student Group: Special Education**

10% will score Approaches Grade Level Standards

5% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

#### **Focus Student Group: African American**

47% will score Approaches Grade Level Standards

15% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

## MATH

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

71% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

#### **Focus Student Group: Special Education**

23% scored Approaches Grade Level Standards

4% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

#### **Focus Student Group: African American**

49% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

78% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

#### **Focus Student Group: Special Education**

33% will score Approaches Grade Level Standards

9% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

#### **Focus Student Group: African American**

56% will score Approaches Grade Level Standards

27% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

## SOCIAL STUDIES

### 2018-2019 Performance:

#### **Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

#### **Focus Student Group: Special Education**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

#### **Focus Student Group: African American**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

### 2019-2020 Goals:

#### **Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

#### **Focus Student Group: Special Education**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

#### **Focus Student Group: African American**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards



SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: African American**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: African American**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All Students, African American, Hispanic, Economically Disadvantaged, English Learners (Current/Monitored), Special Education
Achievement Math		All Students, African American, Hispanic, Economically Disadvantaged, Special Education
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		All Students, African American, Hispanic, White, Economically Disadvantaged
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	English Learners (Current/Monitored)

**NON-DISCRIMINATION STATEMENT**

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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